Educational Leaders' Perceptions of the Implementation, Benefits, and Barriers to Breakfast in the Classroom

by

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Abstract

This elicitation study explored principals' perspectives regarding beliefs and practices related to breakfast consumption and Breakfast in the Classroom implementation within schools in a state in the southeastern United States. Using the Theory of Planned Behavior (Ajzen, 1991) as a theoretical framework, this study investigated what school leaders reported about their salient behavioral beliefs (attitude), normative beliefs (subjective norms) and control believe (perceived behavioral control) relative the implementation of BIC in their schools. School leader's attitude toward serving breakfast in the classroom can influence their intentions to implement BIC in their schools (Ajzen, 1991). In regards to BIC implementation, school leaders reported increased access and participation in the breakfast program; reduces food insecurity among students, provides a nutritious meal, improves learning and academic performance, time and a communal meal experience for students and teachers as the advantages of implementing BIC in their schools. School leaders indicated that the disadvantages to implementing BIC to serving breakfast in the classroom would involve increased workload of custodial staff, child nutrition employees and teachers by creating extra cleanup in multiple locations throughout the school and that serving BIC will require extra planning and time. According to the Theory of Planned Behavior leaders, decision-making may be affected by who may approve or disapprove of implementation BIC in their schools.

Regarding BIC implementation, school leaders reported Superintendents, CNP Director/Coordinator, and district administrators/ central office staff, school site administrators, parents, teachers, community stakeholders, Board of Education, and students would approve of

the Breakfast in the Classroom implementation at their school. While school leaders indicated several groups that would approve implementing BIC a significant number reported teacher resistance as a disadvantage to implementing Breakfast in the Classroom in their schools. A final factor of school leaders' behavioral intentions is their perceived ease or difficulty of implementing Breakfast in the Classroom in their schools (Ajzen, 1991). School leaders reported that expectations of local and district administrators, time and logistics, CNP support, and funding would enable them to implement BIC in their schools. They reported a lack of time/logistics, personnel to implement the program, teacher buy-in and cost as barriers to implementing BIC in their schools. This study acknowledges that the responses reported cannot be generalized, but will lay the foundation for future research.

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BIC	Breakfast in the Classroom
BMI	Body Mass Index
CDC	Centers for Disease Control and Prevention
FRAC	Food Research and Action Center
NHANES	National Health and Examination Survey
NSLP	National School Lunch Program
SBP	School Breakfast Program
SNAP	Supplemental Nutrition Assistance Program
SND	School Nutrition Director
TANF	Temporary Assistance for Needy Families
USDA	United States Department of Agriculture

Chapter I: Introduction

In 2016 an estimated 41.2 million people in the United States live in food-insecure households of which 6.5 million children are affected with food insecurity (Coleman-Jensen, Rabbitt, Gregory, & Singh, 2016). Food insecurity within a household is a result of the inability to access sufficient and nutritious food to maintain a healthy life (Keenan, Olson, Hersey, & Parmer, 2001). The federal government has established nutrition assistance programs aimed at addressing food insecurity among children. The programs provide a safety net for low-income families by increasing access to food for a healthy diet and nutrition education (Bartfeld & Ahn, 2011).

The National School Breakfast Program (SBP) developed in 1966 was designed to address food insecurity among children by increasing access to breakfast meals in schools and childcare facilities and was a logical outgrowth of the National School Lunch Program, enacted in 1946 (Gunderson, 2003). Although these facilities offer breakfast through the SBP nationwide, only 56 children who qualify for free- and reduced-priced meals participate in the breakfast meal for every 100 students who participate in the NSLP (Hewins & Rosso, 2017). In Alabama, while 97.7% of schools serve lunch and breakfast, the comparison of free- or reduced-breakfast participation to free- or reduced-lunch participation in Alabama in 2015-2016 was only 57.9:100 (Hewins & Rosso, 2017).

To resolve or preempt the problems associated with lack of participation in schools, school leaders have introduced alternative delivery models (i.e., the Breakfast in the Classroom [BIC] program) where all children regardless of the ability to pay have the opportunity to

consume a nutritious breakfast with their classmates in their classroom (Creighton, 2012). The BIC delivery method improves the quality of the students' mornings by removing barriers to breakfast consumption such as the need for students to arrive early to consume breakfast while also removing the stigma associated with eating breakfast in the cafeteria (Leos-Urbel, Schwartz, Weinstein, & Corcoran, 2013).

While research exists on potential barriers to school breakfast consumption, research studies pay little attention to the perspectives of educational leaders. This study is designed to address this gap in the literature, potentially leading to an increased understanding, from principals' perspectives, of the lack of participation and implementation of Breakfast in the Classroom programs. The findings of this study provide insights into the process of implementing BIC, as well as the benefits and challenges of the BIC model. Insights will assist educational leaders in addressing perceived challenges, thus supporting the successful implementation of the program. By addressing the challenges to implementation, participation rates could potentially increase, leading to positive long-term academic, health and behavioral outcomes for students.

Problem Statement

Researchers have demonstrated that the SBP continues to be one of the most underutilized federal subsidies programs available to school districts. Although school districts have made efforts to increase participation of School Breakfast Programs, the implementation of new delivery methods (i.e., BIC) remains low in comparison to the NSLP. In Alabama in 2015, 531,306 students qualified for and participated in the NSLP, while only 254,270 students participated in the SBP (University of Kentucky Center for Poverty Research [UKCPR], 2016). To increase participation, statewide leaders allow for BIC programs, but many educational

leaders choose not to implement BIC in their schools. As a result, potentially thousands of students in public schools in Alabama who qualify for SBP do not receive the benefits of consuming a nutritious breakfast. According to Bartfield and Ahn (2011), increased participation in SBP could potentially reduce the risk of food insecurity in multiple ways among low-income families. By providing a meal that children might otherwise skip, the SBP acts as food safety net by potentially freeing up household resources that could be used to feed other family members or reduce the uncertainty of sufficient available food (Bartfield & Ahn 2011).

In Alabama potentially thousands of students and families do not access the safety net that consuming a school breakfast can provide. In addition to providing a safety net for low-income families improving participation rates in the SBP has the potential for increased federal revenue for school districts. When districts fail to serve breakfast in schools that have high percentages of low-income children they are losing prospective millions of dollars in federal funding (Food Research & Action Center, 2013). Also, the problem of participation in the SBP not only impacts school districts who lose out on potential revenue, more importantly, it directly impacts children from food-insecure households because consuming a nutritious breakfast is a cornerstone to the healthy development for children.

Researchers have shown breakfast consumption has a positive impact on children cognitively, physically, and academically (Hoyland, Dye, & Lawton, 2009; Mahoney, Taylor, Kanarek, & Samuel, 2005; Millimet, Tchernis, & Husain, 2010). Eating SBP breakfast has been shown to reduce rates of obesity, and improve the overall nutritional quality of a student's diet (Bhattacharya, Currie, & Haider 2006). Conversely skipping breakfast has been associated with higher Body Mass Index (BMI) (Timlin, Pereira, Story, & Neumark-Sztainer, 2008) and lower diet quality (Dubois, Girard, Kent, Farmer, & Tatone-Tokuda, 2009). Researchers have

established a student's health and nutrition play a vital role when it comes to concentration, school attendance, and maximizing class performance (Levinger, 1996). Furthermore, consistent breakfast consumption has shown to improve student behavioral scores, particularly in students' level of preparedness (Dotter, 2012). Also, to improved behavior, students who increased their participation in the SBP are more likely to have increased their school attendance as well (Anzman-Frasca, Djang, Halmo, Dolan, & Economos, 2015). Research studies associate increased school attendance with higher academic achievement (Gotfried, 2010). For example, Imberman and Kugler (2012) found that with increased breakfast availability both math achievement and reading achievement scores among 5th-grade students increased.

