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BREAKFAST IN THE CLASSROOM – DISTRICT TOOLS

PRESENTED BY: PARTNERS FOR BREAKFAST IN THE CLASSROOM



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in the classroom



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CONTENTS

SUCCESS STORY TOOLS.....	3
SUCCESS STORY USAGE GUIDE	4
SUCCESS STORY COLLECTION FORM	8
MENU SURVEY TOOLS	10
MENU SURVEY FIELDING RECOMMENDATIONS	11
MENU SURVEY COMMUNICATIONS TEMPLATES	14
MENU SURVEY TEMPLATE – FOOD SERVICE STAFF	15
MENU SURVEY TEMPLATE – TEACHERS AND PARAEDUCATORS	17
MENU SURVEY TEMPLATES – STUDENTS	19
SATISFACTION SURVEY TOOLS	20
SATISFACTION SURVEY FIELDING RECOMMENDATIONS	21
SATISFACTION SURVEY COMMUNICATIONS TEMPLATES	23
SATISFACTION SURVEY – SCHOOL ADMINISTRATORS AND STAFF	25
SATISFACTION SURVEY – PARENTS AND GUARDIANS	37
SATISFACTION SURVEY – STUDENTS	41
FOCUS GROUP TOOLS	45
FOCUS GROUP TIP SHEET	46
FOCUS GROUP CENSUS FORM	48
FOCUS GROUP DISCUSSION GUIDE – SCHOOL ADMINISTRATORS AND STAFF	50
FOCUS GROUP DISCUSSION GUIDE – PARENTS AND GUARDIANS	54



SUCCESS STORY TOOLS



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SUCCESS STORY USAGE GUIDE.....

CONTENTS OF THIS GUIDE

- A. Collecting success stories from districts
- B. Editing success stories
- C. Cataloging success stories
- D. Sharing success stories with others
- E. Identifying potential best practices in success stories

A. COLLECTING SUCCESS STORIES FROM DISTRICTS

Why collect success stories? Success stories can serve a variety of purposes, including:

- Informing the public about the program
- Promoting the program to other school districts
- Educating stakeholders and decision makers about the program
- Demonstrating movement or progress while awaiting long-term outcomes
- Acquiring and mobilizing resources
- Engaging program staff and participants and keeping them focused on program goals
- Providing an opportunity for participants to share what they are doing, and what is working
- Identifying practices that could be singled out as Best Practices

Success stories can be shared in a variety of ways, including:

- Posting on a website
- Publishing in a newsletter
- Including in brochures or other promotional material
- Including in presentations

There are several ways to collect success stories from districts. A Success Story form has been developed for the PBIC project and can be distributed, completed and submitted in several ways, which are outlined below. The method chosen will depend on the needs and capabilities of the PBIC as well as the district(s). Districts can collect and submit the success stories by:

- Using a paper version of the collection form and then mailing, faxing, or scanning the completed forms to the Partners for Breakfast in the Classroom (PBIC).
- Using an electronic version of the form (e.g., Word file) then submitting via email to the PBIC.
- Setting up the collection form as an online survey (e.g. SurveyMonkey), then exporting a data file of the submitted stories and sending to the PBIC.
- PBIC setting up the online version of the collection form through which the districts enter their success stories.



B. EDITING SUCCESS STORIES

You've collected success stories from the school districts, and the next step is to share those success stories with others. But first you should edit and catalog the success stories.

Why edit success stories?

When success stories are submitted by school or district staff, they may contain spelling or grammatical errors, which you'll want to correct. The story may also contain irrelevant information that doesn't contribute to the success story or sensitive information that you wouldn't want to share with others; this kind of information should be removed.

Editing tips:

- Correct all spelling and grammatical errors.
- Acronyms should be replaced with full names (i.e. "Partners for Breakfast in the Classroom" instead of "PBIC", as the audience with whom you share the story may not be familiar with the acronyms used.)
- Reference to people should be replaced with the job title instead of their name (i.e. "the school's Cafeteria Manager" instead of "Bob Smith").
- If any key information that would help in understanding the success story is missing, you should go back to the person who submitted the story to try to fill in that missing information.
- Do not change the content of the story or add anything to the story, unless you've discussed the changes with the story's author and received their permission to do so.
- Never include students' names without written parental permission.

C. CATALOGING SUCCESS STORIES

Why catalog success stories?

Cataloging your success stories will make it easier to find and retrieve them. Categorizing your success stories based on subject and audience will make it easier to identify appropriate stories based on your needs.

The simplest way to catalog success stories is with an Excel spreadsheet. If you have the resources to create a database, a computerized database provides a more robust way to manage success stories through filters, searches and online forms.

Whether you use an Excel spreadsheet or a database, for each success story you'll want to record all of the information collected in the form, as well as the following additional fields, each of which should be set up as a separate column (if using a spreadsheet) or field (if using a database):



- **Focus:** What aspect of the program is the success story focused on? Some success stories may focus on more than one part of the program. For this reason, you may want to create a separate column/field for each potential area of focus so that you can check off every area that applies to a given story, rather than only picking one focus area for each story. Potential areas of focus include:
 - Accountability/Reporting
 - Cleanup
 - Delivery/Distribution
 - Equipment/Resources
 - Funding
 - Menu planning
 - Impacts/changes seen
 - Promotion
 - Team-building/Teamwork
 - Sustainability
- **Audience:** What types of audiences would the success story be of interest to? Some success stories may be of interest to more than one audience. For this reason, just as with the focus areas, you may want to create a separate column/field for each potential audience rather than only picking one audience for each story. Potential audiences include:
 - Partner organizations
 - Districts considering the program
 - Parents of students
 - The general public
 - Other stakeholders
 - Members of the media

D. SHARING SUCCESS STORIES WITH OTHERS

Once you have a catalog of edited success stories, you can share them with others. But before you share a success story, there are a few things you should do:

1. **Choose an appropriate story** based on the audience and the context in which it will be shared. This will be easier if you've categorized your success stories as explained above.
2. **Consider the distribution method.** How is the story going to be shared? Is it going to be posted on a website, included in an email or newsletter, provided to the media as a press release, included in an executive report, or read aloud at a conference? The distribution method will determine the best format for presenting the story.
3. **Choose the appropriate format for the story.** If the success story is going to be included as a short blurb in a newsletter or on a website, the one or two paragraph format you already have the story in may suffice. But in other situations, a different format may be more appropriate, requiring a rewrite of the success story. **Rewrite the story in the desired format, if necessary.** Below are explanations of three basic formats for success stories, along with suggestions on when they should be used and how to write them. If the success story is cataloged digitally (such as on a district website), you may consider including the URL in the original story for reference.



- **Paragraph:** One paragraph ready to be inserted into a newsletter or website. Keep it brief, including just the relevant information. Make sure it's timely and reflects recent success.
- **One-pager or two-pager:** A document suitable for publication, with information for decision makers, stakeholders, and potential partners and funders. Should contain partner logos and your contact information. Keep it brief and to the point. Make sure it's timely and reflects recent success.
- **Full brief or case study:** A deeper exploration of the success story; contains even more information than the one/two-pager. A full brief includes data, graphs, tables, pictures, and even anecdotal stories or quotes. A case study involves further research and may require returning to the source of the success story to ask more questions, review documents and data, conduct interviews and observe the program directly.
- **PowerPoint slide:** For use in presentations; creates a strong visual case for success stories.

E. IDENTIFYING POTENTIAL BEST PRACTICES IN SUCCESS STORIES

Success stories can also be a source of best practices. When trying to determine if a success story submitted by a school contains practices that could be added to Partners for Breakfast in the Classroom's list of Best Practices for Breakfast in the Classroom, the following criteria should be considered:

- Has the practice resulted in measurable improvements?
- Has the practice been used in at least two schools with similar results?
- Does the practice help achieve the goals of in-classroom breakfast?
- Is the practice something that could be replicated in other schools and other districts?



SUCCESS STORY COLLECTION FORM.....

WE WANT TO HEAR FROM YOU! TAKE A FEW MOMENTS TO TELL OTHERS ABOUT YOUR SUCCESSES WITH BREAKFAST IN THE CLASSROOM! A success story is a brief description of the highlights and achievements of your program, as well as lessons you've learned. The story can address just one aspect of your program that has been successful, multiple parts or the entire program. Your success story may be used to promote the program and encourage others to serve breakfast in the classroom as well as to develop best practices that can help you and others achieve success with a Breakfast in the Classroom program.

