



2019 | THIRD ANNUAL  
Massachusetts School Breakfast Report Card

# Ending Hunger in Our Classrooms



Expanding “After the Bell” Breakfast  
to Fuel Student Learning

Christy Mach Dubé & Elizabeth Brodbine Ghoniem

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## Special Thanks

The Eos Foundation would like to thank Children’s Health-Watch for their partnership on the “Ending Hunger in Our Classrooms” series of report cards. Their partnership enabled us to further advance our research on breakfast after the bell in Massachusetts, and the health and academic benefits of school breakfast. We also would like to recognize school breakfast champions across the state for their commitment to increasing school breakfast participation, including the Department of Elementary and Secondary Education (DESE), the Child Nutrition Outreach Program at Project Bread, the New England Dairy & Food Council, the Massachusetts Chapter of the School Nutrition Association, the Food Bank of Western Massachusetts, the Worcester County Food Bank, the Greater Boston Food Bank, the Rise and Shine Coalition, Project Bread, the Massachusetts Law Reform Institute, Advocates for Children of New Jersey, the Food Research and Action Center, and Share our Strength.



## Bright Spots

- **Springfield** and **New Bedford** have taken after the bell (ATB) breakfast programming district-wide, achieving over 80% average participation of all students.
- **Orange** and **Holyoke** are close behind, counting 79% and 78% district-wide participation, respectively.
- In just two years since implementing ATB programs, **Everett** increased from 43% average breakfast participation across the district to 73%, and **Gill-Montague** jumped from 28% to 73% participation.
- With breakfast participation of 75%, **Putnam** Vocational Technical High School is a model for other vocational tech schools, which average just 19% breakfast participation.
- **164,000** children in high poverty schools participate in school breakfast today, compared to only 97,000 in SY12/13, **an increase of 67,000 students.**





# After the Bell (ATB) school breakfast is a game changer.

## Did You Know?

Massachusetts ranks 33rd of 50 states in the percentage of low-income children who eat a school breakfast each day.

### Key Findings of 625 High Poverty Schools

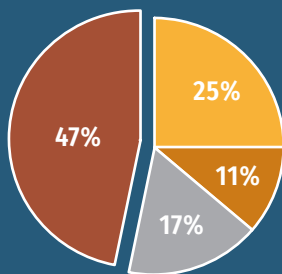
**Only 25%** feed breakfast to **80% or more** of their students each day.

**47%** feed breakfast to **fewer than 50%** of their students each day.

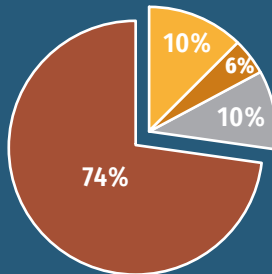
**74%** of charter operators feed breakfast to **fewer than 50%** of students each day.

### Percentage of 625 schools reaching students with breakfast

High Poverty Schools



Charter Operators



Gold Star Honorable Mention Status Quo Needs Urgent Attention



## The Goal

If **all** high poverty schools reached **80%** of kids with breakfast...

**+159,000**

more low-income students would receive a nutritious meal each day.

**+\$32M**

USDA reimbursements each year would be available to the State.

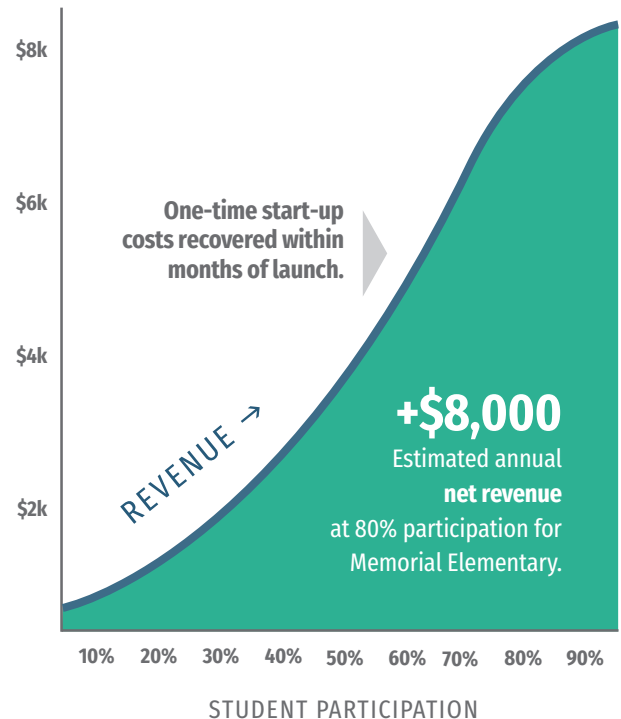
# The Dollars and Sense of ATB Breakfast

## There is a strong business case for ATB breakfast

Not only does it improve health and student academic outcomes, but ATB breakfast brings revenues into the district, supporting School Nutrition Director and District CFO efforts to improve school nutrition budgets. School nutrition programs are highly regulated and operate on thin margins because labor and food costs are high, and the reimbursement rate per school meal, which is also regulated, is low. ATB breakfast offers a financial fix: it boosts participation, which increases the number of meals served and reimbursements from USDA.

If all high poverty schools in Massachusetts launched ATB programs and reached 80% participation rates, collectively they would draw down nearly **\$32 million** in USDA reimbursements each year – money currently forfeited due to low breakfast participation.