The expansion of participation in the SBP has benefits not only students and families but also for schools districts and states as a whole. Thus, it was necessary to investigate the factors that contribute to the lack of participation in schools. Researchers have explored perspectives from stakeholders and found multiple factors contributing to the problem. Students have expressed concerns with food options, and time in the morning (Askelson et al., 2015; Hearst, Shanafelt, Wang, Leduc, & Nanney, 2016), while parents identified food quality (Haldeman, Himmelrich, & Ribar, 2011), social stigma, and economic feasibility as barriers (Bailey-Davis et al., 2013). Additionally, resistance to alternative serving models (i.e., BIC) from teachers, is a barrier that affects SBP participation (Food Research & Action Center, 2003). In a survey of teachers' perceptions of BIC, Salomon (2009) found that teachers feared serving breakfast in their classrooms would create extra cleanup and reduced instruction time.

Although principals are responsible for the implementation of BIC in their schools, minimal research exists on principals' perspectives and what may contribute to low participation rates. Thus, further exploring principals' perspectives to understand their salient beliefs were

worthy of inquiry. The findings of this study address a gap in the literature and provide a deeper understanding of the benefits and challenges associated with BIC implementation and low participation rates. Identifying challenges will provide a greater understanding of the issues and lead to resolutions to the perceived barriers, thus potentially increasing participation rates and improving the lives of food insecure students.

Purpose of the Study

The purpose of this study was to explore principals' perspectives regarding beliefs and practices related to BIC implementation within schools in a state in the southeastern United States. This study used the Theory of Planned Behavior (TPB) to elicit principals' salient beliefs relative to the implementation of BIC to provide first-hand results from the principals' viewpoint. Salient beliefs are those prominent beliefs that enter a respondents mind when asked a question. "Elicitation studies are important because they provide researchers with valuable information concerning people's thoughts and feelings about behavior" (Downs & Hausenblas, 2005, p. 3). In light of the limited knowledge of principals' perceptions concerning the benefits and challenges of the implementation and efficacy of the BIC model, an objective of this study was to fill the gap in the research. In this study, principals were able to provide additional insights in the process of BIC implementation, as well as to benefits and challenges associated with the BIC model, which leads to greater understanding of the issue of low participation in the SBP.

Research Questions

The following questions help explain this overarching investigation:

1. What salient behavioral beliefs do educational leaders report relative to their attitudes regarding breakfast consumption?

2. What normative beliefs do educational leaders understand about the benefit regarding the implementation of BIC?
3. What normative beliefs do educational leaders recognize as barriers for implementation of BIC at their school?
4. What salient control beliefs do educational leaders report relative to their perceived behavioral control regarding the implementation of BIC at their school?

Significance of the Study

Since the inception of the SBP researchers have explored the potential barriers to participation along with the positive outcomes associated with breakfast consumption such as increased student attention during instruction, improved attendance and student behavior, as well as the reduction of tardies, and referrals to the nurse (Bartfield & Kim, 2011; Bhattacharya et al., 2006; Kleinman et al., 2002; Taras, 2005;). Since the introduction of new delivery models for breakfast such as BIC a growing body of literature has assessed the impact of this initiative on participation in the SBP. In the examination of the impact of BIC on participation and student outcomes, researchers have focused on the student, parental, and teacher perceptions with minimal attention to principals' perceptions. This study addresses this gap in the literature, leading to increased understanding of principals' perspectives of the benefits and challenges associated with the implementation of BIC. The findings provide additional insights about the leaders that choose to implement BIC in their schools. What factors differentiate those leaders who do implement BIC in their schools from those who do not? If the expectation existed, would school leaders implement BIC in their schools? Is a lack of school administrator participation in implementing BIC a reason for the lack of research and resources available to make decisions? Is it due to a lack of education and knowledge? Along with understanding the current perspectives

of educational leaders the findings of this study will inform the development of a survey that could be used to gather administrator perspectives on a larger scale.

Expanding upon educational leadership research of the benefits and challenges associated with BIC from principals' perspectives, school districts will be able to gain insight into principals' attitudes, social norms, and perceived behavioral control regarding BIC. By gaining a deeper understanding of the salient beliefs of principal's school districts will be better equipped to address challenges and potentially increase participation rates in the SBP. Raising the participation of SBP food insecurity among low-income households could be reduced (Food Research & Action Center, 2013a). With increased participation in the SBP not only will school districts be able to provide greater access to healthy meals that meet the federal nutrition guidelines they will also be able to obtain increased funding based on the increase in reimbursable meals (Food Research & Action Center, 2013a).

More importantly, findings from this study may lead to social change for children, which can result in positive long-term health, behavioral, and academic outcomes for students (Hoyland et al., 2009). Addressing challenges to BIC implementation and increasing participation rates for low-income children has the potential to reduce the food insecurity of at-risk populations (Fletcher & Frisvold, 2017). When schools meet the nutritional needs of children, there is a decrease in anxiety and worry associated with those living in food-insecure households (Fram, Frongillo, Fishbein, & Burke, 2014). Also, the lack of hunger results in increased attention, which has been shown to improve academic performance (Boschloo et al., 2012; Wesnes, Pincock, & Scholey, 2012).

Moreover, increasing participation in the SBP will ensure an increase in children having access to nutritional breakfast meals based on dietary guidelines, which can positively impact the

health outcomes of students. A 2010 report concluded that the indirect costs associated with health care in the United States due to food insecurity and hunger was 167.5 billion (Shepard, Setren, & Cooper, 2011). By increasing participation rates in the SBP, the potential savings from improved short-term and long-term health outcomes alone could have lasting ramification on our nation. The resulting benefits associated with the BIC program make the benefits a salient research topic worth additional discussion and research.

Delimitations

The intended outcomes of this study include a diverse assortment of perspectives relative to why or why not school leaders intended to initiate or continue implementation of BIC in their schools. This study has the following delimitations:

1. This study began in March 2018 and ended in April 2018. Those surveyed in this study included principals in a state in the southeastern United States with and without experience related to the implementation of BIC. Prior experience with BIC may impact perspectives and attitudes.
2. The study did not include teachers or support staff. Data used was collected from current school principals with administrative responsibility. However, it is important to acknowledge that teachers and support staff can and do play a role in the issues related to the implementation of BIC.
3. All information received by the author in the surveys is presumed to reflect accurately the situations in which individuals are reporting.
4. Conclusions drawn from this study may or may not apply to similar cases or situations. Additional studies are needed to add to the growing body of knowledge on this topic, as this study attempts to do.

Assumptions

In this elicitation study, I made three assumptions about the participants and the survey instrument used to collect the data. First, the responses received from the respondents would accurately reflect their professional opinions. Second, I assumed that the participants would answer all the open-ended survey questions genuinely and honestly. A final assumption was that the data collected would elicit the salient beliefs of principals regarding the implementation of BIC and contribute to the body of research associated with the SBPs.