Q: HOW DO I SUBMIT MY SUCCESS STORY?

A: <Here, the district will insert instructions on how to submit the form. These instructions will be unique to each district as they will depend on the district's collection method. The district may instruct staff to fill out the form on paper, respond to an email, or submit the form online through a district website or online survey program such as SurveyMonkey.>

Breakfast in the Classroom Success Story Submission Form	
Success Story Item	Your Response
School Information	District: School: School City, State School Level: <ul style="list-style-type: none"> • Elementary • Middle/Junior High • Senior High • Other (specify): _____
Contact Information	Your name: Your email address: Your phone number: Your job title or category that most closely describes your position: <ul style="list-style-type: none"> • School Nutrition Manager/Cafeteria Manager • District Food Services Director • Cafeteria Personnel • Principal/Assistant Principal • Classroom Teacher • School Secretary/Office Staff • Custodial Services • School Nurse • Parent • Other (specify): _____
Proposed Title for Your Success Story: Please give your story a descriptive title (e.g., <i>Easier-to-open Containers Increase Student Participation in Breakfast in the Classroom</i>)	



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in the classroom



<p>Your Story</p> <p>In one or two paragraphs, give us a brief description of the progress and achievements of your program, as well as lessons you've learned. Be sure to include the "who", "what", "where", "when", "why" and "how" of your story.</p>	
<p>Key Results/Outcomes</p> <p>Describe the changes or improvements you've seen in your classroom breakfast program, students, other staff, or the school in general that are related to this success story.</p>	
<p>Measurable Results</p> <p>Did any measurable/quantifiable changes result from your success, such as an increased percentage of students eating breakfast (Average Daily Participation)? If so, please provide any counts or percentages you have.</p>	
<p>Challenges</p> <p>Did this success story relate to or solve any challenges your school experienced in your Breakfast in the Classroom program? If so, please explain what the challenges were and if/how you overcame them.</p>	
<p>Lessons Learned</p> <p>What did you learn related to your success story, or what lessons could others learn from it?</p>	
<p>Quotes (optional)</p> <p>Do you have any specific quotes from students, faculty, staff, or parents that you'd like to share regarding your success story?</p>	
<p>Photos/Videos (optional)</p> <p>Do you have photos or videos related to your breakfast in the classroom success story that you would like to share?</p>	<p><input type="radio"/> Yes <The district will need to include instructions for how to do this, as well as a release form.></p> <p><input type="radio"/> No</p>
<p>By submitting this form, I am agreeing to allow my school, my school district, and Partners for Breakfast in the Classroom to use this information and/or attachments to develop a success story that can be used in community presentations and/or in written forms of communication, which may be shared with other schools or partner organizations. I also agree that my school, my school district, and Partners for Breakfast in the Classroom have permission to review and edit my story to meet editorial standards while not changing the context of my story. I have reviewed all of the information above.</p>	



MENU SURVEY TOOLS



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RECOMMENDATIONS FOR FIELDING BREAKFAST IN THE CLASSROOM MENU SURVEYS.....

STEP 1: SETTING UP THE SURVEY

- If your school or district has access to an online survey application such as SurveyMonkey (<http://www.surveymonkey.com/>), it is recommended that you set up your menu surveys online for adult stakeholders (school administrators and staff). For student surveys, you might consider doing the surveys offline (with pencil and paper) if the students have limited access to the internet in school.
- The menu survey templates that have been provided are composed of questions of a type that is referred to in SurveyMonkey as a “Matrix of Choices (Only One Answer Per Row)”. Your school’s breakfast menu items will be listed in the first column of the matrix, and for each item the respondent will choose a response on a 1-to-5 scale or “No opinion”.
- It is recommended that you include all of your breakfast items (food and beverages) in the survey. However, if you’re only interested in getting feedback on a few particular items, you may limit the list to just those items you’re interested in.
- You can also use these templates to create surveys that you can use to evaluate the feasibility of offering items that are NOT currently on your school’s breakfast menu.

STEP 2: PLANNING A SCHEDULE FOR THE SURVEY

- Before your school begins deploying menu surveys, it is important to think about how often you plan to deploy the surveys and what the timing of the deployments will be.
- While it is recommended that you conduct menu surveys of all stakeholder groups (students, teachers, and foodservice) at least once per year, how often and at what time of year you conduct the surveys will depend on factors particular to your school or district, including menu changes, your school calendar, scheduled exams and tests, and daily schedules.
- Think about how long you want to keep the surveys open for responses. Your choice will depend on what works best for your school. It is recommended that you allow respondents at least a week to fill out the survey. You may want to limit responses to a certain time period, but another option is to keep the survey open all year for people to respond whenever they can.
- Once you’ve found a schedule that works, it is recommended that you follow that schedule in the years that follow for the sake of consistency, although you should adjust the schedule if problems arise.

STEP 3: PROMOTING THE SURVEY

- After you’ve set up the survey and planned the schedule, it is important to get the word out and promote participation in the survey throughout the school.
- There are many ways to promote the survey, including school newsletters, emails, morning PA announcements, posters, messages on the school website or Facebook page, etc. It is recommended that you employ at least two different promotion methods or more if possible.



- In your promotional messages, be sure to explain:
 - Who is expected to respond (Students? Teachers? Everyone?)
 - What the menu survey is about and why your school is doing it
 - Where they should go to take the survey (Computer lab? Library? Home room?)
 - When the survey will be available and when the completion deadline is
 - How to submit their responses (For example, you might tell them to go to the school website and click the Menu Survey button, if that's how you set up the survey.)
 - Why their responses are important (i.e. to help improve the current breakfast menu and shape future menus)

STEP 4: DEPLOYING THE SURVEY

- It is recommended that you deploy the menu surveys through the SurveyMonkey online survey platform. This will allow you to easily gather and analyze a large number of responses. However, some schools may not have access to a platform like SurveyMonkey. Other schools may decide that online surveys are not a good solution because of limited computer access in the school. In these cases, it is recommended that the surveys be done offline, with paper and pen/pencil. Surveys can be printed and distributed, and once filled out, collected and the responses tabulated or entered into a spreadsheet or database for analysis.
- Your respondents will need a way to find and access the survey. This can be done in a variety of ways, including: posting a link on a school website or Facebook page, sending the link in an email or e-newsletter, or setting up links to the survey on computer desktops in a computer lab, library or media room.
- If you use email to invite people to take the survey, you may want to follow up the initial email invitation with a reminder email, in order to get more responses. The timing of this reminder email will depend on your particular circumstances, but it's generally a good idea to wait at least one week after sending the first email before sending a reminder.

STEP 5: COMPILING, ANALYZING AND REPORTING THE RESULTS

- “Compiling” is the act of combining all of the individual survey responses into one data set. The responses need to be compiled before you can analyze and report on the results. If you've collected responses to your survey through SurveyMonkey or another online survey application, the results will be compiled for you. If you collected paper responses, you will need to either enter them into a program like SurveyMonkey so they can be automatically compiled, or enter them into a spreadsheet program like Excel so they can be manually compiled.
- “Analyzing” refers to the process of looking at the compiled results in order to reveal meaningful patterns or significant findings that can help to improve your schools breakfast in the classroom menu. So what should you look for when analyzing the results of your menu survey(s)?
 - Student menu surveys: Which items are the most/least popular? Are there any items that students report having difficulty eating or cleaning up after?
 - Teacher menu surveys: Are there any items that teachers report having difficulty distributing to students, or that students have difficulty eating or cleaning up after?
 - Foodservice staff menu surveys: Are there any items that foodservice staff find difficult to prepare, deliver, or distribute?