*Winchendon example: ATB breakfast increases net revenue for nutrition department*



## Case Study: Winchendon

Memorial Elementary launched an ATB D2C program with a \$4,700 start-up grant and a free and reduced-meal eligible student population of 62% at the beginning of SY17/18. When it was served before school, breakfast participation averaged 25%. Within the first month of ATB operation, participation jumped to 80%, reaching as high as 90% to date. Financially, the district's school breakfast revenue increased from \$1,000 to nearly \$9,000 in one year. Increased revenues:

- Contribute to improved child nutrition programming – such as increasing locally sourced fruits and vegetables – across all schools in the district.
- Cover increased labor costs associated with serving more meals.
- Are slated to support start-up costs to expand ATB breakfast programming to the middle school.

“ ATB breakfast programs result in a healthy fiscal position for school nutrition departments – and many districts are not in a healthy fiscal position. Well-run ATB breakfast programs dramatically increase breakfast participation and draw down increased USDA reimbursements. ATB breakfast is the single biggest quick fix for nutrition departments and it makes business sense: those new reimbursement dollars cover the startup and operating costs of the after the bell program.”

— DONNA LOMBARDI, DIRECTOR OF SCHOOL NUTRITION, WORCESTER PUBLIC SCHOOLS



# Hunger in Our Schools

## Why Does School Breakfast Matter?

Hunger is hidden and persists in Massachusetts with research showing that food insecurity rates increased during the Great Recession and have yet to return to pre-recession levels in our state and across the country.<sup>1</sup> Despite nearly eleven years of economic recovery, one out of every seven children in our state still lives in a family that lacks the resources necessary to afford enough food for all household members to lead active, healthy lives.<sup>2</sup>

The USDA school nutrition programs have long existed as a nutritional and scholastic safety net, providing essential nourishment low-income children cannot always get at home. Research shows that children living in low-income families receive half of their daily calories at school. Despite significant efforts over the past six years, nearly 159,000 low-income students in the Commonwealth are still missing out on a nutritious morning meal at school each day.



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## Adopting ATB breakfast district-wide made a big impact in Holyoke

Three years ago, Holyoke committed to expand ATB breakfast delivered to the classroom district-wide. Today, Holyoke Public Schools:

- Average **78% participation** across the district compared to 45% three years ago.
- Feed **1,100** more students breakfast each school day.
- See an increase from \$400,000 to **\$900,000** in annual USDA breakfast reimbursements.

*“ Making school breakfast available after the bell is foundational to our turnaround work in Holyoke. It was one of the first steps we took to improve learning outcomes for students.”*

— DR. STEPHEN ZRIKE,  
RECEIVER/SUPERINTENDENT,  
HOLYOKE PUBLIC SCHOOLS

# ATB Progress is Leveling Off

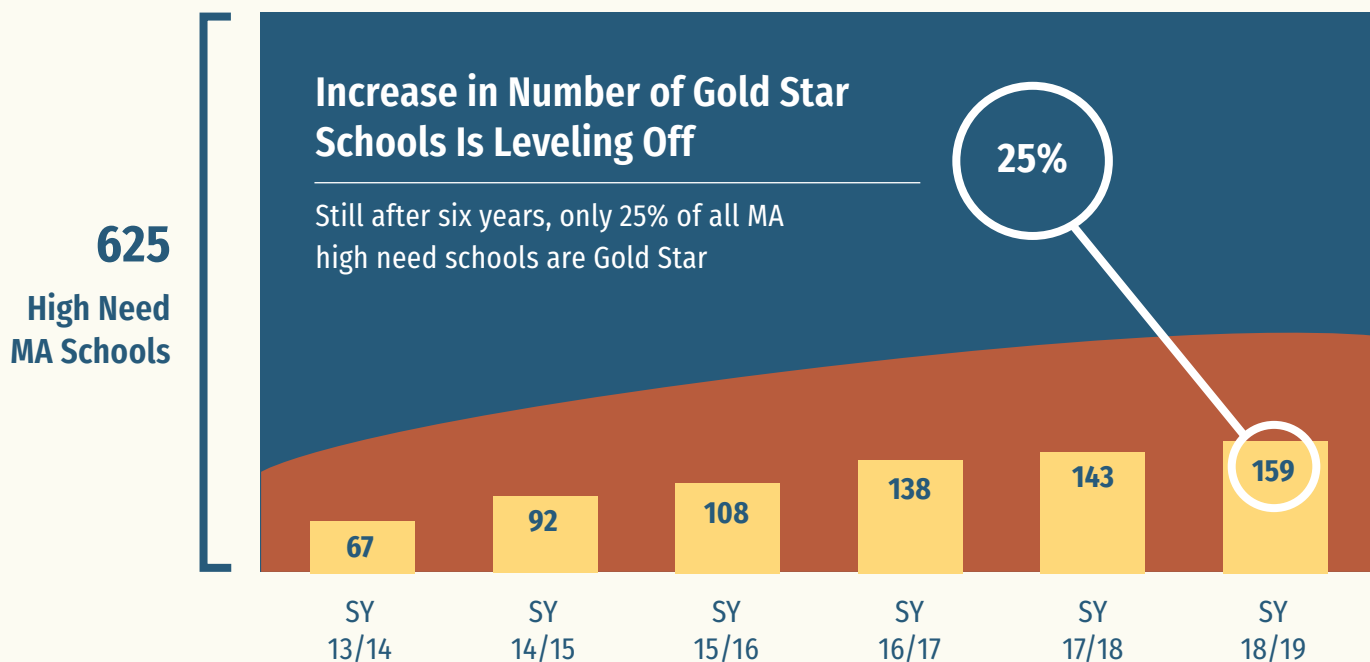
Massachusetts ranks 33rd out of 50 states in terms of the percentage of low-income children who eat a school breakfast every day.<sup>3</sup> In this third annual report, we explore the dichotomy between a handful of districts and schools in which a majority of students participate in school breakfast and a larger subset of schools which reach less than half of their kids.