Definition of Terms

- Behavioral Beliefs— Attitudes as conveyed in the Theory of Planned Behavior "refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question" (Ajzen, 1991, p.188). As applied in this study, behavioral beliefs are the attitudes expressed and the participants' overall perceptions and evaluations of implementing of BIC in their schools
- Subjective Norms —as expressed in the Theory of Planned Behavior subjective norms "refers to the perceived social pressure to perform or not perform the behavior" (Ajzen, 1991, p.188). In this study, it specifies the participants' perceptions of pressure from their influencers.
- Control Beliefs — According to the Theory of Planned Behavior, the perceived behavioral control is the "perceived the ease or difficulty of performing the behavior, and it is assumed to reflect experience as well as anticipated impediments and obstacles" (Ajzen, 1991, p.188). In this study, it indicates the perception of participants to the ease or challenge when implementing BIC in their schools

- Salient Beliefs — those beliefs that first come to mind when asked an open-ended question. This study assumed salient beliefs are the beliefs respondents initially provided in the survey.
- Breakfast in the Classroom — Breakfast that is delivered and served in the classroom

Organization of the Study

Following the introductory chapter, I have organized the study into four chapters. Chapter Two presents a review of the existing literature including a historical background of the School Breakfast Program, participation, eligibility and expansion of the School Breakfast Program, evidence of participation challenges, the impact of breakfast consumption on academic performance, cognitive function, mental well-being, and physical health as well as Breakfast in the Classroom Program advocacy and opposition.

Chapter Three describes the research design and methodology of the study. Chapter Three also describes the instrument used to gather the data and explains the sample selection Chapter Four examines the data reported by principals relative to their attitudes, subjective norms, and perceived behavioral control when considering the implementation of BIC. To conclude, Chapter Five provides a discussion of the findings, recommendations for practice, and implementations for future research.

Chapter II: Literature Review

The federal government has utilized the School Breakfast Program to serve underprivileged populations to combat food insecurity. However, the SBP is widely underused compared to the National School Lunch Program (Food Research & Action Center, 2014). School districts have begun Breakfast in the Classroom as a method for increasing participation in response to low participation in the SBP (Imberman & Kugler, 2012).

Even though Breakfast in the Classroom usage has increased, participation rates in the SBP remain significantly lower than that of the NSLP. In the fiscal year 2015, nearly 30.5 million students received an NSLP meal on a daily basis, with 72.6% of those meals being free or reduced-price meals (United States Department of Agriculture [USDA] Food and Nutrition Service [FNS], 2016a). In 2015, 14.04 million children participated in the SBP each day, and 85.2% of those meals were free or reduced-price meals (FNS, 2016b). School administrators are directly responsible for all programs introduced into their school environment. Recent studies on the impact of Breakfast in the Classroom suggest that BIC is a way to enhance the overall school setting, yet there is an absence of research that addresses educational leaders'' perceptions of BIC (Schanzenbach & Zaki, 2014). More research is needed to explore educational leaders' perspectives regarding breakfast implementation and the lack of participation with BIC.

In this review, I organize the research into major themes that address six topics. The first section provides a background on the prevalence of food insecurity and poverty in Alabama. The second section provides historical information on feeding programs in the United States. The third section addresses the recent changes in federal laws that guide eligibility requirements,

participation, and expansion of the School Breakfast Program. The fourth section discusses positive outcomes of the School Breakfast Program in relation to breakfast consumption and its impact on school-age children's academic performance, cognitive function, memory, mental health, behavior, and physical well-being. The fifth section examines educational leaders and other stakeholders' perceptions of benefits and challenges regarding the implementation of BIC in public schools. The final theme addresses the limitations of existing BIC research and recommendation for additional studies.

Food Insecurity and Poverty in Alabama

In 2015, a study conducted by the USDA on food security of households in the United States found that 17.6% of Alabamians are considered food insecure, compared to the national average of 12.7% (Coleman-Jensen et al., 2016). In this context, food insecurity is defined as members of a given household lacking enough food to maintain a healthy lifestyle (Keenan et al., 2001). For children living in food insecure households, the National School Lunch Program and the School Breakfast Program are effective methods for meeting their nutritional needs. According to the Food and Nutrition Service, on an average school day in the United States, the NSLP served meals to 30.5 million children, and the SBP served breakfast to 14.04 million (FNS, 2016). In Alabama in 2015, 531,306 students qualified for and participated in the NSLP, while only 254,270 students participated in the SBP (UKCPR, 2016). Multiple studies on the impact of breakfast consumption and the effect it has on children have shown that students who consume a nutritious breakfast benefit in cognitive and memory function (Hearst et al., 2016; Rampersaud, Pererira, Girad, Adams, & Metzl, 2005; Taras, 2005; Wesnes et al., 2003), mental health (Kleinman et al., 2002); behavior (Murphy et al., 1998); school attendance (Murphy et al.,

2000; Peterson, Davison, Wahlstrom, Himes, & Irish, 2002); and physical health (Bhattacharya et al., 2006; Florence, Asbridge, & Veugelers, 2008)

In Alabama, while 97.7% of schools serve lunch and breakfast, the comparison of free or reduced breakfast participation to free or reduced lunch participation in Alabama in 2015-2016 was only 57.9% (Hewins & Rosso, 2017). Despite the positive impact of eating breakfast, almost half of the students in Alabama do not participate in the School Breakfast Program and therefore do not reap the benefits associated with school breakfast.

History and Evolution of Feeding Programs in the United States

Current feeding programs have their roots in the work of American-born physicist and statesman Benjamin Thomas (Gunderson, 2003). While working with the Bavarian army, Thomas established the Poor People's Institute in Munich in 1790. The soup kitchen program Thomas designed provided low-cost meals to the unemployed and children attending school. Thomas's soup kitchen model was eventually adopted in multiple countries across Europe, including England, France, and Germany (Gunderson, 2003). By the mid-19th century, feeding programs for school children in the United States had developed through the work of benevolent organizations.

In 1853, the Children's Aid Society was one the first group to initiate a free school-feeding program for impoverished children (Kalafa, 2011). In the 1890's, Philadelphia's Starr Center Association addressed the dietary needs of poor children in Philadelphia schools by serving penny lunches. The Boston's Women's Educational and Industrial Union is a comparable program to the Starr Center Association; they utilize a centralized kitchen operation to provide meals to high schools students under the supervision of the Boston School Lunch Advisory Committee (Gunderson, 2003).

Although most early efforts of school feeding programs where charitable by nature, childhood hunger and the negative impact it has on the ability to learn soon became publicly apparent through the writings of Robert Hunter and John Spargo (Fuller, & Pearson, 1969). Written in 1906, Robert Hunter's *Poverty* highlighted the detrimental effects of poverty and its lasting influence on a child's ability to learn. Similarly, in *The Bitter Cry of the Children*, John Spargo echoes Hunter's sentiments and suggests that school feeding programs were one remedy for combatting the hunger of impoverished children (Fuller, & Pearson, 1969).

While progressive authors like Hunter and Spargo argued on behalf of children suffering from malnutrition, school lunch pioneers like Emma Smedley, the first director of the Philadelphia school feeding program, defined school food standards in *The School Lunch: Its Organizations and Management in Philadelphia* (Smedley, 1920). By 1913, as a result of the work of early nutrition advocates the expansion of school feeding programs grew beyond school districts in New York, Philadelphia, and Boston and into over 30 cities covering 14 states (Fuller, & Pearson, 1969).