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in the classroom



- By identifying menu items that are working well and those that may be problematic, your school will be able to improve the breakfast in the classroom menu, which can increase student participation and help make the breakfast in the classroom program successful.
- “Reporting” refers to the process of disseminating the results of your survey(s) to other stakeholder that may be interested. The kinds of reports you create, as well as how and to whom you disseminate them, is entirely up to you, but here are some suggestions:
 - Report to district administrators to show how the program is working.
 - Report to foodservice staff to let them know what’s working and what’s not working.
 - If menu items provided by a vendor are found to be difficult to distribute/consume, the results of these surveys could help convince the vendor to improve the product.
 - Share the results with everyone in the school. Those who took the survey will enjoy seeing the results they contributed to. Those who didn’t take the survey may be motivated to respond to the next survey.
 - Share with parents to keep them informed about what’s going in their child’s school and raise awareness about breakfast in the classroom.
- How should the reports be delivered? Again, there are many possible ways, but here are some suggestions:
 - Create a Word document, PDF, or PPT presentation and send via email.
 - Create a PPT presentation and share it at PTA or school council meetings.
 - Post the results on the school and/or district website.
 - Include the results in school newsletters.



BREAKFAST IN THE CLASSROOM MENU SURVEY COMMUNICATIONS TEMPLATES.....

The following templates can be used to invite stakeholders (school staff, administrators, students and others) to respond to the menu survey. Please be sure to modify the message as needed and add any details pertaining to your survey, such as how and when to take the survey. If the survey has a deadline for completion, make sure it is prominently displayed in your messages.

A. INITIAL INVITATION TO COMPLETE THE SURVEY WITH DIRECTIONS ON HOW TO PARTICIPATE:

Dear **[insert first name or title]**,

Could we have a few minutes of your time to answer some questions about breakfast in the classroom menu at **[insert school name]**? Your responses to this short survey will help to make our breakfast program a success by improving the menu. Please respond to the survey by **[insert deadline for survey]**. You can access the survey by **[insert directions]** or by clicking the link below:

[Insert link to survey.]

[Insert any additional instructions or information to encourage participation in the survey.]

Thank you,

[Insert signature – your name and title]

B. REMINDER MESSAGE TO INCREASE SURVEY RESPONSE, IF NECESSARY

Dear **[insert first name or title]**,

Breakfast in the classroom is an important program at **[insert school name]**, and we need your input to make it a success! If you haven't already, please respond to the menu survey by **[insert deadline for survey]**. You can access the survey by **[insert directions]** or by clicking the link below:

[Insert link to survey.]

[Insert any additional instructions or information to encourage participation in the survey.]

Thank you,

[Insert signature – your name and title]

C. THANK YOU MESSAGE FOR ANYONE COMPLETING THE SURVEY [PLEASE NOTE: This message should appear at the end of the survey, rather than sending it as an email.]

Thank you for responding! Your valuable input will help to make breakfast in the classroom a success!



BREAKFAST IN THE CLASSROOM

MENU SURVEY TEMPLATE.....

AUDIENCE: FOODSERVICE (CAFETERIA) MANAGERS AND STAFF

This document provides a template that your district can use to create customized menu surveys by replacing the food items in the templates with items from the school's breakfast in the classroom menu.

Below is a list of *food* that is offered for breakfast. Please tell us how easy they are to prepare.

	Very difficult to prepare 1	Somewhat difficult to prepare 2	So-so 3	Somewhat easy to prepare 4	Very easy to prepare 5	No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[If breakfast is delivered to classrooms:]

Below is a list of food that is offered for breakfast. Please tell us how easy they are to deliver to classrooms.

	Very difficult to prepare 1	Somewhat difficult to prepare 2	So-so 3	Somewhat easy to prepare 4	Very easy to prepare 5	No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



BREAKFAST
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[If breakfast is delivered to classrooms:]

Below is a list of food that is offered for breakfast. Please tell us how safe they are to deliver to classrooms, in terms of maintaining proper temperatures.

	Very difficult to prepare 1	Somewhat difficult to prepare 2	So-so 3	Somewhat easy to prepare 4	Very easy to prepare 5	No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[If breakfast is distributed to students in the cafeteria or available via “Grab-N-Go”:]

Below is a list of food that is offered for breakfast. Please tell us how easy they are to distribute to individual students.

	Very difficult to prepare 1	Somewhat difficult to prepare 2	So-so 3	Somewhat easy to prepare 4	Very easy to prepare 5	No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



BREAKFAST IN THE CLASSROOM

MENU SURVEY TEMPLATE.....

AUDIENCE: CLASSROOM TEACHERS AND PARAEDUCATORS

This document provides a template that your district can use to create customized menu surveys by replacing the food items in the templates with items from the school's breakfast in the classroom menu.

[If breakfast is distributed to students in the classroom:]

Below is a list of food that is offered for breakfast. Please tell us how easy they are to distribute to individual students in the classroom.

	Very difficult to distribute 1	Somewhat difficult to distribute 2	So-so 3	Somewhat easy to distribute 4	Very easy to distribute 5	No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of food that is offered for breakfast. Please tell us how easy they are for students to eat in the time they have to eat breakfast.

	Really hard to eat in class 1	Kind of hard to eat in class 2	So-so 3	Kind of easy to eat in class 4	Really easy to eat in class 5	No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



BREAKFAST
in the classroom



Below is a list of food that is offered for breakfast. Please tell us how easy is it for students and/or school staff to clean up the listed food items after being served in the classroom.

	Really hard to clean up 1	Kind of hard to clean up 2	So-so 3	Kind of easy to clean up 4	Really easy to clean up 5	No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



BREAKFAST
in the classroom



BREAKFAST IN THE CLASSROOM

MENU SURVEY TEMPLATE.....

AUDIENCE: **STUDENTS**

This document provides a template that your district can use to create customized menu surveys by replacing the food items in the templates with items from the school's breakfast in the classroom menu.

Below is a list of food that is offered for breakfast. Please tell us how much you like each one. If you've never tried it, choose "Never had it/No opinion".

	I hate it! 1	I don't like it. 2	It's OK. 3	I like it. 4	I love it! 5	Never had it / No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of food that is offered for breakfast. Please tell us how easy they are to eat in the time you have to eat breakfast. If you've never tried it, choose "Never had it/No opinion".

	Really hard to eat in class 1	Kind of hard to eat in class 2	So-so 3	Kind of easy to eat in class 4	Really easy to eat in class 5	Never had it / No opinion
Applesauce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast burrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cereal with milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit smoothie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Granola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oatmeal muffin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sausage biscuit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkey wrap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yogurt parfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



BREAKFAST
in the classroom



SATISFACTION SURVEY TOOLS



BREAKFAST
in the classroom



www.breakfastintheclassroom.org

RECOMMENDATIONS FOR FIELDING BREAKFAST IN THE CLASSROOM SATISFACTION SURVEYS.....

STEP 1: SETTING UP THE SURVEY

- If your school or district has access to an online survey application such as SurveyMonkey (<http://www.surveymonkey.com/>), it is recommended that you set up your surveys online for adult stakeholders (school administrators and staff). For student surveys, you might consider doing the surveys offline (with pencil and paper) if the students have limited access to the internet in school.
- You may choose to use all of the questions in the templates provided, or you may choose to only use those questions that are of interest in your school or district.

STEP 2: PLANNING A SCHEDULE FOR THE SURVEY

- Before your school begins deploying satisfaction surveys, it is important to think about how often you plan to deploy the surveys and what the timing of the deployments will be.
- It is recommended that you conduct surveys once per year, but the timing and frequency will depend on what works best for your school or district. Surveys conducted at the end of the school year can provide information that can be used to improve the program before the following school year. Mid-year surveys can provide information that could be used to make adjustments to the program during the school year. If significant changes are made to the breakfast in the classroom program, you may want to conduct surveys before and after the changes so that you can evaluate the effect of the changes made.
- Think about how long you want to keep the surveys open for responses. Your choice will depend on what works best for your school. It is recommended that you allow respondents at least a week to fill out the survey. You may want to limit responses to a certain time period, but another option is to keep the survey open all year for people to respond whenever they can.
- Once you've found a schedule that works, it is recommended that you follow that schedule in the years that follow for the sake of consistency, although you should adjust the schedule if problems arise.