Since SY13/14, the Eos Foundation has provided high poverty schools\* with grant funding and technical assistance to help them launch after the bell (ATB) breakfast programs. In SY13/14, 67 schools ran Gold Star breakfast programs (those reaching over 80% participation). In SY18/19, 159 hit that mark. From SY13/14 to SY16/17, the number of Gold Star schools increased 105%. However, since SY16/17, the number has grown by only 15%, appearing to level off as the early adopters have already rolled out the program.

Nearly half of all high poverty schools in the state, 293 schools or 47%, reach less than half of all their kids, and another 173 schools (28%) reach between 50-79% participation. What are the Gold Star schools doing successfully, and how can other schools replicate their success?

If all high poverty schools operated Gold Star breakfast programs, over **159,000 more low-income students would gain a nutritious meal each day**, and the state would **tap into over \$32 million in USDA reimbursements each year** — money currently forfeited due to low breakfast participation.

\* High poverty schools are those in which a minimum of 60% of students qualify for free or reduced-price meals.



# Benefits of ATB Breakfast

## Fewer disruptions mean more learning time

School administrators and teachers frequently worry that breakfast ATB eaten in the classroom will compromise valuable instruction time. However, in classrooms with the program, teachers report that they have gained instructional time due to fewer disruptions such as visits to the school nurse, tardiness, and absenteeism.<sup>4</sup> During classroom breakfast time, teachers take attendance, check in with students, and engage them in “chew and do” activities. In addition, teachers report that the quality of instruction improves when students eat breakfast because the children are more alert and ready to learn.

## Eating together strengthens community, helps build trust and cooperation

Research shows that eating together helps build trust and cooperation.<sup>5</sup> This is echoed by teachers and school administrators operating ATB breakfast programs across Massachusetts. They find eating breakfast together as a class to be a valuable morning social/emotional check-in with students that helps build community, which supports learning success for all.



### RESEARCH-BASED BENEFITS OF BREAKFAST

When children eat school breakfast, research shows the following results:



**Test scores**



**Dietary intake**



**Tardiness & absences**



**Visits to nurse**



**Health outcomes improved**

including lower  
body mass index

## After the bell breakfast empowers students

Many schools give students a rotating “Breakfast Champion” role, which can include delivering breakfast coolers to the classroom, distributing placemats and meals, assisting with clean-up, and returning breakfast carts to the cafeteria. Children love the responsibility and teachers appreciate the extra help.



# Gold Star ATB Delivery Models



**ATB school breakfast operates like a light switch — within days of transitioning from before the bell to ATB, participation often doubles.**

ATB breakfast allows students a brief window of time to eat after the tardy bell rings. Students typically eat in their classrooms while completing an assignment

as teachers take attendance and collect homework. Three delivery models are known to achieve Gold Star participation. Striving for this high level of participation is important to first address childhood hunger ensuring students are fed and fueled to learn, and second, to draw down increased USDA breakfast reimbursements for reinvestment into improved school nutrition programming.



**Step 1** Breakfast is delivered to classroom



**Step 2** Students work while they eat



**Step 3** Students lead clean up efforts

## **MODEL 1 — ATB Breakfast Delivered to the Classroom (D2C, formerly called Breakfast in the Classroom).**

Meals are delivered to the classroom in insulated hot/cold breakfast bags, students make a breakfast selection, and teachers record breakfast participation. Using this model, national participation averages 88%.<sup>6</sup>

For middle and high schools with block schedules, districts should consider the **Springfield Model**, which creates a 10-minute advisory period at the start of the school day, allowing kids to go to the same classroom each morning, which provides for a D2C model.

## **MODEL 2 — The Chicopee Model Grab and Go to the Classroom.**

While most Grab and Go models average 40 - 50% participation, the Chicopee Model reaches 90% of students. Children come into their classrooms and put their coats and backpacks down. They then go out into their respective hallways and make a breakfast selection from one of several kiosks, taking the meal to eat in their classroom. Cafeteria staff record breakfast participation.

## **MODEL 3 — The Salem Model Second Chance Breakfast.**

Another option for block schedules is the Salem Model, which uses a Grab and Go with kiosks as students enter school followed by a Second Chance breakfast between 2nd and 3rd periods. The key to the success of the Salem Model is a 10 - 15 minute break between 2nd and 3rd periods where students can go to the cafeteria or kiosks and access a bagged breakfast to take to their classroom. Salem sees 40% of kids take the Grab and Go when they enter the building and another 40-50% take the Second Chance later for a total 80%+ participation rate.

# Key Learnings

Based on six years of program implementation, we distilled the most essential elements to a successful ATB school breakfast program.

## 1. Leadership is critical.

At the district level, the districts with supportive superintendents who have made ATB breakfast a top priority, requiring the program across the district, see quick gains. At the school level, the same applies to principals. School Nutrition Directors (SNDs) are typically enthusiastic about ATB breakfast programs.

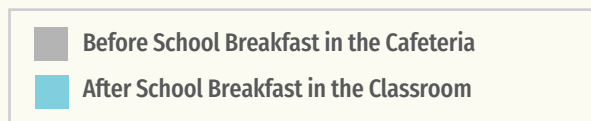
These professionals – many registered dietitians, nutritionists, and chefs with business backgrounds – play a front-line role to combat childhood hunger in high poverty schools. While most SNDs embrace the ATB program, they need superintendents and principals to open the doors for them to get ATB into more schools.

“All the research supports how important a nutritious breakfast is for the kids. It helps their overall health and is very important for learning. We’ve really worked awfully hard to make After the Bell breakfast possible for all our kids. It’s been a true team effort.”