As the number of school-feeding programs increased, educational leaders began to realize the value of feeding programs and the role they play in educating children (Flanagan, 1972). Ellen H. Richards, an early leader in school lunch nutrition programs, declared, "The teachers are unanimous in the belief that the luncheons are helping the children both physically and mentally. They are more attentive and interested in the lessons during the last hour of the morning, and the result in their recitations gives the proof" (Gunderson, 2003, pg. 9). Although Mrs. Richard's assessment is anecdotal, it illustrates the correlation between nutrition and student achievement.

As large urban school districts embraced the implementation of school feeding programs as part of the school practice, rural areas within the United States continued to struggle to meet

the needs of its school populations (Fuller, & Pearson, 1969). To aid in the expansion of school feeding programs in rural areas, states agencies, along with the federal government, worked to provide resources for schools. One such agency was the Federal-State Extension Service, who trained agents to go out and develop kitchens and gardens in rural schools. In 1919, a report issued by the Federal-State Extension Service revealed that as many as 71,000 students in over 2,900 rural schools received a meal as a result of Cooperative Extension Service agents (Fuller, & Pearson, 1969).

The school feeding programs' initial growth was in part a result of progressive crusaders, nutrition advocates, and state and local groups. However, the 1920s created a renewed vigor for the expansion of feeding programs due to reports of malnutrition among soldiers during World War I (Martin & Oakley, 2008). By 1925, Missouri, Connecticut, and Ohio developed legislation to address school lunch programs (Fuller, & Pearson, 1969) In the 1930s, the effects of the Great Depression dramatically impacted the growth of the school lunch program in American schools. This dramatic impact was due to the federal government's response to the effect of the Depression had on American households.

The Works Progress Administration (WPA) was one among many organizations developed by the Roosevelt administration to address the impact of the Great Depression. The WPA's original design was to create job opportunities for the unemployed, and it was one of the first federal organizations to make a significant contribution to school feeding programs. Not only did the WPA provide meals to students, but it also employed women through the school lunch program. In the years the WPA expanded the school lunch program, school lunches for students in need were made available free of charge (Martin & Oakley, 2008).

An additional piece of legislation was passed in the 1930s to help feed children. In 1935, Congress enacted Public Law 320 to increase the consumption of agricultural products (Fuller, & Pearson, 1969). This piece of legislation authorized the Department of Agriculture to make direct purchases of surplus farm products. By 1936, the government purchased over 6 million pounds of commodities for schools where children were in need or malnourished (Martin & Oakley, 2008). Martin and Oakley (2008) assert that it was through the work of the WPA and the Commodity Distribution Program that the modern school lunch program was born.

America's entrance into World War II impacted the School Lunch Program in three significant ways. First, the nutrition of children became an issue of national security. Military officials revealed that half of the 16% of draft-eligible males were rejected for service because of malnutrition-related conditions (Hinrichs, 2010). Secondly, during WWII, women entered the workforce in massive numbers, which made the importance of children having access to healthy meals at school vital. (Martin & Oakley, 2008). Finally, as America mobilized its efforts to support the war, New Deal programs like the WPA ended, and funding for school nutrition programs vanished (Martin & Oakley, 2008)

The importance of school nutrition continued to grow throughout the 1940s. In 1943, Congress authorized 50 million dollars to continue the lunch and milk programs for the 1943-1944 school year (Martin & Oakley, 2008). By April 1944, growing support for a National School Lunch Program formed under the guidance of the Committee to Obtain Support of Congress for a Nationwide School Lunch Program. As a result of the committee's work, nine bills were introduced to Congress that year (Martin & Oakley, 2008). Through debate and the advocacy of Senator Richard Russell of Georgia, the passage of Public Law 396 came to fruition when President Truman signed into law the National School Lunch Act. The act "was designed

to promote the health and well-being of the Nation's children by providing a low-cost or free school lunch meal to qualified students through subsidies to schools" (Martin & Oakley, 2008, p. 78).

School Breakfast Program overview. In 1966, Kentucky Congressman Carl Perkins became concerned about children in rural areas who had to travel a long distance to school without having breakfast. Perkins championed a provision to the Child Nutrition Act of 1966 that would fund a two-year pilot project providing grants to assist schools serving breakfasts to "nutritionally needy" children (Perryman, 1972; FNS, 2013c). Within a year of the passage of the Child Nutrition Act of 1966, as many as 80,000 children were participating in the new school breakfast program. Schools in severe need were paid higher rates for meal reimbursement to increase program participation (FNS, 2013d). By 1972, the School Breakfast Program had grown to feed 1.18 million children (Milkman, 2016).

Public support increased after The Committee on School Lunch Participation published a report, *Their Daily Bread*. The report detailed an eye-opening account of how school lunch programs left out impoverished children (Milkman, 2016). During the early 1970s, the School Lunch and Breakfast Programs expanded and modified to focus on meeting the nutritional needs of children of working-class mothers and families of low- socioeconomic status. This expansion was a result of the work of organizations like the Committee on School Lunch Participation.

A result of this expansion was the authorization of the School Breakfast Program by the US Department of Agriculture in 1975. The belief was that ‘‘breakfast [will] be available in all schools where it is needed to provide adequate nutrition for all children in attendance" (FNS, 2013d). At the federal level, the SBP is administered by USDA through the Food and Nutrition Service and in each state through the local state education agencies (FNS, 2013d).

All schools and nonprofit private residential childcare facilities are eligible to participate in the SBP as long as the breakfasts meet federal nutrition standards and the institutions made free and reduced priced meals available to all students (FNS, 2013b). The USDA reimburses meals at higher rates to schools determined to be in "severe need," defined as having at least 40% of the student population eligible for free or reduced-price meals. Schools must serve free breakfast to students whose families live below 130% of the poverty line and reduced-price meals to children whose parents live between 130-185% of the poverty threshold. (FNS, 2013b). Each year, the Federal Poverty Guidelines are issued in the Federal Register by the Department of Health and Human Services (US Department of Health and Human Services [USDHHS], 2017). The guidelines are an abridged version of the poverty thresholds that reflect poverty populations in the United States.

Federal Regulations for Nutritional Quality of School Breakfasts

In 1975, the National School Lunch Act and Child Nutrition Act of 1966 was amended to permanently authorize the School Breakfast Program (Civic Impulse, 2017). Although the program was permanently authorized, every five years Congress reviews the laws governing child nutrition programs through the reauthorization process. The current law, the Healthy, Hunger-Free Kids Act of 2010 expired in September 2015 (Civic Impulse, 2017).

Under the provisions of the 1975 law, schools and institutions that operate the SBP are regulated and monitored for nutritional quality through state agencies and the USDA. In 1980, the USDA conducted a national evaluation of the School Nutrition Programs, which included foodservice data from over 1000 schools (Wellisch & Jordan, 1984). The study found that students who had the opportunity to participate in the SBP showed significantly higher intakes of nutrients than students who skipped breakfast. The study also noted that the breakfast provided

by the SBP did contain higher nutrients but lower quantities of others, such as iron (Hanes, Vermeersch, & Gale, 1984). The USDA revised the meal requirements for the SBP to address the iron content of breakfast meals by including higher quantities of grain or meat (USDA, 1989).

In the 1990s and 2000s, the USDA sponsored three-school nutrition dietary assessment studies to assess the nutritional quality of the meals served by NSLP and SBP (Gordon et al., 2009). These studies along with the work of the Institute of Medicine provided the background for the eventual adoption of the Healthy, Hunger-Free Kids Act of 2010.