STEP 3: PROMOTING THE SURVEY

- After you've set up the survey and planned the schedule, it is important to get the word out and promote participation in the survey throughout the school.
- There are many ways to promote the survey, including school newsletters, emails, morning PA announcements, posters, messages on the school website or Facebook page, etc. It is recommended that you employ at least two different promotion methods or more if possible.
- In your promotional messages, be sure to explain:
 - Who is expected to respond (Students? Teachers? Everyone?)
 - What the survey is about and why your school is doing it
 - Where they should go to take the survey (Computer lab? Library? Home room?)
 - When the survey will be available and when the completion deadline is
 - How to submit their responses (For example, you might tell them to go to the school website and click the Satisfaction Survey button, if that's how you set up the survey.)
 - Why their responses are important (i.e. to help improve the breakfast in the classroom program in your school)



BREAKFAST
in the classroom



STEP 4: DEPLOYING THE SURVEY

- It is recommended that you deploy the surveys through the SurveyMonkey online survey platform. This will allow you to easily gather and analyze a large number of responses. However, some schools may not have access to a platform like SurveyMonkey. Other schools may decide that online surveys are not a good solution because of limited computer access in the school. In these cases, it is recommended that the surveys be done offline, with paper and pen/pencil. Surveys can be printed and distributed, and once filled out, collected and the responses tabulated or entered into a spreadsheet or database for analysis.
- Your respondents will need a way to find and access the survey. This can be done in a variety of ways, including: posting a link on a school website or Facebook page, sending the link in an email or e-newsletter, or setting up links to the survey on computer desktops in a computer lab, library or media room.
- If you use email to invite people to take the survey, you may want to follow up the initial email invitation with a reminder email, in order to get more responses. The timing of this reminder email will depend on your particular circumstances, but it's generally a good idea to wait at least one week after sending the first email before sending a reminder.

STEP 5: COMPILING, ANALYZING AND REPORTING THE RESULTS

- “Compiling” is the act of combining all of the individual survey responses into one data set. The responses need to be compiled before you can analyze and report on the results. If you’ve collected responses to your survey through SurveyMonkey or another online survey application, the results will be compiled for you. If you collected paper responses, you will need to either enter them into a program like SurveyMonkey so they can be automatically compiled, or enter them into a spreadsheet program like Excel so they can be manually compiled.
- “Analyzing” refers to the process of looking at the compiled results in order to reveal meaningful patterns or significant findings that can help to improve your district’s breakfast in the classroom program. The analysis will help you identify areas of the breakfast program are successful and areas where improvements can be made.
- “Reporting” refers to the process of disseminating the results of your survey(s) to other stakeholder that may be interested. The kinds of reports you create, as well as how and to whom you disseminate them, is entirely up to you, but here are some suggestions:
 - Report to district administrators to show how the program is working.
 - Report to school staff to let them know what’s working and what’s not working.
 - Share the results with everyone in the school. Those who took the survey will enjoy seeing the results they contributed to. Those who didn’t take the survey may be motivated to respond to the next survey.
 - Share with parents to keep them informed about what’s going in their child’s school and raise awareness about breakfast in the classroom.
- How should the reports be delivered? Again, there are many possible ways, but here are some suggestions:
 - Create a Word document, PDF, or PPT presentation and send via email.
 - Create a PPT presentation and share it at PTA or school council meetings.
 - Post the results on the school and/or district website.
 - Include the results in school newsletters.



BREAKFAST IN THE CLASSROOM SATISFACTION SURVEY COMMUNICATIONS TEMPLATES

The following templates can be used to invite stakeholders (school staff, administrators, students and others) to respond to the satisfaction survey. Please be sure to modify the message as needed and add any details pertaining to your survey, such as how and when to take the survey. If the survey has a deadline for completion, make sure it is prominently displayed in your messages.

A. ANNOUNCEMENT OF UPCOMING SURVEY: [PLEASE NOTE: THIS MESSAGE COULD BE POSTED ON A DISTRICT OR SCHOOL WEBSITE OR DISSEMINATED IN A NEWSLETTER, RATHER THAN SENDING IT AS AN EMAIL.]

COMING SOON: Breakfast In The Classroom Satisfaction Surveys

[Insert district or school name] will be deploying a survey to evaluate their breakfast in the classroom program. Your responses to this survey will help to make our breakfast program a success. The survey will be available [insert date or expected time frame], and you will be able to submit your responses by [insert instructions on where and how to find the survey].

[Insert any additional instructions or information to encourage participation in the survey.]

B. INITIAL INVITATION TO COMPLETE THE SURVEY WITH DIRECTIONS ON HOW TO PARTICIPATE:

Dear [insert first name or title],

Could we have a few minutes of your time to answer some questions about breakfast in the classroom at [insert school name]? Your responses to this short survey will help to make our breakfast program a success. Please respond to the survey by [insert deadline for survey]. You can access the survey by [insert directions] or by clicking the link below:

[Insert link to survey.]

[Insert any additional instructions or information to encourage participation in the survey.]

Thank you,

[Insert signature – your name and title]



BREAKFAST
in the classroom



C. REMINDER MESSAGE TO INCREASE SURVEY RESPONSE, IF NECESSARY

Dear **[insert first name or title]**,

Breakfast in the classroom is an important program at **[insert school name]**, and we need your input to make it a success! If you haven't already, please respond to the satisfaction survey by **[insert deadline for survey]**. You can access the survey by **[insert directions]** or by clicking the link below:

[Insert link to survey.]

[Insert any additional instructions or information to encourage participation in the survey.]

Thank you,

[Insert signature – your name and title]

D. THANK YOU MESSAGE FOR ANYONE COMPLETING THE SURVEY [PLEASE NOTE: THIS MESSAGE SHOULD APPEAR AT THE END OF THE SURVEY, RATHER THAN SENDING IT AS AN EMAIL.]

Thank you for responding! Your valuable input will help to make breakfast in the classroom a success!



BREAKFAST
in the classroom



BREAKFAST IN THE CLASSROOM

SATISFACTION SURVEY.....

AUDIENCE: SCHOOL ADMINISTRATORS AND STAFF

Your district can use any or all of the questions below to create a customized survey for school/district administrators and staff.

TOPIC: TRAINING

[Question type: Multiple Choice – Only One Answer]

When your school implemented breakfast in the classroom, was training offered to school staff?

- ☐ Yes
- ☐ No
- ☐ Don't know/not sure

[Question type: Comment/Essay Box]

If so, what kind of training was offered?

[Question type: Multiple Choice – Only One Answer]

Did you take part in the training?

- ☐ Yes, I received training.
- ☐ Yes, I trained others.
- ☐ Yes, I both received training and I trained others.
- ☐ No, I didn't take part in the training.



BREAKFAST
in the classroom



SATISFACTION SURVEY – SCHOOL ADMINISTRATORS AND STAFF
BREAKFAST IN THE CLASSROOM DISTRICT TOOLS

[Question type: Matrix of Choices (Only One Answer per Row)]

On a scale from 1 to 5, how satisfied were you with the following aspects of the training you took part in?

	Not at all satisfied 1	2	3	4	Very satisfied 5	No Opinion
Effectiveness of the training method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge level of the trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of the material covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Question type: Multiple Choice – Only One Answer]

Did you receive a copy of NEA Health Information Network's Breakfast in the Classroom Toolkit?

- ☐ Yes
- ☐ No
- ☐ Don't know/not sure

[Question type: Rating Scale or Multiple Choice – Only One Answer]

If so, how useful was the toolkit, on a scale from 1 to 5?

- ☐ 1 – Not at all useful
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very useful
- ☐ No opinion/Not applicable



BREAKFAST
in the classroom



SATISFACTION SURVEY – SCHOOL ADMINISTRATORS AND STAFF
BREAKFAST IN THE CLASSROOM DISTRICT TOOLS

[Question type: Comment/Essay Box]

Additional comments about breakfast in the classroom training: (What worked? What didn't work? Do you have any suggestions for how the training could be improved?)

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how satisfied are you with the menu planning process for breakfast in the classroom at your school?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable

[Question type: Comment/Essay Box]

Additional comments about planning the menu for breakfast in the classroom: (What worked? What didn't work? Do you have any suggestions for how the menu planning could be improved?)



BREAKFAST
in the classroom



TOPIC: DELIVERY AND DISTRIBUTION

[Question type: Rating Scale or Multiple Choice – Only One Answer]

In your school's breakfast in the classroom program, how is breakfast delivered to the classroom? Please choose the option below that best describes your school's system.

- ☐ Breakfast is delivered from the kitchen/cafeteria to classrooms in a cart, cooler or wagon, and then distributed to individual students.
- ☐ Students pick up packaged breakfasts ("grab 'n' go") from carts or kiosks set up in a hallway or lobby area and carry them to their classrooms.
- ☐ Students pick up breakfasts from the cafeteria and carry them to the classroom.
- ☐ Other (please describe): _____

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how satisfied are you with the breakfast delivery system at your school?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable

[Question type: Comment/Essay Box]

Additional comments about delivery of breakfast in the classroom: (What's working? What's not working? Do you have any suggestions for how it could be improved?)