— SUPERINTENDENT DANIEL WARWICK

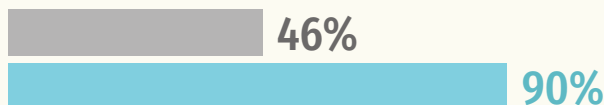


## Examples of the increase in breakfast participation when served after the bell



### Barry | Chicopee, MA

ENROLLMENT: 428



### Holyoke High | Holyoke, MA

ENROLLMENT: 232



### Fisher Hill | Orange, MA

ENROLLMENT: 212



## 2. Teachers are critical.

The classroom teacher is the single greatest predictor of whether the child in that room participates in breakfast. We have seen classrooms in one school with variations in participation of as much as 40% based on teacher support for the program. Teachers at all grade levels should consider eating with their students to role model good habits, discuss the importance of nutrition, and have a social/emotional check-in over the shared meal.

“I was worried about mess in the classroom, but found it was not a problem. The benefits of students eating breakfast in my classroom have erased my initial worries about the program. I encourage all teachers in high poverty schools to embrace this program.”

— KIM LEPAGE, TEACHER AT BOWIE ELEMENTARY SCHOOL, CHICOPEE

## Key Learnings (continued)

### 3. Bring food to the kids rather than kids to the food. This is what Gold Star models do!

School leaders that embrace breakfast as foundational to learning make it easy for kids to get breakfast. Those who expect kids to grab a breakfast on their way into the building or from the cafeteria often don't see above 50% participation even if they provide students time after the bell to eat the breakfast.

*“ Our middle school offered grab and go via a kiosk at the entry where kids were allowed to take the meal to their classroom, but it was chaotic and didn't go well. Students were fooling around in the hallway and were delayed getting to class, so we decided to transition to an ATB D2C model, which allowed students and teachers to get right into their learning day. ATB D2C is a much smoother model and our participation numbers have increased significantly.”*

— CAROLYN BROWN, SCHOOL NUTRITION DIRECTOR, ATHOL-ROYALSTON

### 4. Create a school team — teachers, cafeteria staff and custodians — to launch ATB breakfast.

Gold Star ATB breakfast programs are a true team effort with all school-building staff working in concert for the benefit of children. Cafeteria staff prepare and account for breakfast, principals and teachers guide students through their morning meal, and custodians help dispose of breakfast waste.

*“ The after the bell breakfast program where children eat in the classroom hasn't been more work, it's just been different work. Instead of spending time cleaning up a messy cafeteria, I roll out and pick up trash barrels from the hallway. Yes, there is the occasional spill in the classroom but that's no different than what would happen in the cafeteria.”*

— DAVE KEZAR, HEAD CUSTODIAN, CARLTON INNOVATION SCHOOL, SALEM





# How ATB Breakfast Works

While all high poverty schools are required to operate a breakfast program, most still do so before school starts, requiring students to arrive early to access a nutritious morning meal. Late buses, crowded and intimidating cafeteria lines, limited time to get food and eat before the bell rings, and the stigma that “only the really poor kids eat breakfast” are among the documented barriers to participation.<sup>7</sup>

Moving breakfast to ATB, when students are required to be in attendance, changes these dynamics. When served ATB:

- All children have access to a free breakfast. No one must try to arrive early to eat a nutritious meal or be concerned about missing breakfast due to a late bus, and no one is singled-out as needing breakfast.
- Children have 10 - 15 minutes to eat in the comfort and safety of their classrooms, as opposed to the rushed, crowded, and intimidating cafeteria.
- Teachers report a calmer start to the learning day. Children enter the classroom and sit down to a morning assignment or conversation with classmates while they eat.
- Participation rates in breakfast jump dramatically, and students are fed and fueled to learn.<sup>8</sup>



Recognizing hunger as a serious impediment to learning, the Massachusetts Department of Elementary and Secondary Education issued policy guidance in 2015 that breakfast eaten after the bell and in the classroom can count toward student learning time.

# How to Start an ATB Breakfast Program

**Planning to implement** an ATB breakfast program is critical to success. Gold Star participation schools allow a minimum of 4 - 6 weeks of preparation prior to ATB launch. Key steps include:

**1. Researching and choosing an ATB model.**

The principal and SND partner to lead the ATB implementation team. They research and choose an ATB model based on the school’s grade levels, schedule, and physical layout/logistics.

**2. Observing a Gold Star breakfast school.**

A school-based team (administrator, teacher, cafeteria, facilities) visits a Gold Star breakfast school to ask questions, observe, and develop a nuts & bolts plan for implementation.

**3. Engaging all school-based staff.**

At an all staff meeting, the principal and SND partner to present a plan to implement ATB breakfast, review checklists, and answer staff questions. As a follow-up to this large group meeting, principals may engage in grade-level planning meetings to problem-solve how ATB breakfast will work for each student age group and in each classroom. The implementation team should check in with staff daily during the first few weeks to ensure a smooth roll-out. ATB breakfast should remain on all monthly staff meeting agendas to share success and problem solve any challenges.

