Serving Breakfast After the Bell and Its Impact on Chronic Absenteeism
Agenda

- No Kid Hungry Overview
- Hunger in Schools
- Breakfast After the Bell
- Chronic Absenteeism
- Principal Perspective
- Questions and Discussion
Meet Today’s Speakers

Summer Kriegshauser  
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Share Our Strength

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Senior Manager, School Breakfast
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• Overview of No Kid Hungry, The Issue of Hunger in Schools, and Innovative Ways to Serve School Breakfast
No Kid Hungry is a Campaign By Share Our Strength

We’re an organization dedicated to ending hunger and poverty. Through proven, effective campaigns, we connect people who care to ideas that work.
No Kid Hungry

FEEDING KIDS
by working with schools and communities to make food programs available for every kid in need.

TEACHING FAMILIES
how to make the most of their food budgets by purchasing and preparing nutritious food for their kids.

MOBILIZING THE PUBLIC AND OUR LEADERS
so that ending childhood hunger is a top priority in this nation.
THE NO KID HUNGRY CAMPAIGN IS HELPING TO FEED KIDS IN ALL 50 STATES.
No Kid Hungry Resources & Support

- Webinars
- Resources & Toolkits
- Technical Assistance
Why is Breakfast Important?
Hunger Threatens Children's Futures

**HEALTH**
Hungry children are sick more, recover more slowly & are hospitalized more frequently.

**ECONOMY**
Research puts hunger’s cost to the U.S. economy per year at $167.5 billion.

Sources in appendix
3 out of 4 educators see students who regularly come to school hungry because they are not getting enough to eat at home.

57% of teachers regularly buy food for students who come to school hungry.

$300 is the amount of their own money that most teachers spend each year buying food for students.
Traditional Breakfast in the Cafeteria has challenges…

- Bus or carpool does not arrive in time for students to eat before school
- Stigma that school breakfast is for low-income students, so students skip breakfast
- High School/middle School students may not be hungry first thing in the morning
- Cafeteria location may not be convenient for students
- Not enough time for students to eat in the morning before class starts
- Students would rather socialize with their friends
Making Breakfast Part of the School Day…

- addresses the common barriers of traditional cafeteria breakfast, and
- ensures more students are able to start the day with a healthy meal.

Breakfast After the Bell:
alternative serving model(s) where breakfast is served after the official start of the school day and students are allowed to eat outside of the cafeteria

- Breakfast in the Classroom
- Grab and Go to the Classroom
- Second Chance Breakfast
Breakfast After the Bell Basics
Breakfast After the Bell Participation Rates

Participation measured by average daily participation F&RP school breakfast / average daily participation F&RP school lunch.

**Breakfast in the Classroom (BIC)**: Breakfast is offered/served in the classroom and eaten in the classroom.

- **88%**

**Grab and Go**: Breakfast is offered/served from one or more central locations and consumed in a non-specific location.

- **59%**

**Second Chance Breakfast**: Breakfast is offered/served between 1st and 2nd period and consumed in a non-specific location. Usually offered via Grab and Go or Traditional Cafeteria breakfast.

- **58%**

Analysis includes 2,201 schools from 14 states: CA, FL, IL, MA, MD, MI, MT, NC, NE, NV, PA, TX, VA, and WA.
Breakfast in the Classroom

Breakfast is served in the classroom and eaten in the classroom. The process usually takes 15 minutes. Teachers or students are typically involved with the “point of sale” by checking off who is participating in breakfast.
Grab and Go

Breakfast is served from one or more central locations, either via carts and kiosks placed in high-traffic areas, or via quick cafeteria line. Students grab their breakfast, take it the classroom or a common area and eat. This model is run by the school cafeteria staff.
Second Chance Breakfast

Breakfast is served between 1st and 2nd periods or during a mid-morning break either via Grab and Go or traditional cafeteria breakfast where they have at least 15 minutes to eat in the cafeteria. School cafeteria staff are responsible for running this model.

Grab and Go

OR

Cafeteria Model
Key Stakeholders

**District Level Stakeholders**
- Superintendent
- School Board
- School Business Official
  - School Nutrition Director

**School Level Stakeholders**
- Principals
- Teachers
- Custodians
- Nurses
- Parents
- Students
Cecelia Leong
Vice President of Programs
Attendance Works

• Chronic Absenteeism: Why It Matters and What Can Be Done
Chronic Absence
Why It Matters? What Can Be Done?
What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as missing 10% or more of school for any reason.

Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).
Research Shows Connection Between Attendance and Academic Success

PK-1st Grade: Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

3rd Grade: Students who attend school regularly are more likely to be able to read proficiently by the end of 3rd grade.

Middle School Success: Students who attend school regularly are more likely to have passing grades in middle school.

High School Completion: Students who attend school regularly in high school are more likely to graduate from high school.

College Completion: Students who attend school regularly in high school are more likely to persist in college and graduate.

Chronic Absence = Warning Sign of Academic Risk
Call Attention to How Chronic Absence Contributes to Equity Gaps

• Vulnerable children, especially those living in poverty, are 2-3 times more likely to experience chronic absence at earlier ages.

• Vulnerable children are much less likely to have the resources to make up for lost learning time in the classroom.

• Vulnerable children are more likely to experience multiple years of chronic absence
Chronic Absence is Widespread and Concentrated

❖ In SY 2015-16, nearly 8 million students were chronically absent, an increase of more than 800,000 students since SY 2013-14.

❖ More than half of the chronically absent students were found in 4% of districts.

❖ In 8 states and the District of Columbia, more than 20 percent of students were chronically absent.

❖ While urban and suburban districts typically have larger numbers, rural districts often have high percentages of chronically absent students.

http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states
Under ESSA, all states must report chronic absence. Most states included it as an accountability metric in their plans.

Who's In: Chronic Absenteeism Under the Every Student Succeeds Act

Future Ed, Georgetown University, September 2017.
Chronic Absence Data: A Tool for Targeting and Evaluating Interventions

• What makes chronic absence data so valuable?
  ✓ Available nationally through the Office of Civil Rights and (soon) Ed Facts
  ✓ Now published annually by the majority of states
  ✓ Increasingly produced in real-time by school districts
  ✓ More frequently available than measures of emotional health or academic performance
What Works to Reduce Chronic Absence
Changing outcomes requires adopting a NEW attendance paradigm

From: Truancy
- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more blaming and punitive, solutions

To: Chronic Absence
- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement

www.attendanceworks.org
Solutions Require Understanding What Factors Contribute to Chronic Absence

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Negative School Experiences</th>
<th>Lack of Engagement</th>
<th>Misconceptions</th>
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<tbody>
<tr>
<td>• Illness, both chronic and acute</td>
<td>• Struggling academically and behaviorally</td>
<td>• Lack of or inequitable access to challenging, culturally responsive, engaging instruction &amp; enrichment</td>
<td>• Absences are only a problem if they are unexcused</td>
</tr>
<tr>
<td>• Lack of health, mental health, vision, or dental care</td>
<td>• Ineffective or harmful interventions</td>
<td>• Lack of academic, emotional and behavioral support</td>
<td>• Missing 2 days per month doesn’t affect learning</td>
</tr>
<tr>
<td>• Family responsibilities</td>
<td>• Bored</td>
<td>• No meaningful or negative relationships to adults in the school</td>
<td>• Sporadic absences aren’t a problem</td>
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<tr>
<td>• Trauma</td>
<td>• Social challenges</td>
<td>• Stronger ties with peers out of school than in school</td>
<td>• Attendance only matters in the older grades</td>
</tr>
<tr>
<td>• Unsafe path to/from school</td>
<td>• Bullying</td>
<td>• Unwelcoming school climate</td>
<td>• Suspensions are not relevant</td>
</tr>
<tr>
<td>• Poor transportation</td>
<td>• Suspensions and expulsions</td>
<td>• Failure to earn credits/ no future plans</td>
<td></td>
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<tr>
<td>• Housing and food insecurity</td>
<td>• Harsh, biased disciplinary practices especially for students of color</td>
<td>• Many teacher absences or long-term substitutes</td>
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<tr>
<td>• Frequent school changes</td>
<td>• Negative attitudes of parents due to their own school experience</td>
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<tr>
<td>• Involvement with child welfare or juvenile justice systems</td>
<td>• Undiagnosed disability</td>
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<tr>
<td>• Inequitable access to resources due to bias &amp; discrimination</td>
<td>• Lack of appropriate accommodations for disability</td>
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</tbody>
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High and extreme levels of chronic absence are an alert that additional investment is needed to unpack and address common causes of missing school.
Leading Health Related Causes/Barriers

- Asthma
- Bullying
- Oral Health
- Mental Health
- Nutrition
- Vision
Chronic Absence Is a Sign That Positive Conditions for Learning Aren’t in Place
Invest in Prevention and Early Intervention

High and extreme levels of chronic absence are an alert that additional support is needed to address chronic absence.

- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

TIER 1
Prevention

TIER 2
Early Intervention

- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

TIER 3
Specialized supports

- Coordinated school and interagency response
- Legal intervention (last resort)

Students missing less than 5% (satisfactory)
Students missing 5-9% (at risk)
Students missing 10-19% (moderate chronic absence)
Students missing 20% or more of school (severe chronic absence)
Attendance Teams: Organizing a Schoolwide Approach to Reduce Chronic Absence
Principal Leadership Is Key

1. **Cultivate** a schoolwide culture of attendance

2. **Take a team approach** to address chronic absence

3. **Develop staff capacity** to adopt effective practices

4. **Utilize data** in communications and decision-making

https://www.attendanceworks.org/resources/toolkits/for-principals-leading-attendance/
Tier 1: Creating a Positive, Engaging School Climate that Supports Attendance

• Attendance is higher when schools:
  ✓ Promote a sense of belonging and connection including noticing when students show up
  ✓ Make learning engaging so students don’t want to miss class
  ✓ Engage in restorative practice not punishment
  ✓ Meet the basic needs of our most economically challenged families so all have the opportunity to get to school
  ✓ Build awareness about how absences can easily add up to too much time lost in the classroom
  ✓ Identify and Remove Barriers faced by students with disabilities
What is Teaching Attendance?

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
• Three Online Learning Modules:

1. Why We Teach Attendance

2. Creating a Culture of Attendance
   (Primary and Secondary versions available)

3. Using Data for Intervention and Support
   (Primary and Secondary versions available)
Use Effective Messaging to Increase Understanding of Impact of Absences

In this section, we’ll explore:
- A common misperception about attendance that schools often have.
- Several misconceptions that families have around attendance.
- Ways we can counter those beliefs to help improve attendance.

You’ll also play a “What Would You Do?” scenario and make choices for how to best communicate with families about attendance.

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Combating Attendance Dips

The Attendance Heartbeat

Do you notice a pattern as to when attendance dips in this school year? Select each area to see how attendance correlates to calendar and weather events.

DAILY ATTENDANCE RATES 2013 - 2014 SCHOOL YEAR

- P.S. 034 Franklin D. Roosevelt
- Group Average
- School Holiday
- Snow Day
- Bad Weather
Criteria for Identifying Priority Students for Tier 2 Supports

✓ Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.

✓ And/or starting in the beginning of the school year, student has:

- In first 2 weeks: 2 absences
- In first month (4 weeks): 2-3 absences
- In first 2 months (8 weeks): 4 absences

Missing 10% any time after
Making a difference within a school year requires attention to at-risk & moderate bands

<table>
<thead>
<tr>
<th>DAYS MISSED IN SCHOOL YEAR</th>
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<tbody>
<tr>
<td><strong>Satisfactory Attendance</strong></td>
</tr>
<tr>
<td>Missed less than 5%</td>
</tr>
<tr>
<td>(fewer than 9 days in a 180-day year)</td>
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<tr>
<td><strong>At-risk</strong></td>
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<tr>
<td>Missed 5-9%</td>
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<tr>
<td>(9-17 days in a 180-day year)</td>
</tr>
<tr>
<td><strong>Moderate Chronic Absence</strong></td>
</tr>
<tr>
<td>Missed 10-19%</td>
</tr>
<tr>
<td>(18-35 days in a 180-day year)</td>
</tr>
<tr>
<td><strong>Severe Chronic Absence</strong></td>
</tr>
<tr>
<td>Missed 20% or more</td>
</tr>
<tr>
<td>(36 or more days in a 180-day year)</td>
</tr>
</tbody>
</table>
Match Interventions to Root Causes

- Assign caring mentors
- Recruit for engaging before-or-after-school activities
- Partner with families/students to develop Student Attendance Success Plan
- Connect to Walk-to-School Companion
- Add attendance goals and supports to IEP
- Offer plan or contacts for health support
Match Interventions to Reasons for Absences

• What interventions already exist?
  • What might you add?

Reason for Absence?