BREAKFAST
in the classroom



TOPIC: TRACKING

[Question type: Rating Scale or Multiple Choice – Only One Answer]

How do you track the number of students who consume breakfast in the classroom in your school on a daily basis? Please choose the option below that best describes your school's system.

- ☐ Classroom teachers or aides use a class roster to track breakfast consumption and submit that information to someone else in the school or district.
- ☐ Students swipe a card or enter a PIN number when they receive their breakfast.
- ☐ Hand count in the classroom
- ☐ Observation/estimation
- ☐ Our school does not track daily consumption of breakfast.
- ☐ Don't know/Not sure.
- ☐ Other (please describe): _____

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how satisfied are you with the breakfast participation tracking system at your school?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable

[Question type: Comment/Essay Box]

Additional comments about tracking student participation in breakfast in the classroom: (What's working? What's not working? Do you have any suggestions for how it could be improved?)



BREAKFAST
in the classroom



TOPIC: TRASH DISPOSAL

[Question type: Rating Scale or Multiple Choice – Only One Answer]

How is trash disposed of after students eat breakfast in the classroom in your school? Please choose the option below that best describes your school's system.

- ☐ Students place trash in a receptacle in the classroom. Custodial staff collects the trash from the classrooms.
- ☐ Students place trash in a receptacle in the hallway. Custodial staff collects the trash from the hallways.
- ☐ Classroom representatives (such as students or aides) from each classroom bring the trash to the cafeteria for disposal.
- ☐ Don't know/Not sure.
- ☐ Other (please describe): _____

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how satisfied are you with the breakfast trash disposal system at your school?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable

[Question type: Comment/Essay Box]

Additional comments about breakfast trash disposal: (What's working? What's not working? Do you have any suggestions for how it could be improved?)



TOPIC: PROGRAM SUPPORT

On a scale from 1 to 5, how would you rate your own support of breakfast in the classroom?

- ☐ 1 - Very opposed to breakfast in the classroom.
- ☐ 2 - Somewhat opposed to breakfast in the classroom.
- ☐ 3 - Neutral towards breakfast in the classroom.
- ☐ 4 - Somewhat supportive of breakfast in the classroom.
- ☐ 5 - Very supportive of breakfast in the classroom.
- ☐ No opinion

On a scale from 1 to 5, how supportive of breakfast in the classroom are the members of your school's administration?

- ☐ 1 - Very opposed to breakfast in the classroom.
- ☐ 2 - Somewhat opposed to breakfast in the classroom.
- ☐ 3 - Neutral towards breakfast in the classroom.
- ☐ 4 - Somewhat supportive of breakfast in the classroom.
- ☐ 5 - Very supportive of breakfast in the classroom.
- ☐ No opinion

On a scale from 1 to 5, how supportive of breakfast in the classroom are the members of your school's teaching staff (classroom teachers, teaching assistants, and classroom/teaching aides)?

- ☐ 1 - Very opposed to breakfast in the classroom.
- ☐ 2 - Somewhat opposed to breakfast in the classroom.
- ☐ 3 - Neutral towards breakfast in the classroom.
- ☐ 4 - Somewhat supportive of breakfast in the classroom.
- ☐ 5 - Very supportive of breakfast in the classroom.
- ☐ No opinion

On a scale from 1 to 5, how supportive of breakfast in the classroom are the members of your school's support staff (foodservice/cafeteria staff and custodial staff)?

- ☐ 1 - Very opposed to breakfast in the classroom.
- ☐ 2 - Somewhat opposed to breakfast in the classroom.
- ☐ 3 - Neutral towards breakfast in the classroom.
- ☐ 4 - Somewhat supportive of breakfast in the classroom.
- ☐ 5 - Very supportive of breakfast in the classroom.
- ☐ No opinion



BREAKFAST
in the classroom



On a scale from 1 to 5, how supportive of breakfast in the classroom are the parents of your school's students?

- ☐ 1 - Very opposed to breakfast in the classroom.
- ☐ 2 - Somewhat opposed to breakfast in the classroom.
- ☐ 3 - Neutral towards breakfast in the classroom.
- ☐ 4 - Somewhat supportive of breakfast in the classroom.
- ☐ 5 - Very supportive of breakfast in the classroom.
- ☐ No opinion

On a scale from 1 to 5, how supportive of breakfast in the classroom are the students in your school?

- ☐ 1 - Very opposed to breakfast in the classroom.
- ☐ 2 - Somewhat opposed to breakfast in the classroom.
- ☐ 3 - Neutral towards breakfast in the classroom.
- ☐ 4 - Somewhat supportive of breakfast in the classroom.
- ☐ 5 - Very supportive of breakfast in the classroom.
- ☐ No opinion

On a scale from 1 to 5, how satisfied are you with the support breakfast in the classroom is receiving in your school (in general, from all stakeholders)?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable

[Question type: Comment/Essay Box]

Additional comments about support:



BREAKFAST
in the classroom



TOPIC: PROGRAM COMMUNICATION

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how would you rate the level of communication among school administrators and staff regarding breakfast in the classroom?

- ☐ 1 - Very little or no communication is occurring or has occurred about breakfast in the classroom.
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 - A lot of communication is occurring or has occurred about breakfast in the classroom.
- ☐ No opinion

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how satisfied are you with the level of communication about breakfast in the classroom among school administrators and staff?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion

[Question type: Comment/Essay Box]

Additional comments about communication among stakeholders:



TOPIC: PROGRAM IMPACT

[Question type: Matrix of Choices (Only One Answer per Row)]

On a scale from 1 to 5, to what extent do you agree or disagree with the following statements about the impact of breakfast in the classroom in your school.

“As a result of our school’s breakfast in the classroom program...”

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	No Opinion
Students are eating healthier breakfasts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students’ overall health has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student academic performance has improved. (e.g. better grades, higher test scores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student attendance and tardiness rates have improved. (i.e. fewer absences and/or tardy arrivals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior has improved. (i.e. fewer incidents or referrals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall school environment has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school is closer to achieving its overall wellness goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Question type: Comment/Essay Box]

Are there any other impacts you have seen in your school as a result of BIC?



BREAKFAST
in the classroom



SATISFACTION SURVEY – SCHOOL ADMINISTRATORS AND STAFF
BREAKFAST IN THE CLASSROOM DISTRICT TOOLS

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how satisfied are you with the impact of breakfast in the classroom in your school?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable

[Question type: Comment/Essay Box]

Please explain your answer.

[Question type: Comment/Essay Box]

Additional comments about the impact of breakfast in the classroom in your school:



BREAKFAST
in the classroom



TOPIC: PROGRAM SATISFACTION

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how satisfied are you overall with breakfast in the classroom in your school?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how likely would you be to recommend other schools consider implementing a breakfast in the classroom program?

- ☐ 1 - Very unlikely
- ☐ 2 - Somewhat unlikely
- ☐ 3 - Neutral – neither likely nor unlikely
- ☐ 4 - Somewhat likely
- ☐ 5 - Very likely
- ☐ No opinion

[Question type: Comment/Essay Box]

Why or why not? Please explain.



BREAKFAST
in the classroom



BREAKFAST IN THE CLASSROOM

SATISFACTION SURVEY.....

AUDIENCE: PARENTS AND GUARDIANS

Your district can use any or all of the questions below to create a customized survey for parents and guardians of students.

TOPIC: PROGRAM IMPACT

[Question type: Multiple Choice – Only One Answer]

Are you aware of the breakfast program at your child's school, in which students are provided with breakfast to eat in the classroom?

- ☐ Yes
- ☐ No [If the respondent chooses "No", the survey should be ended at this point.]

[Question type: Matrix of Choices (Only One Answer per Row)]

On a scale from 1 to 5, how much do you agree or disagree with the following statements about the impact of breakfast in the classroom on your child.

"As a result of the school's breakfast in the classroom program..."