Checklist for Teachers	Checklist for Custodians	Checklist for SNDs
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a morning routine for how breakfast will work in your classroom.</li> <li><input type="checkbox"/> How will you guide students to access breakfast?</li> <li><input type="checkbox"/> What activities will students do when eating breakfast?</li> <li><input type="checkbox"/> Where will your share bin go and what are your rules for students to access it?</li> <li><input type="checkbox"/> Where will your cleaning supplies and breakfast trash go?</li> <li><input type="checkbox"/> Understand your role in meal accountability, if any.</li> <li><input type="checkbox"/> What instructions will you leave for substitute teachers?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine trash equipment needs for breakfast waste.</li> <li><input type="checkbox"/> Identify clean-up kits for classrooms (i.e., handheld dustpans/sweepers, wet wipes).</li> <li><input type="checkbox"/> Determine ATB waste pick-up time and process for disposal.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine meal accountability plan based on ATB delivery model.</li> <li><input type="checkbox"/> Identify ATB kiosk(s) or insulated bag sets.</li> <li><input type="checkbox"/> Determine ATB breakfast menu options and bagging equipment.</li> <li><input type="checkbox"/> Identify storage for increased breakfast inventory.</li> <li><input type="checkbox"/> Determine staffing schedule changes, if any.</li> <li><input type="checkbox"/> Order cafeteria and custodial equipment needs.</li> </ul>



# Misperceptions/FAQ



## ? Won't ATB breakfast make my classroom a mess?

Most elementary schools already have snacks in the classroom. ATB breakfast is no different. Teachers establish routines and cleaning protocols for eating breakfast after the bell in their classrooms. Students learn their roles and clean up after themselves. Custodians are also involved to identify school-specific clean-up protocols. With the need to clean the cafeteria between breakfast and lunch eliminated, custodians have time to remove classroom trash.

## ? Is ATB breakfast healthy?

The 2010 Healthy, Hunger Free Kids Act significantly updated nutrition standards for meals served in schools. Today, breakfasts include whole grain cereals, yogurt, warm egg sandwiches, juice, milk, and fresh fruit. Increasing variety is available for ATB programs, including cafeteria-baked muffins made with local and school garden-sourced ingredients.

## ? What about pests?

Schools have not reported an increase in pests due to breakfast eaten in the classroom. Teachers establish cleanliness routines and teach students to follow them. One teacher found that ATB breakfast eliminated rodents in her room because she no longer had to keep snacks in her drawers for hungry students, which the mice would get at when the class was empty.

## ? How can we handle food allergies?

Managing food allergies in the classroom is no different than managing food allergies in the cafeteria. School nutrition staff work with school nurses and teachers to ensure allergies are identified and appropriate steps are taken, such as special labels on the meals for students with allergies.



# ATB Breakfast Menu Options

Now that ATB programs are seen as successful options, School Nutrition Directors are imploring their manufacturers to develop more breakfast options that are nutritious and protein packed – products that will give students the healthiest start to their day. In some cases, schools are finding ways to include scratch cooking into their ATB breakfast programs.

Most people outside school nutrition don't realize that school meal items are:

- Low in sugar and sodium
- Rich in whole grain
- Restricted to contain less than 10% of calories from saturated fat with no added trans fats, and
- Meet age-appropriate calorie minimums and maximums.

## What foods are served in school breakfasts?



## Did you know?

- Foods that are served in the classroom are required by the USDA to contain at least 50% whole grains.
- School breakfast is healthier than ever thanks to the 2010 Healthy Hunger Free Kids Act, which significantly updated nutrition standards for meals served in schools.
- The formulas manufacturers use for the school breakfast market are of higher nutritional quality than those used for the same products in the grocery store/retail market.

“ Most teachers and parents are surprised by the fact that the food items made specifically for school nutrition programs are different and healthier than those seen in the grocery store.”

— MADISON WALKER, FORMER SND AND SUSTAINABLE FOOD SYSTEMS CONSULTANT

Chicopee, Salem, and Springfield Public Schools have all developed scratch-cooked recipes to increase healthy breakfast menu items.

## Locally Grown Blueberry Breakfast Muffins CHICOPEE PUBLIC SCHOOLS

- 50 lbs. Bake N Joy Muffin Mix\*
- 2 gallons oil
- 12.5 dozen local eggs (shell-on)
- 20 cups local IQF blueberries\*\*

\* Bake N Joy Muffin Mix is an Andover, MA based food manufacturer whose products comply with MA school breakfast requirements.

\*\* IQF Process: Individually Quick Frozen slows decomposition by turning residual moisture into ice, and preserving natural nutrients.

# 2019 Rankings

## School breakfast rankings demonstrate need, leaders, and opportunity

This report groups Massachusetts' 625 high poverty schools into four categories: high poverty districts, charters, vocational technical schools, and mixed need districts. Rankings demonstrate pockets of excellence and areas for improvement.

### Category 1: High Poverty Districts

Thirty-six high poverty districts educate 84% of all students in high poverty schools. Only two districts receive a Gold Star grade: Springfield and New Bedford. Twelve districts need urgent attention: Randolph, Lynn, Boston, Revere, Pittsfield, Leominster, Fitchburg, Dennis-Yarmouth, West Springfield, Chelsea, Haverhill, and Malden.

Table 1 ranks Massachusetts' high poverty districts, those where over 60% of students across the district qualify for free or reduced-price meals, by their average breakfast participation across all schools in the district.