In the 1991-1992 school year, USDA commissioned the first School Nutrition Dietary Assessment Study (SNDA- I) to address nutritional quality of school meals. The study noted that the meal pattern for the SBP provides students with approximately 25% of their daily nutrition needs (Burghardt, Gordon, Chapman, Gleason, & Fraker, 1993). The study illuminated that both the NSLP and SBP served meals that were higher in fat than the recommended Dietary Guidelines for Americans (Burghardt et al., 1993). Before the release of SNDA-I, school meals only had to follow prescribed meal patterns to qualify for federal reimbursements. The traditional meal pattern for breakfasts only needed one fruit or vegetable or juice serving, two meat or grain servings, or one meat and one grain, and fluid milk (USDHHS, 1995).

In response to the findings, Congress initiated legislation in 1994, which Bill Clinton signed into law as the Healthy Meals for Healthy Americans Act. This law mandates that schools who participate in the SBP serve meals consistent with the Dietary Guidelines for Americans. Beginning in 1980, the USDA and the Health and Human Services issued the Dietary Guidelines for Americans. The Guidelines have been updated every five years and lay the foundation for the federal nutrition policy (USDA, 1980).

In 1995, in order to provide guidance on how to align school meals with the new law and the updated 1995 Dietary Guidelines for Americans, the USDA rolled out the Schools Meals Initiative for Healthy Children (SMI) (Office of the Federal Register, 1995). The SMI provided standardization on school breakfast requirements for minimum levels of protein, vitamin A, vitamin C, calcium, and iron based on the 1989 Recommended Daily Allowances (Nutrition Research Council, 1989). The SMI also mandated that school breakfasts meet the 1995 Dietary Guidelines requirements that meals contain no more than 30% of caloric intake from fat and less than 10% of total calories are from saturated fat accounts (USDHHS, 1995). Along with reducing caloric intake from fat, SMI also called for a reduction in sodium and cholesterol and an increase in fiber in school meals; however, the SMI did not specify standards targets. Other changes resulting from the implementation of SMI was a new requirement that called for school menus be evaluated for compliance with the new nutrition standards (FNS, 2012c).

In 1998-1999, the USDA sponsored a second SNDA study (SNDA-II) to assess the food and nutritional content of the school meals offered to students. The SNDA-II also assessed progress on improving meals to meet the 1995 guidelines (Gordon, Cohen, Crepinsek, Fox, Hall, & Zeidman, 2009). The SNDA-II discovered that school breakfasts met the new SMI standards except for energy, which was found to be below the 25% of the 1989 Recommended Energy Allowance (Nutrition Research Council, 1989).

In the school year of 2004–2005, the third School Nutrition Dietary Assessment Study (SNDA-III) collected nationally representative data on meals served and on dietary intake in 398 schools across the United States (Gordon et al., 2009). In the SNDA-III, SBP meals showed improvement in both total fat and saturated fat. The SBPs were more likely to offer and to serve

breakfasts that met SMI standards for total and saturated fat than NSLP's lunches (Gordon, Crepinsek, Nogales & Condon, 2007).

Working in conjunction with Health Canada, the US National Academy Institute of Medicine published a series of reports in 1997 and 2005 to address new standards for a nutritious diet. From their work evolved the Dietary Reference Intake (DRI) standards that replaced the Recommended Daily Allowance nutrient requirements for good health (Otten, Hellwig, & Meyers, 2006). The DRI guidelines emphasize the type of fat consumed rather than total fat consumption. It also puts more importance on fruits, vegetables, and whole grains and the relationship between energy consumed and energy expended (Otten et al., 2006).

With the passage of the Child Nutrition and WIC Reauthorization Act in 2004, Congress acknowledged the need to revise and update the Nutrition Standards and Meal Requirements for the school meal programs based on the new DRI guidelines (Stallings, Suitor, & Taylor, 2010). The new regulations required the USDA to align programs under its oversight with the 2005 Dietary Guidelines and Dietary Reference Intakes. Based on the new regulations, the USDA required schools participating in the NSLP or SBP to develop wellness policies that outlined goals for nutrition education and physical activity and create nutrition standards for all foods offered in schools (Gordon et al., 2009).

Upon request from USDA in 2008, the Institute of Medicine provided recommendations for updating the food-related standards and requirements for the NSLP and the SBP to better align with the 2005 Guidelines and the DRIs (Stallings, Suitor, & Taylor, 2010). In 2010, the Institute of Medicine published *School Meals: Building Blocks for Health.* The report considered SNDA-III data and has become the scientific foundation for the latest revision to school meal patterns and nutrition standards (Stallings, Suitor, & Taylor, 2010).

In 2010, Congress passed the Healthy, Hunger-Free Kids Act, which reauthorized child nutrition programs and required the USDA to align the national meal standards with the 2010 Dietary Guidelines for Americans (HHFKA, 2010). In response to HHFKA, the USDA issued nutrition standards in the National School Lunch and Breakfast Program. The standards took effect in the 2012-2013 school year and increased fruits, vegetables, and whole grains while reducing sugar, sodium, trans fats, and saturated fats in school menus. It also specified calorie ranges for different age groups. Additionally, the law streamlined how children qualify for free and reduced-price meals (FNS, 2012b).

School Breakfast Program Participation, Eligibility, and Expansion

Initially, the School Breakfast Program was established to provide children access to nutritious and free or reduced-price meals before the start of the school day. Children attending a school participating in the SBP qualify for a free breakfast if the families' income is at or below 130% of the Federal Poverty Level, while children whose parents' income is between 130-185% of the Federal Poverty Level qualify for reduced-price meals. Children whose families' income is over 185% of the Federal poverty line threshold may purchase breakfast (FNS, 2012a).

Participation in the School Breakfast Program has grown steadily since the program's inception. On an average day in the 2015-2016 school year, 12.1 million eligible students participated in school breakfast. This number is an increase of over 4 million children since the 2006-2007 academic year (Food Research & Action Center, 2017). Although participation rates have increased among students, the SBP still lags behind the participation numbers of the NSLP. During the 2015-2016 Alabama school year, 229,658 students participated in the SBP while 396,936 participated in the NSLP. The problem of participation rates is not only an issue in states like Alabama who have high free/reduced-price student populations. Nationwide, only 56% of

the students who qualify and participate in the NSLP also partake in the SBP (Food Research & Action Center, 2017).

Unlike the NSLP, which is a part of the school day in most cases, traditional breakfast programs are offered in the cafeteria before the start of the school day. This difference creates unique challenges for children participating in breakfast (Mosehauer, 2013). Several studies indicate SBP participation rates are lower in comparison to NSLP participation due to sociocultural preferences for eating at home, stigma, timing conflicts, availability of choices, appeal of food served, and cost (Bailey-Davis et al., 2013; Basch, 2011; Lent & Emerson, 2007; Reddan, Wahlstrom, & Reicks, 2002; Sweeney & Horishita, 2005).

The federal government has developed two different approaches to increase low participation in the SBP. The first measure is to streamline the process for determining the eligibility of students who qualify for free meals through direct certification and community eligibility. Before the introduction of direct certification, school systems certify children for free or reduced-price meals via applications collected by the school district at the beginning of the school year or during the year. The Child Nutrition and WIC Reauthorization Act of 2004 required all states to establish a system of direct certification of school-age Supplemental Nutrition Assistance Program (SNAP) participants by SY 2008–2009 (FNS, 2013a). Under the new guidelines, a child is automatically eligible without submitting a school meal application if they live in households who participate in SNAP, Temporary Assistance for Needy Families (TANF), or the Food Distribution Program on Indian Reservations (FDPIR). Fostered youth, migrants, homeless children, runaway youths, and those in the Head Start programs are also automatically eligible (FNS, 2016).