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	No Opinion/Does not apply
My child is eating healthier breakfasts than before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's overall health has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is doing better in school than before (getting better grades, scoring higher on tests).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is missing less school and/or not late as often as they used to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's overall behavior at school has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is enjoying school more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



BREAKFAST
in the classroom



[Question type: Comment/Essay Box]

Additional comments about the impact of breakfast in the classroom in your child's school:

TOPIC: PROGRAM SATISFACTION

[Question type: Rating Scale or Multiple Choice – Only One Answer]

Overall, how would you rate your level of satisfaction with breakfast in the classroom in your child's school?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable

[Question type: Comment/Essay Box]

What do you like most about breakfast in the classroom at your child's school?

[Question type: Comment/Essay Box]

What do you like least about breakfast in the classroom at your child's school?



[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how would you rate your support of (or opposition to) breakfast in the classroom in your child's school?

- ☐ 1 - Very opposed to breakfast in the classroom.
- ☐ 2 - Somewhat opposed to breakfast in the classroom.
- ☐ 3 - Neutral towards breakfast in the classroom.
- ☐ 4 - Somewhat supportive of breakfast in the classroom.
- ☐ 5 - Very supportive of breakfast in the classroom.

[Question type: Comment/Essay Box]

Please explain your answer:

TOPIC: MENU SATISFACTION

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how familiar are you with the breakfast menu at your child's school?

- ☐ 1 – Not at all familiar
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very familiar

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how satisfied are you with the breakfast menu at your child's school?

- ☐ 1 – Not at all satisfied
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very satisfied
- ☐ No opinion/Not applicable



[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how healthy do you think the breakfast menu is at your child's school?

- ☐ 1 - Very unhealthy
- ☐ 2 - Somewhat unhealthy
- ☐ 3 - Neutral – neither healthy nor unhealthy
- ☐ 4 - Somewhat healthy
- ☐ 5 - Very healthy
- ☐ No opinion/Not applicable

[Question type: Comment/Essay Box]

Additional comments about the breakfast menu at your child's school:



BREAKFAST IN THE CLASSROOM SATISFACTION SURVEY.....

AUDIENCE: STUDENTS

Your district can use any or all of the questions below to create a customized survey for students.

TOPIC: DELIVERY AND DISTRIBUTION

[Question type: Rating Scale or Multiple Choice – Only One Answer]

How do you get your breakfast at school?

- ☐ Someone from the cafeteria brings breakfast to my classroom.
- ☐ I get my breakfast from a stand or a cart in the hallway or lobby (“grab -n-go”).
- ☐ I get my breakfast from the cafeteria.
- ☐ Other: _____

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how much do you like the way you get breakfast at your school?

- ☐ 1 – I hate it.
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – I love it.
- ☐ No opinion

TOPIC: TRASH DISPOSAL

[Question type: Rating Scale or Multiple Choice – Only One Answer]

How is trash taken care of after you eat breakfast in the classroom in your school?

- ☐ We place our trash in a can or bag in the classroom.
- ☐ We place our trash in a can or bag in the hallway.
- ☐ Someone from our class takes the trash to the cafeteria.
- ☐ Don't know/Not sure.
- ☐ Other: _____



BREAKFAST
in the classroom



[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how much do you like the way trash is taken care of after breakfast at your school?

- ☐ 1 – I hate it.
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – I love it.
- ☐ No opinion

TOPIC: PROGRAM IMPACT

[Question type: Matrix of Choices (Only One Answer per Row)]

On a scale from 1 to 5, how much do you agree or disagree with the following statements about breakfast in the classroom in your school?

“As a result of our school’s breakfast in the classroom program...”

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	No Opinion/does not apply
I am eating healthier breakfasts than I was before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I’m healthier than I was before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I’m doing better in school than I was before (getting better grades, scoring higher on tests).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I’m missing less school and I’m not late as often as I used to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy school more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



BREAKFAST
in the classroom



TOPIC: PROGRAM SATISFACTION

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how much do you like breakfast in the classroom in your school?

- ☐ 1 – I hate it.
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – I love it.
- ☐ No opinion

[Question type: Comment/Essay Box]

What do you like best about eating breakfast in the classroom?

[Question type: Comment/Essay Box]

What do you like least about eating breakfast in the classroom?

TOPIC: MENU SATISFACTION

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how much do you like the breakfast menu at your school?

- ☐ 1 – I hate it.
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – I love it.
- ☐ No opinion



BREAKFAST
in the classroom



[Question type: Multiple Choice – Only One Answer]

How do you feel about the menu choices you're offered for breakfast at your school?

- ☐ There aren't enough choices.
- ☐ The amount of choices is good.
- ☐ There are too many choices.

[Question type: Rating Scale or Multiple Choice – Only One Answer]

On a scale from 1 to 5, how healthy do you think the breakfast you eat at school is?

- ☐ 1 - Very unhealthy
- ☐ 2 - Somewhat unhealthy
- ☐ 3 - Neutral – neither healthy nor unhealthy
- ☐ 4 - Somewhat healthy
- ☐ 5 - Very healthy

[Question type: Rating Scale or Multiple Choice – Only One Answer]

How important is it to you that your breakfast is healthy?

- ☐ 1 – Not at all important
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 – Very important
- ☐ No opinion

[Question type: Comment/Essay Box]

Of all the foods offered for breakfast in the classroom at your school, which is your favorite?

[Question type: Comment/Essay Box]

Of all the foods offered for breakfast in the classroom at your school, which is your least favorite?



FOCUS GROUP TOOLS



BREAKFAST
in the classroom



www.breakfastintheclassroom.org

BREAKFAST IN THE CLASSROOM FOCUS GROUP TIP SHEET.....

TIPS FOR CONDUCTING SUCCESSFUL FOCUS GROUPS:

1. CHOOSING A MODERATOR

- a. The moderator should be someone who is familiar with the topic, but they are not expected to be an expert.
- b. The moderator should be someone who has no vested interest in the topic. The moderator should be neutral and remain so during the discussion.

2. SELECTING PARTICIPANTS

- a. Seek participants that are close to the subject matter and will have valuable input and insight.
- b. Consider whether you want a group where participants are similar to one another (e.g., only classroom teachers from middle schools) or a mixed group where participants vary (e.g., teachers, principals, and cafeteria managers in the same group). A mixed group will provide a greater variety of opinions but carries the risk of the conversation being pulled off-track.
- c. If possible, it is best to conduct multiple focus group sessions asking the same questions with more than one group, as well as with different types of groups, in order to get a broad spectrum of opinions.

3. RECRUITING PARTICIPANTS

- a. Send written invitations as far in advance as possible – at least two weeks.
- b. If possible, offer compensation or a small token of appreciation to participants.
- c. Tell participants exactly how long the focus group session will take. 60 to 90 minutes is suggested, depending on the size of the group and the number of topics you wish to cover.
- d. Plan to serve snacks* and beverages and inform prospective participants that they will be provided. (*Choose “quiet” snacks. The noise of cellophane wrappers and chip bags can be distracting and make it difficult to hear responses, especially on an audio recording.)
- e. Consider the size of the group. A good size is anywhere from 4 to 12 individuals. You want enough people to provide a variety of views and keep the discussion lively, but not so many that it becomes unmanageable.

4. BEFORE THE FOCUS GROUP

- a. Be sure to contact participants the day before the session to remind them and make sure they're still committed to coming.
- b. Make sure that the facility is ready and that food and beverages are taken care of.
- c. It is important to make an *audio* recording of the focus group so that it can be played back later for analysis. Before the focus group, make sure the recording equipment is working and ready to go. A back-up recorder is a good idea in case one stops working. Make sure the batteries are fresh! (*Video* recording is NOT recommended, as participants will be less likely to speak up and be honest while being videotaped.)
- d. Check with your district to see if district policy requires getting participants to sign a release form for the audio recording and, if so, make sure you have the release forms ready.
- e. Make name tags or name tents for the participants.
- f. Have someone (like an assistant) prepared to take notes during the discussion. (It is too difficult for the Moderator to take notes while leading the discussion.)
- g. Be prepared with census forms for participants to fill out.



5. BEGINNING THE FOCUS GROUP

- a. It's important for the moderator to establish rapport and a friendly atmosphere as soon as participants begin arriving. The moderator should greet each participant and thank them for coming, then direct them to the name tags/tents and/or food and beverages (if these are being provided).
- b. If the discussion is being recorded, the moderator should have participants sign the release form (if required by district policy) as soon as they enter. Explain to participants that notes will be taken and audio will be recorded, but that they will remain anonymous, pseudonyms will be used in place of real names in the notes, and no personal identifying information will be linked to their comments.
- c. Consider using an ice-breaker activity, such as the one outlined in the attached focus group guides, as participants enter.