**TABLE 1 Rank Order of 36 High Poverty School Districts by Breakfast Participation**

Current Rank SY18/19	Previous Rank SY17/18	District	Enrollment	Average Breakfast Participation Across District Schools	Total Additional Federal Revenues If Reach 80% Breakfast Participation Across All Schools
1	2	Springfield Public Schools	24,600	82%*	\$0
2	1	New Bedford Public Schools	12,987	81%*	\$0
3	22	Orange Public Schools	539	79%	\$3,580
4	3	Holyoke Public Schools	4,718	78%	\$279,270
5	9	Everett Public Schools	7,123	73%	\$397,615
6	24	Gill-Montague Regional Schools	370	73%	\$11,087
7	4	Brockton Public Schools	16,121	71%	\$984,760
8	7	Greenfield Public Schools	1,497	70%	\$80,883
9	5	Lowell Public Schools	14,638	69%	\$1,144,978
10	21	Taunton Public Schools	2,884	69%	\$69,841

(Continued from the previous page)

Current Rank SY18/19	Previous Rank SY17/18	District	Enrollment	Average Breakfast Participation Across District Schools	Total Additional Federal Revenues If Reach 80% Breakfast Participation Across All Schools
11	10	North Adams Public Schools	1,370	64%	\$98,433
12	8	Lawrence Public Schools	12,966	63%	\$1,248,672
13	11	Adams-Cheshire Regional Schools	1,155	63%	\$81,615
14	15	Chicopee Public Schools	7,390	63%	\$712,950
15	26	Somerville Public Schools	2,928	62%	\$346,515
16	6	Southbridge Public Schools	1,996	62%	\$177,962
17	14	Athol-Royalston Regional Schools	1,404	57%	\$69,004
18	13	Quaboag Regional Schools	1,020	56%	\$69,069
19	16	Wareham Public Schools	2,117	56%	\$113,754
20	17	Fall River Public Schools	10,139	55%	\$873,059
21	12	Salem Public Schools	3,912	53%	\$381,104
22	18	Worcester Public Schools	23,351	51%	\$3,040,430
23	23	Gardner Public Schools	1,635	50%	\$107,874
24	27	Webster Public Schools	1,832	50%	\$122,404
25	33	Randolph Public Schools	2,722	47%	\$277,316
26	28	Lynn Public Schools	14,141	46%	\$2,265,784
27	20	Boston Public Schools	54,028	46%	\$7,418,310
28	19	Revere Public Schools	7,553	46%	\$744,301
29	29	Pittsfield Public Schools	3,562	46%	\$413,570
30	N/A <sup>‡</sup>	Leominster Public Schools	3,582	44%	\$427,234
31	25	Fitchburg Public Schools	5,315	42%	\$649,761
32	N/A <sup>‡</sup>	Dennis-Yarmouth Regional Schools	1,207	41%	\$122,798
33	30	West Springfield Public Schools	2,229	41%	\$303,430
34	31	Chelsea Public Schools	6,083	37%	\$923,755
35	N/A <sup>‡</sup>	Haverhill Public Schools	3,297	36%	\$439,152
36	32	Malden Public Schools	5,567	25%	\$818,132

All data and rankings rely on October 2018 data as reported to the MA Department of Elementary and Secondary Education.

\* Indicates Gold Star level of 80% participation or higher.

‡ The number of high poverty schools in Dennis-Yarmouth Regional School District, Haverhill Public Schools, and Leominster Public Schools increased this year, which is why they appear above among high poverty districts. Last year they appeared in the table outlining “Mixed Need” Districts.



## Category 2: High Poverty Out-of-District Charters

Massachusetts counts 39 high poverty out-of-district charter school operators. Four charters received a Gold Star grade. Twenty-nine, or 74% of all low-income charter operators, need urgent attention. Table 2 ranks public charter school operators by their average breakfast participation. 68% of all students attending charter schools qualify for F/R meals; however, just 43% of children receive breakfast each day.

**Table 2 Rank Order of 39 High Poverty Public Charter Operators by Breakfast Participation**

Current Rank SY18/19	Previous Rank SY17/18	Charter School	Enrollment	Average Breakfast Participation	Total Additional Federal Revenues If Reach 80% Breakfast Participation Across All Schools
1	4	Seven Hills Charter School	670	93%*	\$0
2	3	Holyoke Community Charter School	702	91%*	\$0
3	2	Libertas Academy Charter School: Springfield	178	89%*	\$0
4	1	Conservatory Lab Charter School (2) <sup>§</sup>	332	85%*	\$637
5	7	Veritas Preparatory Charter School: Springfield	361	75%	\$6,163
6	6	Springfield Preparatory Charter	271	73%	\$6,934
7	11	Lowell Community Charter School	815	58%	\$66,799
8	10	Alma Del Mar Charter School	442	56%	\$38,123
9	9	Bridge Boston Charter School	339	55%	\$31,201
10	13	Lawrence Family Dev. Charter (3) <sup>§</sup>	759	51%	\$73,053
11	33	New Heights Charter School of Brockton	525	49%	\$46,041
12	17	City on a Hill Charter Schools (3) <sup>§</sup>	739	48%	\$85,514
13	16	Community Day Charter Schools (6) <sup>§</sup>	1,121	48%	\$127,435
14	N/A <sup>‡</sup>	Dudley St. Neighborhood Charter	271	47%	\$31,336
15	15	Boston Renaissance Charter School	948	46%	\$102,826
16	14	Helen Y. Davis Leadership Academy CPS	203	44%	\$24,782
17	N/A <sup>‡</sup>	New Liberty Charter School of Salem	50	44%	\$5,393
18	21	Uncommon Schools: Roxbury Prep Charter Schools (5) <sup>§</sup>	1,516	43%	\$177,630
19	20	KIPP Massachusetts Charter Schools (4) <sup>§</sup>	2,053	41%	\$263,029
20	22	Paulo Freire Social Justice Charter: Holyoke	275	40%	\$38,135