Inadequate Nutrition

• Breakfast after the bell
  • Healthy snacks in afterschool programs
  • Partnerships with food banks

• School nurse ensures individual management plans are up to date
  • School facilities do not contribute to or trigger conditions
  • Partner with health vans, local clinics, pediatricians

Chronic health conditions (e.g. asthma)

Students in transition grades do not feel they belong

• Peer Group Connections or Success Mentors for incoming students
  • Advisories
Attendance Playbook: A New Resource from FutureEd & Attendance Works

• Offers nearly 2 dozen interventions for reducing chronic absenteeism
• Provides ESSA research level, tier of support, rationale and resources for each approach

https://www.future-ed.org/attendance-playbook/
Karen Wong
Senior Manager, Research and Evaluation
Share Our Strength

• Research on Breakfast After the Bell Research and Its Impact on Chronic Absenteeism
The Study: Is there a link between Breakfast After the Bell and chronic absenteeism?

- No Kid Hungry commissioned a study to answer the question, “Can serving breakfast as a part of the school day, commonly known as Breakfast After the Bell, reduce chronic absenteeism rates?

- The study was conducted in 2019 by leading education researchers at the University of California Santa Barbara: Dr. Michael Gottfried and Jacob Kirksey. The study consists two analyses:
  - A state analysis in Colorado and Nevada, which had passed legislation requiring higher-poverty schools to serve breakfast after the bell.
  - A national analysis of young elementary school students that looked at access to breakfast served after the bell and in the classroom
The Study: State Analysis Methods

• Scope: Colorado and Nevada state policy required certain schools (schools where 70% or more of students are eligible for free or reduced-price meals) to provide breakfast after the bell.

• Data Sources: CO and NV school-level chronic absenteeism data (U.S. Department of Education) and school breakfast administrative data (state agency) for school year 2013-2014 and 2015-2016

• Analysis: Regression Discontinuity Design and Difference-in-Differences
The Study: National Analysis Methods

- **Scope**: Nationally representative data on young elementary school students, some of whom had access to Breakfast in the Classroom (a particular approach to breakfast after the bell).
- **Data Source**: Nationally representative student-level data on Kindergarteners and 1st Graders from the Early Childhood Longitudinal Survey (ECLS-K). Data originated in School Year 2010-2011 and was compared to 2011-2012
- **Analysis**: Difference-in-Differences
The Findings: Breakfast served after the bell can significantly reduce chronic absenteeism rates.

The State Research:
- Chronic absenteeism rates were on average 6 percentage points lower for schools that served breakfast after the bell.
- Breakfast served after the bell was particularly helpful in reducing chronic absenteeism in elementary and rural schools.

The National Research:
- Chronic absenteeism rates were lower for schools that served breakfast in the classroom.
- Exploratory analysis found that Breakfast in the Classroom can improve reading test scores. Breakfast in the Classroom also has the potential to improve internalizing behaviors (anxiety, loneliness, low self-esteem, and sadness).
Craig Crawford
President
Montana Association of Elementary School Principals

• Why Breakfast After the Bell Matters
• The Role of the Principal
How Principals Can Help

▪ Be a community leader around child hunger and Breakfast After the Bell by talking about school breakfast with other principals
▪ Advocate to their school board to mandate Breakfast After the Bell in their district
▪ Support and work with their School Nutrition Director to implement Breakfast After the Bell district-wide
▪ Ask vital staff like bus drivers and custodians to encourage children to eat breakfast, or even invite them to join
▪ Partner with their food service director to be creative with breakfast and assess meal quality
▪ Send a letter home to parents at the beginning of the school year to tell parents about school breakfast
▪ Write op-eds or communicate to local media about child hunger and Breakfast After the Bell
▪ Congratulate students by joining them for breakfast during the week
QUESTIONS AND DISCUSSION
Thank you!

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• Children who struggle with hunger are sick more, recover slowly, & are hospitalized more frequently. (Journal of Nutrition)
• Food insecurity can be part of several forms of toxic stress that literally damage the architecture of a child’s developing brain. (RTI)
• 66% of low-income families report choosing between buying food and paying for medicine and health care in the past year (Hunger in America)
• 3 out of 4 public school teachers say that students regularly come to school hungry. (Hunger in Our Schools)
• 9 out of 10 teachers say they are concerned about the effects hunger has on children's education (Hunger in Our Schools)
• Children struggling with hunger also struggle academically, and are more likely to drop out before getting a high school degree. High-school dropouts make significantly less than their peers who graduate. (Deloitte)
• Summer hunger is linked to cognitive decline and summer learning loss for children from low-income families. Studies show re-teaching costs average $1,540 per student per year. (Deloitte)
• Breakfast After the Bell can reduce chronic absenteeism, increase test scores, and improve social emotional development (Study on Chronic Absenteeism and Breakfast After the Bell)