A second driver of SBP participation growth is the Community Eligibility Provision created by the Health, Hunger-Free Kids Act of 2010. The Community Eligibility Provision allows high-poverty schools with 40% or more children eligible for free school meals to offer breakfast and lunch free of charge to all students (Food Research & Action Center, 2017). The Community Eligibility Provision was phased in over three years, and in the 2014-2015 school year, it was made available to eligible schools in all states. Within the first year of national implementation, 14,000 schools participated in the new program (Food Research & Action Center, 2017).

Identifying students who qualify for free or reduced-priced meals through the introduction of direct certification and community eligibility has increased participation in the SBP. To further support participation rates in SBP, the USDA and national organizations have started to promote non-traditional breakfast delivery approaches for school districts, such as Universal Breakfast. Universal Breakfast allows schools to provide breakfast free of charge to all students regardless of income (Creighton, 2012).

School Breakfast Program Expansion: Universal Breakfast.

Several studies suggest the positive impact of introducing alternative meal delivery methods to address the barriers that plague SBP participation (Hearst et al., 2016; Reddan et al., 2002). The Universal Breakfast Program eliminates the barrier of identifying which students qualify for the free or reduced meals and allows for more flexibility in meal distribution (Bailey-Davis et al., 2013; Food Research & Action Center, 2013a). Schools that chose to serve Universal Breakfast collect federal and state-level reimbursements for free and reduced-price eligible students. The cost of covering meals for children who typically pay for their breakfast is little to no cost to the school district for schools with 70% or more of the students eligible for

free or reduced-price meals (Murphy et al., 1998). During the late 1990s, several states (Minnesota, Maryland, Massachusetts, and Rhode Island) and cities (Baltimore, Boston, and Philadelphia) set up large-scale Universal Breakfast Programs. They cited the evidence of the potential educational benefits of increased participation among students who consume breakfast while addressing barriers to the SBP such as scheduling conflicts and stigma (Pollitt & Mathews, 1998).

Researchers conducted a study on the implementation of a three-year Universal Breakfast Pilot Program in 386 Minnesota elementary schools. These researchers divided schools into three different treatments groups: 1) 88 schools served no breakfast; 2) 128 schools served breakfast before school; and 3) 170 schools served *Fastbreak* or Universal breakfast after the start of school (Peterson et al., 2002). Researchers used enrollment and attendance data collected from the schools. Researchers also analyzed 3rd-grade math and reading scores and 5th-grade math, reading, and writing scores from the 1998-99 and 1999-2000 Minnesota Comprehensive Assessment achievement data. The researchers also collected 869 surveys from stakeholders to investigate the effect of serving breakfast to all students as part of the school day on student outcomes. The researchers found that participation increased significantly higher in schools where breakfast was served during the school day as opposed to before school. Along with increases in participation in four of the five comparisons, with the exception being 3rd-grade reading, average scale scores increased more for Fastbreak schools (or decreased less in the case of 5th-grade writing) than for Control schools. However, after controlling for school differences in Fastbreak schools and Control schools the only statistically significant was 5th-grade writing scores (Peterson et al., 2002).

Murphy et al. (1998) and his colleagues conducted a study of a Universal School Breakfast Program (USBP) in three schools in the Baltimore and Philadelphia school districts. The study focused on school breakfast participation, student behavior, attendance, punctuality, and academic performance.

> Based on 133 students with pre and post data available, those who increased participation (42%) had significant improvements in math grades and lower rates of absence and tardiness. Among the 85 students with psychosocial rating before and after the start of the Universal School Breakfast Program, teachers noted a decrease in problems by students who frequently participated in school breakfast (Murphy et al., 1998).

In a study conducted in Boston's school district, researchers used pre and post data analysis to investigate the association between nutrient consumption, academic performance, and psychological functioning after USBP implementation (Kleinman et al., 2002). Of the children studied, over 70% qualified for free or reduced breakfast. Researchers conducted interviews with 204 3rd through 8th-grade children and their parents. The researchers found that before USBP intervention 33% of students were at nutritional risk. Researchers also indicated that the children found to be at nutritional risk were more likely than those not identified to have a nutritional risk to have lower attendance records for school, significantly lower grade point averages, and were less likely to eat breakfast at school. After six months of USBP implementation, the researchers re-interviewed 97 of the students and parents using 24-hour food recalls, participation rates in the breakfast program and validated tests to measure food insufficiency and hunger. The researchers noted that 44 children showed an increase in the school breakfast participation and 14 children indicated an improvement in nutritional status. Additionally, researchers found that math was the only subject that showed an increase in scores. Students with improved nutritional status due to

the introduction of the USBP also experienced increased attendance by four days (Kleinman et al., 2002).

By using the SNDA-III data, researchers confirmed the positive impact of USBPs on students from food–insecure homes. They revealed that students who qualify for free or reduced-price meals were more likely to participate than students who are not eligible (Gordon et al., 2007). Ribar and Haldeman (2013) studied the introduction of USBPs in Guilford County, North Carolina and found that when breakfast was universally free of charge, participation increased by 12 to 16 percentage points.

Likewise, Leos-Urbel et al. (2013) compared the implementation of USBPs in New York City public schools and found a strong correlation with increased participation in the offering of free breakfast. In an evaluation of a Universal Breakfast Program in Central Falls, Rhode Island, Cook, Punam, and Kelly found that offering a USBP led to a significantly greater increase in participation among poor children. The researchers also noted a decrease in the overall rate of students who skipped breakfast and a decrease in children entering the classroom hungry among USBP participates (Cook, Punam, & Kelly, 1996). Offering free breakfast to all students has the added benefit of diminishing the stigma associated with breakfast that it is "just for poor kids" (Leos-Urbel et al., 2013).

Alternative delivery methods: Grab-n-Go. In a cross-sectional study of 821 4th- through 6th-grade students and their parents from 16 schools, Dykstra et al. (2016) found that providing Universal Breakfast alone did impact student barriers to consuming school breakfast. This study concurs with others who suggest school districts should develop implementation strategies that use non-traditional models to deliver breakfast after the bell. Grab-n-Go, Second

Chance Breakfast, and Breakfast in the Classroom are methods that increase students' access to obtaining a nutritious breakfast (Anzman-Frasca et al., 2015; Hewins & Levin, 2016).

The Grab-n-Go method is another distribution model that school districts can offer to engage students who do not participate in school breakfast. It is designed to be a fast delivery system that can feed a large number of students. Once a student has picked up their meal, they will head to a planned area, like the gym or a classroom, to eat (Mosehauer, 2013). The Grab-n-Go distribution model is a method of addressing barriers found in high schools, where time and schedule negatively impact SBP.

In a 2002 study, a Grab-n-Go breakfast program implemented in a Pennsylvania middle school allowed students to eat breakfast in the classroom (Conklin, Bordi, & Schaper, 2004). Breakfast was served from a portable serving line as students walked to their classes. The study noted that participation among students increased by 9% and that 69% of the teachers surveyed agreed that the Grab-n-Go breakfast should continue. In a Minnesota study, school districts implemented the Grab-n-Go intervention by adding Grab-n-Go serving locations and allowing students to eat in the hallway. The study found that by making breakfast convenient and accessible, not only did student participation improve, but also there were several intangible benefits. The benefits include reducing the number of students who skip breakfast due to a lack of time, as well as an increase in the sense of community in the school by increasing interactions between students and staff members that otherwise may not have happened (Haesly, Nanney, Coulter, Fong, & Pratt, 2014). The study also noted that the change in delivery method reduced stigma among students who participated (Haesly et al., 2014; Morris, Courtney, Bryant, & McDermott, 2010).