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Current Rank SY18/19	Previous Rank SY17/18	Charter School	Enrollment	Average Breakfast Participation	Total Additional Federal Revenues If Reach 80% Breakfast Participation Across All Schools
21	35	Collegiate Charter School of Lowell	843	40%	\$92,328
22	28	Brooke Charter School (4) <sup>§</sup>	1,667	40%	\$186,965
23	23	Abby Kelley Foster Regional Charter School (3) <sup>§</sup>	1,426	38%	\$154,288
24	25	Community Charter School	332	38%	\$45,840
25	31	Hampden Charter School of Science: Springfield	558	36%	\$67,057
26	19	Benjamin Banneker Charter School	354	33%	\$58,059
27	26	Prospect Hill Academy (2) <sup>§</sup>	645	33%	\$80,771
28	N/A <sup>‡</sup>	Pioneer Charter School of Science	786	32%	\$92,042
29	27	SABIS International: Springfield	1,575	30%	\$200,919
30	30	MATCH Charter Schools (3) <sup>§</sup>	1,235	29%	\$174,194
31	N/A <sup>‡</sup>	Berkshire Arts/Tech Charter	376	29%	\$50,760
32	24	Codman Academy Charter School (2) <sup>§</sup>	344	29%	\$46,725
33	12	Argosy Collegiate Charter School	466	25%	\$71,549
34	29	Phoenix Academy Public Charter: Springfield	187	25%	\$37,750
35	36	Global Learning Charter School	504	23%	\$74,527
36	32	Neighborhood House Charter School (2) <sup>§</sup>	651	23%	\$93,527
37	34	Excel Academy Charter School (4) <sup>§</sup>	1,300	21%	\$231,837
38	37	Boston Preparatory Charter School	532	17%	\$84,207
39	38	Lowell Middlesex Academy	82	15%	\$8,491

\* Indicates Gold Star level of 80% participation or higher.

§ Indicates operator has more than one school/site.

‡ The number of high poverty schools increased from SY17/18 to SY18/19, which is why an "N/A" indicator appears for four charter schools.

## Category 3: Vocational Technical High Schools

### *High enrollment but low breakfast participation*

Limited time to eat before the start of the school day leads to high rates of skipping breakfast among high school students, who may be the hungriest of school-age children.<sup>9</sup> Table 3 ranks Massachusetts' high poverty vocational technical schools by breakfast participation.

**TABLE 3 Rank Order of High Poverty Vocational Technical Schools by Breakfast Participation**

Current Rank <i>SY18/19</i>	Previous Rank <i>SY17/18</i>	Vocational School	Enrollment	Average Breakfast Participation	Total Additional Federal Revenues If Reach 80% Breakfast Participation Across All Schools
1	N/A <sup>‡</sup>	Putnam Voc Tech High School	1,423	75%	\$26,964
2	2	Greater Lawrence Regional Voc Tech	1,573	44%	\$172,092
3	3	Greater New Bedford Regional Voc Tech	2,130	26%	\$298,889
4	4	Greater Lowell Regional Voc Tech	2,240	23%	\$346,420
5	N/A <sup>‡</sup>	Lynn Voc Tech Institute	1,000	12%	\$232,411
6	N/A <sup>‡</sup>	Lynn Voc Tech Annex	1,000	11%	\$234,156

<sup>‡</sup> These schools were included in High Poverty District totals in last year's report, which is why an "N/A" indicator appears for SY17/18.



## Category 4: "Mixed Need" Districts

Just 8% of all high poverty schools are found in "mixed need" districts

High poverty schools and the associated student need in very small and "mixed need" districts are hidden from most statewide audiences.<sup>10</sup> These schools do not have the concentration of poverty or food insecurity rates that typically make headlines. By ranking them on the average participation of their high poverty schools (in several cases this is just one school's breakfast participation), we aim to spotlight the pockets of need in our state that may otherwise go unnoticed.

**TABLE 4 Rank Order of High Poverty Schools in Mixed Need Districts by Breakfast Participation**

Current Rank SY18/19	Previous Rank SY17/18	District (# Schools =>60% F/R): School Names	Enrollment	Average Breakfast Participation Across School(s)	Total Additional Federal Revenues If Reach 80% Breakfast Participation Across All Schools
1	1	<b>Barnstable Public Schools (2)<sup>§</sup></b> Barnstable Community Horace Mann, and Hyannis West Elementary Schools	643	91%*	\$0
2	4	<b>Ralph C. Mahar Regional High School</b>	617	88%*	\$0
3	3	<b>Erving Elementary School</b>	128	83%*	\$0
4	N/A <sup>†</sup>	<b>Weymouth Public Schools</b> William Seach Elementary	375	83%*	\$0
5	27	<b>Winchendon Public Schools</b> Toy Town Elementary	264	80%*	\$0
6	N/A <sup>†</sup>	<b>Provincetown Public Schools</b>	99	65%	\$3,762
7	6	<b>Dudley-Charlton Public Schools</b> So. Worcester County Ed Collaborative	89	56%	\$7,704
8	8	<b>Gateway Regional Schools</b> Chester Elementary	120	52%	\$10,130
9	7	<b>Westfield Public Schools (3)<sup>§</sup></b> Abner Gibbs, Fort Meadow, and Franklin Avenue Elementary Schools	621	41%	\$78,284
10	11	<b>Ware Public Schools</b> Koziol Elementary	393	40%	\$39,659
11	13	<b>Hawlemont Regional Schools</b> Hawlemont Elementary	153	39%	\$19,113
12	N/A <sup>†</sup>	<b>Triton Regional Schools</b> Salisbury Elementary	456	37%	\$48,548
13	15	<b>Waltham Public Schools (2)<sup>§</sup></b> Dual Language School, and Henry Whitmore Elementary	536	34%	\$73,823

(Continued from the previous page)