6. CONDUCTING AND MODERATING THE FOCUS GROUP

- a. Begin with introductions and a brief description of the general purpose of the discussion.
- b. Explain to participants that there are no right or wrong responses and that's OK if they disagree with the views of other participants. Stress that everyone should participate, but that not everyone needs to answer every question.
- c. It is important that the moderator remain neutral. This means not expressing their own opinion as well as not judging or criticizing any of the responses from participants.
- d. Begin with easy general questions and introduce more specific questions after participants are warmed up and seem comfortable speaking.
- e. Have someone other than the moderator (an assistant) take notes during the discussion. They may observe behaviors or non-verbal cues that the moderator might miss and that won't be recorded on the audio recording, such as participants appearing excited or looking confused about a certain topic.
- f. As the end time approaches, the moderator should begin wrapping things up and summarizing what has been said. This is an opportunity to make sure that the participants' responses were understood.
- g. The moderator should end the session by making a closing statement, thanking the participants, and reminding them that their responses are anonymous.

7. ANALYZING THE DATA

- a. Write a summary of the discussion immediately, before important details can be forgotten.
- b. Transcribe the audio recording as soon as possible, while the memories are still fresh.
- c. Things to look for when analyzing the transcript, notes, and/or audio recording:
 - i. Recurring trends or themes in the responses
 - ii. Differences or commonalities among groups in different focus group sessions (such as teachers from different sessions)
 - iii. Differences or commonalities between different types of focus groups (teachers, principals, cafeteria managers, etc.)
 - iv. Issues you may not have been aware of
 - v. Possible solutions to problems
 - vi. Good quotes that can be used in presentations, reports, marketing materials, press releases, etc.



BREAKFAST IN THE CLASSROOM FOCUS GROUP CENSUS FORM.....

Focus Group Session Date: _____

(If multiple sessions on the same day, please specify session.)

Your name: _____

Your job title: _____

Name of your school district (if applicable): _____

Name of your school (if applicable): _____

(The information you supply above will not be shared with anyone else.)

1. How long have you been working in education?

- ☐ One year
- ☐ Two years
- ☐ 3-4 years
- ☐ 5 to 9 years
- ☐ 10 or more years

2. How long have you been employed at your current school/district?

- ☐ First year
- ☐ Second year
- ☐ 3-4 years
- ☐ 5 to 9 years
- ☐ 10 or more years

3. What grade level(s) do you work with (check all that apply)

- ☐ Pre-School
- ☐ Elementary
- ☐ Middle School
- ☐ High School

4. How long has your school/district been serving breakfast in the classroom?

- ☐ This is the first year
- ☐ This is the second year
- ☐ 3 to 4 years
- ☐ 5 years or more



5. Was breakfast served in your school/district prior to the introduction of breakfast in the classroom?

- ☐ Yes
- ☐ No
- ☐ Don't know/Not sure



BREAKFAST
in the classroom



BREAKFAST IN THE CLASSROOM

FOCUS GROUP DISCUSSION GUIDE

AUDIENCE: SCHOOL ADMINISTRATORS AND STAFF

CONVERSATION STARTER/ICEBREAKER:

Before you begin your focus group session, you might want to do an icebreaker activity which will help the participants begin to think about the topics that will be discussed in the session.

See the end of this document for a suggested activity.

FOCUS GROUP DISCUSSION TOPICS AND QUESTIONS:

Below is a list of suggested topics and questions to present in your focus group sessions. Not all questions will apply to all audiences, and there may be other topics not listed below that you would like to explore. Feel free to add, remove, or alter these topics and questions as you see fit.

TOPIC: TRAINING [IF APPLICABLE]

- What kind of training was offered in your school/district for breakfast in the classroom? What topics were covered?
- Did you participate?
- Who participated in the training (job titles)? Were there others who should have participated?
- How effective was the training?
- What other topics would you recommend as training topics?
- Is there a more effective way to deliver the training?
- Was the timing of the training appropriate? If not, what would you recommend?
- What kind of advice would you offer to other schools implementing breakfast in the program, specifically regarding training of staff?

TOPIC: MENU PLANNING

- How did the menu planning process go at your school?
- Who was involved and how were decisions made?
- What worked, and what didn't work?
- What kind of advice would you offer to other schools implementing breakfast in the program, specifically regarding menu planning?

TOPIC: DELIVERY AND DISTRIBUTION

- How well does your school's breakfast delivery and distribution method work? ("Delivery" refers to how the food gets from the cafeteria or kitchen to the classrooms, and "distribution" refers to how the food gets into the hands of individual students.)
- What works, and what doesn't work?
- What kind of advice would you offer to other schools implementing breakfast in the program, specifically regarding delivery and distribution?



TOPIC: TRACKING

- Is your school tracking participation in breakfast in the classroom? In other words, does your school track which students or how many students take a breakfast?
- How do you do the tracking? Do you track how many breakfasts are eaten, versus how many are thrown away? Do you track how many of each item is consumed, or just how many students are participating?
- What works, and what doesn't work?
- What kind of advice would you offer to other schools implementing breakfast in the program, specifically regarding tracking?

TOPIC: TRASH DISPOSAL

- How is trash disposed of after students eat breakfast in the classroom in your school?
- Do you think this works well, or could it be improved?
- Are there any particular breakfast items that cause a problem with trash disposal?
- What kind of advice would you offer to other schools implementing breakfast in the program, specifically regarding trash disposal?

TOPIC: PROGRAM SUPPORT

- How much support does breakfast in the classroom get from other administrators, school staff, students, parents, and the community at large?
- What can districts and schools do to increase support from these groups?
- What kind of advice would you offer to other schools implementing breakfast in the program, specifically regarding support of the program?

TOPIC: PROGRAM COMMUNICATION

- Do school staff and/or administrators communicate much about the breakfast in the classroom?
- How important do you think it is for staff and administrators to communicate about the program, and how much communication do you think is necessary?
- What could be done to increase communication?
- What is the best way to communicate?
- What kind of advice would you offer to other schools implementing breakfast in the program, specifically regarding communication?

TOPIC: PROGRAM IMPACT

- What kind of impact has breakfast in the classroom had in your school?
- Are you noticing any changes in the eating habits of students?
- Have you noticed any other changes, such as students having more energy or focusing on their school work better?
- Have you noticed any changes such as increased attendance, decreased tardiness, or a decrease in students being referred for disciplinary issues?
- What kind of expectations did you have before your school started breakfast in the classroom?
- Were your expectations met?
- What is the reaction of other staff members?



TOPIC: PROGRAM SATISFACTION/SUCCESS

- Overall, how satisfied are you with breakfast in the classroom?
- Do you consider the program successful? Why?
- What made it successful? Or unsuccessful?
- What do you wish you/your school had known earlier in the implementation of breakfast in the classroom to make it easier to implement?
- Do you have any additional suggestions for improving any aspect of the breakfast in the classroom program?
- If there is one piece of advice you could offer to other schools implementing breakfast in the classroom, what would it be?

CONVERSATION STARTER/ICEBREAKER:

Before you begin the session, you might want to do the following activity, which will help the participants begin to think about the topics that will be discussed in the session.

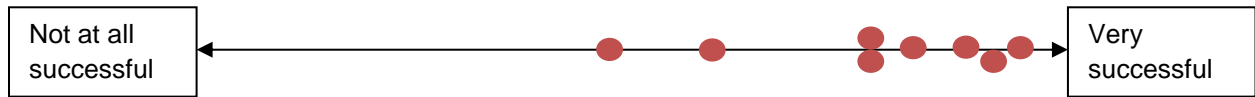
Begin by identifying 3-5 key questions. Some suggestions are provided below. Next, write each question on a large sheet of paper (e.g., flip chart paper – 1 question/sheet) and underneath each question, draw a line to represent a continuum, with explicit responses at each end that represent the extremes of the possible answers they could give (such as “strongly disagree” and “strongly agree”). Hang the question sheets in the room and as participants enter the room, ask them to answer each question by placing a sticker, or using a marker, or other means to mark the spot on the continuum to indicate their response.