Alternative delivery methods: Second Chance Breakfast. Another alternative delivery method discussed in the literature is second chance breakfast. This format serves breakfast after the first period either in the cafeteria or from Grab-n-Go carts or kiosks in the hallway. This model is primarily used in high schools and addresses the barrier of students who are not hungry when they first arrive at school (Food Research & Action Center, 2013a). At a large Midwestern high school, students were surveyed to identify the main barriers to breakfast consumption. The researchers found that lack of time and feelings of not being hungry were the primary reasons for the lack of participation in the SBP. After implementing a second chance breakfast delivery model where students had the option of eating after the 1st block, the study found that school breakfast participation increased by more than 400%. In a subsequent student survey conducted six months after implementation of the program, more than a 25% of the students reported purchasing food from the cart (Olsta, 2013). Second chance breakfast helps remove the barriers of transportation, time, and feelings of not being hungry by adjusting meal schedules to be more attractive to older students.

Alternative delivery methods: Breakfast in the Classroom. A non-traditional method for delivering SBP breakfast is the Breakfast in the Classroom model. In this program, breakfast is packaged in coolers and transported to classes each morning. The teacher can serve breakfast and record which student participated, or students can select his/her own food choices and mark what items they selected. The students consume breakfast during the first few minutes of the class, allowing teachers to incorporate breakfast into instructional time. When students are eating breakfast, they can answer the roll call, listen to daily announcements, or engage in educational activities (Food Research & Action Center, 2014). Several studies indicate that making breakfast a part of the daily routine of a school increases participation, reduces barriers that impact

traditional breakfast delivery, and positively impact student achievement (Anzman-Frasca et al., 2015; Imberman & Kugler, 2014).

Breakfast in the Classroom has a positive impact on the SBPs. Researchers conducted a study in Pennsylvania of 483 students, grades 7^{th}-12^{th} from 15 different schools, who were enrolled in family and consumer science classes. Students overwhelmingly indicated they would be more likely to participate in the SBP if breakfast was a part of the school schedule (Butcher-Powell, Bordi, Borja, Cranage, & Cole, 2003). In Washington D.C., school systems introduced breakfast in the classroom across 57 elementary schools. Of the 57 schools, 37 implemented BIC by serving breakfast to all students at their desks after the required time to be at school. In the 2010–2011 school year, the 37 schools that implemented BIC had an average of 79% breakfast participation, up from 50% the previous year (D.C. Hunger Solutions, 2012).

Dotter (2012) found a similar response to participation in SBP when he conducted a study on the impact of breakfast in the classroom across elementary schools in San Diego. He found that once BIC became part of the daily routine, participation increased from 25% to 92% (Dotter, 2012). The Hunger Task Force found that schools that used breakfast in the classroom as an intervention doubled their participation rates. The Hunger Task Force worked in conjunction with the Milwaukee Public Schools to improve nutrition status among children by offering free breakfast (Wong & Hunger Task Force, 2006). An evaluation of a free classroom school breakfast program in Maryland found that permitting students to eat breakfast in the classroom was a significant factor for increasing rates of participation in the breakfast program (Murphy & Pagano, 2001).

Breakfast in the classroom has the potential to break down barriers to breakfast consumption over cafeteria-based programs as they reduce the stigma related with going to the

cafeteria for breakfast and being identified by other students as low-income (Imberman & Kugler, 2012). Additionally, students identified time as a significant obstacle in SBP participation, because participating would require them to arrive at school earlier than usual, thus, cutting into sleep time (McDonnell, Probart, Weirich, Hartman, & Birkenshaw, 2004). Offering breakfast after school begins removes barriers to SBP participation that often result in students skipping breakfast (i.e., time and scheduling) (Hearst et al., 2016; Reddan et al., 2002).

Breakfast in the classroom programs have the ability to reduce the number of students that skip breakfast. Van Wye, Seoh, Adjoian, & Dowell (2013) studied obesity prevalence and New York City BIC implementation across 16 New York City public schools with, 2,289 elementary students. The students in the 9 BIC intervention schools were less likely to skip breakfast in the morning than students who did not receive BIC (Van Wye et al., 2013). Researchers found that the breakfast in the classroom policy, compared with other breakfast policies, was associated with fewer students skipping breakfast and an increase in overall dietary quality without increasing calorie intake at breakfast time or during the day (Ritchie et al., 2016).

Several studies illustrate that using breakfast in the classroom as a delivery model can have a positive impact on the classroom environment and student achievement (Huang, Lee, and Shanklin, 2006, Imberman and Kugler, 2014, Dotter, 2012, Frisvold, 2015). In a case study conducted by Applied Research Division of the National Food Service Management Institute, researchers reviewed documents and records relevant to the breakfast in the classroom program, observed food service operations, and conducted interviews with various stakeholders to determine best practices of in-classroom breakfast. The authors concluded that the breakfast in the classroom programs reduced the number of student discipline referrals to school administrative offices, facilitated a sense of classroom community, and increased students' sense

of responsibility (Rainville & Carr, 2008a). Researchers also studied school breakfast participation, school attendance, and academic achievement in elementary schools with BIC vs. those without a BIC program in a large urban school district. Researchers found that of the 446 public elementary schools, the 257 offering BIC during the 2012-2013 academic year, had higher attendance (Anzman-Frasca et al., 2015).

Huang, Lee, and Shanklin (2006) evaluated the effectiveness of a free breakfast in the classroom program in three experimental and three control schools in the Midwest using a mixed methods approach. Quantitative data collected included breakfast participation, student attendance, students' academic performance (math and science scores), and student breakfast consumption behavior. Qualitative information included surveys and interviews evaluating the perceptions of stakeholders on the breakfast in the classroom program. Breakfast participation increased from 43% to 95%, and attendance increased from 91% to 94% in all three experimental sample schools (Huang et al., 2006).

Providing breakfast in the classroom improves students' math and reading achievement test scores. In a study conducted from 1998-2001, researchers from Massachusetts General Hospital and Harvard Medical School evaluated the impact of the Maryland Meals for Achievement (MMFA) program. The MMFA started with six schools in 1998. Students were offered free breakfast eaten at their desks while the teacher performed routine morning activities. In the 1999-2000 school year, MMFA expanded from the original six schools to eleven schools (Maryland State Department of Education, 2000). In the third year of implementation of MMFA, the program expanded to more than 90 schools. In all the participating schools, breakfast was offered in the classroom for free. The researchers concluded the MMFA program improved

performance, attendance, attention, and behavior, such as decreases in tardiness and student suspensions.

Schools that implemented MMFA had significant improvement in composite index scores on the Maryland School Performance Assessment program (Murphy & Pagano, 2001). Also, MMFA schools showed increases in the percentage of students who scored at or above the satisfactory level. Parent surveys indicated that the MMFA program helped their families by providing a good start to the day for children, improving attention and learning among children, and relieving parents' concerns about children getting breakfast. Students surveyed said that in-class breakfast provided them with an opportunity to eat, and fewer students reported feelings of hunger (Murphy & Pagano, 2001).