Current Rank SY18/19	Previous Rank SY17/18	District (# Schools =>60% F/R): School Names	Enrollment	Average Breakfast Participation Across School(s)	Total Additional Federal Revenues If Reach 80% Breakfast Participation Across All Schools
14	17	<b>Framingham Public Schools (6)<sup>§</sup></b> Framingham Thayer Campus, Cameron and Fuller Middle Schools, Barbieri, Miriam McCarthy, and Woodrow Wilson Elementary Schools	2,941	31%	\$359,710
15	19	<b>Marlborough Public Schools (2)<sup>§</sup></b> Marlborough Jr. High, and Richer Elementary	2,062	28%	\$268,225
16	N/A <sup>‡</sup>	<b>Dedham Public Schools</b> Avery Elementary	306	27%	\$38,890
17	N/A <sup>‡</sup>	<b>Palmer Public Schools</b> Old Mill Pond Elementary	672	27%	\$83,133
18	20	<b>Gloucester Public Schools (3)<sup>§</sup></b> Gloucester Alternative High, Beeman Memorial, and Veterans Memorial Elementary Schools	579	26%	\$79,161
19	14	<b>Plymouth Public Schools</b> Hedge Elementary	180	25%	\$35,589
20	N/A <sup>‡</sup>	<b>Amherst/Pelham Regional Schools</b> Summit Academy	31	24%	\$3,264
21	22	<b>Woburn Public Schools</b> Shamrock Elementary	219	24%	\$33,926
22	26	<b>Peabody Public Schools</b> William E. Welch Elementary	490	23%	\$61,845
23	24	<b>Lower Pioneer Valley Ed Collaborative</b>	460	22%	\$73,463
24	23	<b>Stoughton Public Schools</b> West Elementary	443	21%	\$65,476
25	N/A <sup>‡</sup>	<b>Attleboro Public Schools</b> Peter Thatcher Elementary	427	17%	\$63,869
26	25	<b>Quincy Public Schools (6)<sup>§</sup></b> Broad Meadows, Sterling Middle, Francis Parker, Lincoln-Hancock, Snug Harbor, and Wollaston Elementary Schools	2,229	17%	\$414,344
27	2	<b>Cambridge Public Schools</b> High School Extension Program	43	3%	\$8,569
28	5	<b>Amesbury Public Schools</b> Amesbury Innovation High School	56	2%	\$12,622

\* Indicates Gold Star level of 80% participation or higher.

§ Indicates district has more than one school with a student population over 60% F/R.

‡ The number of high poverty schools increased from SY17/18 to SY18/19, which is why an "N/A" indicator appears for seven Mixed Need districts.



## Resources

Funding and technical assistance to help launch ATB breakfast is available from the following organizations.

- **Eos Foundation** – [eosfoundation.org](http://eosfoundation.org)
- **The New England Dairy & Food Council (NEDFC)** – [newenglanddairyCouncil.org](http://newenglanddairyCouncil.org)
- **Fuel Up to Play 60** – [newenglanddairyCouncil.org/schools/fuel-up-to-play-60](http://newenglanddairyCouncil.org/schools/fuel-up-to-play-60)
- **Massachusetts School Breakfast Challenge** – [maschoolbreakfast.org/funding-opportunities](http://maschoolbreakfast.org/funding-opportunities)
- **Child Nutrition and Outreach Program (CNOP) at Project Bread** – [meals4kids.org/breakfastgrants](http://meals4kids.org/breakfastgrants)
- **Massachusetts Department of Elementary & Secondary Education (DESE)** – [doe.mass.edu/cnp/nprograms/sbp](http://doe.mass.edu/cnp/nprograms/sbp)
- **School Nutrition Association (SNA)** – [schoolnutrition.info](http://schoolnutrition.info)





## Taking Action What Can You Do?

The problem is simple and so is the solution: hunger impedes learning and achievement in our schools and transitioning to ATB breakfast programs is a game changer for children in high need schools. For a state that invests heavily in public health and education programs, expanding ATB breakfast programming makes sense.

Stakeholders including superintendents, school nutrition directors, principals, teachers, parents, and advocates all have a role to play. By coordinating efforts, our Commonwealth can provide a better future for children in the state.

**School leaders** including Superintendents, Principals, Teachers, Nurses, School Nutrition Directors, & School Committee Members

- **Adopt ATB programming.**
- **Visit a school operating ATB** breakfast and talk with your peers in that district about their experience.
- **Identify school-based teams** to develop an implementation plan in each high poverty school in your district.
- **Look into the available grant dollars** and technical support to launch your after the bell program.

**Parents and Caregivers**

- **Advocate for ATB breakfast.**
- **Volunteer to help launch or operate** ATB programs in your child's school.

**Legislators**

- **If you represent a low-income district,** ask your school leaders if they offer free ATB breakfast at all schools, including high schools.
- **Seven states and Washington, D.C. have used legislation to boost school breakfast participation** and improve outcomes for kids: CO, IL, NJ, NY, NM, NV, and WV. Contact Senator DiDomenico and Representative Vega to learn about ATB breakfast in Massachusetts.

The Eos Foundation is a private philanthropic foundation committed to breaking the cycle of poverty by investing in children's futures. Eos is a longtime funder of anti-hunger organizations. Since 2013, the Foundation has been a proud funder of free, after the bell (ATB) breakfast programming across Massachusetts. Eos provides start-up grants of up to \$10,000 to help schools launch ATB programs, and also celebrates school breakfast excellence with a \$500 grant to schools with 80% participation rates in breakfast at an annual Healthy Start Awards Ceremony event in Boston. For more information about the Eos Foundation please visit [EosFoundation.org](http://EosFoundation.org).



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10. The authors of this report define "mixed need" districts as those where the average across the district is less than 60 percent of students who qualify for free or reduced-price meals, even though one or more schools in that district is 60 percent or greater.