The first suggested question below shows an example of what the continuum may look like once 8 participants respond to the question. Note that it does not signify anything if the marking is above or below the line. The only thing that matters is where along the continuum a respondent’s marking appears. We could interpret the sample responses below to indicate that 6 of the respondents consider their breakfast in the classroom to be pretty to very successful, and 2 consider it somewhat successful.

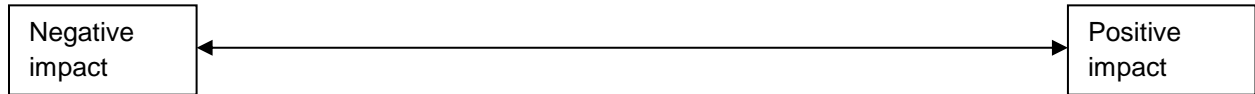
In addition to helping your participants begin thinking about the topics to be discussed in the focus group, you can refer back to these continuums and their responses throughout the focus group and use them to spur discussion about why respondents answered the questions as they did, and get a sense of how the focus group participants as a whole feel about the various topics. **Here are some examples:**



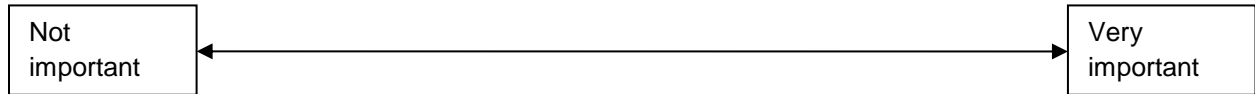
Overall, how successful do you consider your breakfast in the classroom program?



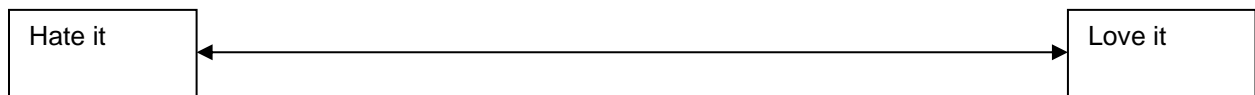
What impact, if any, is breakfast in the classroom having on students in your school?



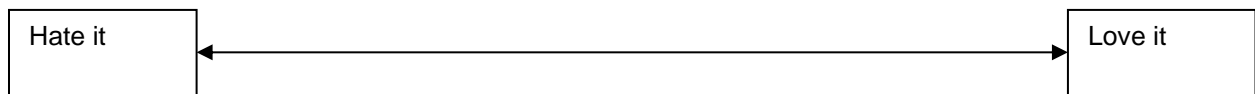
How important is it for students to eat a healthy breakfast every day?



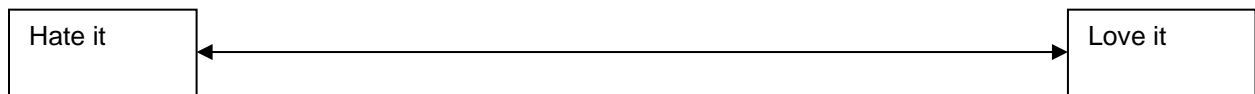
Overall, how do you think students feel about breakfast in the classroom in your school?



Overall, how do you think parents feel about breakfast in the classroom in your school?



Overall, how do you think teachers feel about breakfast in the classroom in your school?



BREAKFAST
in the classroom



BREAKFAST IN THE CLASSROOM

FOCUS GROUP DISCUSSION GUIDE.....

AUDIENCE: PARENTS AND GUARDIANS

CONVERSATION STARTER/ICEBREAKER:

Before you begin your focus group session, you might want to do an icebreaker activity which will help the participants begin to think about the topics that will be discussed in the session.

See the end of this document for a suggested activity.

FOCUS GROUP DISCUSSION TOPICS AND QUESTIONS:

Below is a list of suggested topics and questions to present in your focus group sessions. Feel free to add, remove, or alter these topics and questions as you see fit.

TOPIC: PROGRAM KNOWLEDGE

- Are you aware of or familiar with the breakfast in the classroom program at your child's school?
- What do you know about it? Do you know how it is served and what's offered on the menu?
- Is your child eating breakfast in the classroom at school? If so, what are they eating for breakfast?

TOPIC: PROGRAM IMPACT

- Did your child eat breakfast at home before the school offered breakfast in the classroom? If so, do they still eat breakfast at home?
- What comments has your child shared with you about breakfast in the classroom?
- What impact has breakfast in the classroom had on your child?
- What changes are you noticing in the eating habits of your child outside of school - at home or when eating out?
- Have you noticed any other changes since your child starting eating breakfast at school, such as changes in their attendance record, their grades, or behavioral changes?

TOPIC: PROGRAM SATISFACTION

- How do you feel about the way breakfast is served to your child in the classroom?
- How do you feel about the breakfast menu and the options your child has?
- Overall, how satisfied are you with breakfast in the classroom?
- Do you or your child have any suggestions for improving the breakfast in the classroom program?
- Is there anything else you'd like to share?



CONVERSATION STARTER/ICEBREAKER:

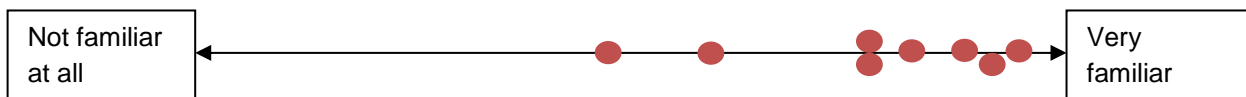
Before you begin the session, you might want to do the following activity, which will help the participants begin to think about the topics that will be discussed in the session.

Begin by identifying 3-5 key questions. Some suggestions are provided below. Next, write each question on a large sheet of paper (e.g., flip chart paper – 1 question/sheet) and underneath each question, draw a line to represent a continuum, with explicit responses at each end that represent the extremes of the possible answers they could give (such as “strongly disagree” and “strongly agree”). Hang the question sheets in the room and as participants enter the room, ask them to answer each question by placing a sticker, using a marker, or other means to mark the spot on the continuum to indicate their response.

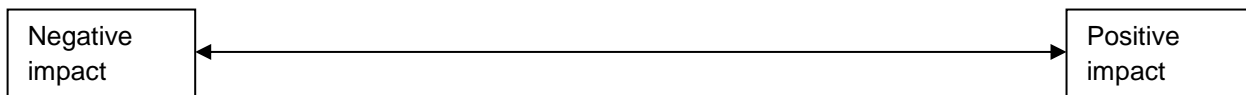
The first suggested question below shows an example of what the continuum may look like once 8 participants respond to the question. Note that it does not signify anything if the marking is above or below the line. The only thing that matters is where along the continuum a respondent’s marking appears. We could interpret the sample responses below to indicate that 6 of the respondents are pretty satisfied with breakfast in the classroom, and 2 are somewhat satisfied.

In addition to helping your participants begin thinking about the topics to be discussed in the focus group, you can refer back to these continuums and their responses throughout the focus group and use them to spur discussion about why respondents answered the questions as they did, and get a sense of how the focus group participants as a whole feel about the various topics. **Here are some examples:**

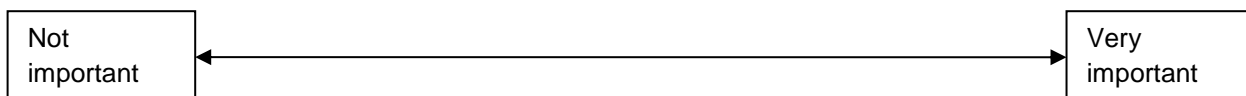
How familiar are you with the breakfast in the classroom program at your child’s school?



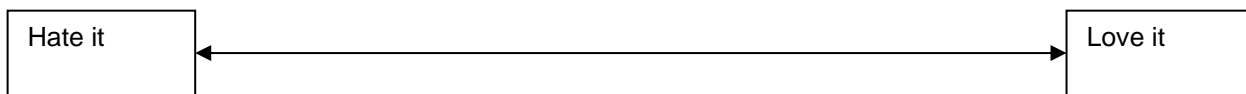
What impact, if any, is eating breakfast in the classroom having on your child?



How important do you think it is for children to eat a healthy breakfast every day?



Overall, how do you feel about your child eating breakfast in the classroom at school?



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