Imberman and Kugler (2014) investigated the impact of BIC on achievement, grades, and attendance rates of elementary children in a large urban school district in the southwestern United States. Several district schools introduced the BIC Program in a quasi-random timing strategy across district schools. The earliest-adopting schools had the program in place for up to nine weeks before the state's annual standardized test was administered. They found an increase in both reading and math test scores, and the effects were largest in low-performing, low-income, Hispanic children with a low BMI. The researchers noted that there was no difference in impact between those schools that had adopted the program for only one week versus those that had the program for a longer time. The researchers concluded that short-term cognitive gains drove the test score improvements on the testing day due to eating breakfast and were independent of learning gains of the students (Imberman & Kugler, 2014).

Academic achievement is impacted by BIC. Similar to Imberman and Kugler, Dotter (2012) studied the impacts of free BIC on student attendance rates, classroom behavior, and

academic performance. Dotter's program was implemented on a rolling basis across San Diego elementary schools. Dotter also found significant gains after the introduction of universally free BIC. There were increases in math and reading test score gains by roughly 15 and 10%, respectively. Students' increases were higher in schools where fewer students were previously participating in school breakfasts, particularly among students with lower achievement levels (Dotter, 2012). Frisvold (2015) used data collected from the National Assessment of Educational Progress and Early Childhood Longitudinal Study, Kindergarten Cohort of 1998–99, to study the impact of the School Breakfast Program on cognitive achievement. He found that children who had increased availability to the healthy breakfast offered through the SBP throughout elementary school made important gains in performance (Frisvold, 2015).

Effects on Achievement and Health, Mental, and Physical Effects of Breakfast Consumption on Children

Breakfast consumption and the impact on cognitive and memory function. With the introduction of the School Breakfast Program in 1966, researchers studied the impact of breakfast consumption on mental performance, student achievement, and health (Adolphus, Lawton, & Dye, 2013; Briefel, Murphy, Kung, & Devaney, 1999; Kleinman et al., 2002; Murphy, 2007; Pollitt & Mathews, 1998; Wesnes et al., 2003). Several studies have examined the literature concerning the effects of breakfast consumption and the impact it has on cognitive performance in children. Gail Rampersaud and colleagues (2005) conducted a systematic review of 47 studies produced in Europe, Canada, and the United States between 1970 and 2004. Twenty-two of the studies focused on the effects of breakfast consumption and academic performance. The researchers noted that breakfast consumption is effective in improving cognitive function, particularly memory; academic performance; school attendance rates; and overall health and well being (Rampersaud et al., 2005). In a similar review of 45 studies

published between 1950 and 2008, Hoyland et al., (2009) noted a positive correlation with breakfast consumption and learning in students regarding behavior, cognition, and school performance. The researchers suggest that breakfast consumption impacts memory and attention, which in turn positively impacts academic performance. The study also revealed that breakfast consumption of students in school breakfast programs has the greatest effect on students who are considered nutritionally at-risk (Hoyland et al., 2009).

Eating breakfast improves the cognitive performance of the student in areas of concentration, alertness, comprehension, memory, and learning (Brown, Beardslee, & Prothrow-Stith, 2008; Grantham-McGregor, Chang, & Walker, 1998; Morris et al., 2010). A study was conducted on the effects of breakfast consumption on cognitive function, mood, and blood glucose concentration of adolescents. Cooper, Bandelow, & Nevill (2011) found that eating breakfast improved accuracy on cognitive tests, particularly on more cognitively challenging tasks (Stroop test and the complex level of the visual search test). The researchers noted that breakfast consumption improved students' response times on the more complex levels of the Sternberg paradigm, but it did not have consistent effects on response times on the other tests conducted. Students who consumed breakfast also reported higher energy levels and feelings of fullness, and fewer students reported feelings of tiredness and hunger (Cooper et al., 2011).

Wesnes et al. (2003) assessed the cognitive performance of 29 children between the ages of 9-16 following breakfast. In a randomized crossover study, the effects of two different ready-to-eat bowls of cereal, a glucose drink, and a no-breakfast condition were observed. Participants completed a series of tests on a computer at hourly intervals that measured attention, working memory, and episodic secondary memory. The researchers found that the cereal intervention

improved performance on both attention and memory tasks when compared with no-breakfast and the glucose drink intervention (Wesnes et al., 2003).

Mahoney et al. (2005) found similar results when they examined the effect of breakfast content compared to no breakfast and the impact on cognitive performance in elementary school children. The study found that breakfast consumption impacted children's cognitive performance on measures, such as spatial memory, short-term memory, and auditory attention (Mahoney et al., 2005). The researchers highlighted that their findings paralleled the work of Pollitt and Mathews (1998), who found that breakfast consumption boosts cognitive performance in school-age children in a range of cognitive tasks, including memory recall, visual perception, and auditory attention (Pollitt & Mathews, 1998).

Academic performance. The influence of breakfast consumption on cognitive performance in school-age children not only affects a student's memory recall and attentiveness but also affects learning and academic performance. In multiple international studies, researchers have shown that eating breakfast on a consistent basis could impact academic performance. Overby, Lüdemann, and Høigaard (2013) studied 475 Norwegian high school students, and they found that those who consumed breakfast habitually self- reported a reduced risk of learning difficulties. In a study conducted with over 6000 students in Korean schools, Kim et al. (2003) found that students who ate breakfast regularly had higher GPAs than students who did not. Likewise, Gajre, Fernandez, Balakrishna, and Vazir (2008) studied 379 school children, grades 6^{th}-8^{th} in India. Consistent breakfast consumption positively correlated with attention-concentration, memory, and school achievement (Gajre et al., 2008).

In recent studies, researchers have shown a positive correlation with consistent breakfast consumption, student academic performance, and improved standardized test scores. Wyon,

Abrahamsson, Jartelius, and Fletcher (1997) found that children who consume breakfast with high energy content made fewer mistakes and worked faster on math tests than children who consumed low energy breakfasts foods. Wahlstrom and Begalle (1999) also confirmed an increase in mathematics scores for students who ate a universal free breakfast in the School Breakfast Program compared to those that did not participate in the SBP. In a study conducted in an urban Midwest school district of 800 sixth graders, consistent breakfast consumption was associated with higher scores on the measures of academic progress math test (Edwards, Mauch, & Winkelman, 2011).

Breakfast consumption also has an impact on mental processes. In a study conducted to determine the influence of breakfast consumption on the mental function of school-age children Pivik, Tennal, Chapman, and Gu (2012) recorded electroencephalographic (EEG) brain activity of 8 to11 year-olds while the students completed basic addition problems following an overnight fast. The treatment group of children consumed a breakfast based on the nutritional requirements established by USDA for the SBP, while a second group received no breakfast before the testing. The researchers found that students who consumed breakfast exhibited enhanced mental functions essential for reasoning and mathematical thinking (Pivik et al., 2012).

Researchers have sought to understand the impact of increased availability of breakfast consumption on student achievement through studying the impact of universal free breakfast. Kleinman and colleagues noted that students in an urban northeast school district who participated a USBP not only experienced nutritional benefits from eating breakfast but improved grades in math (Kleinman et al., 2002). Likewise, Imberman and Kugler (2012) studied the impact of increased breakfast availability on student achievement of students who participated in BIC. They found that with the introduction of BIC, both math achievement and

reading achievement scores among 5th-grade students increased. Dotter (2012) found similar results when studying the impact BIC has on a school district in the southwest. He found that the introduction of BIC increased language arts and math gains by an average of 11% and 15% in schools that had not previously offered USBP (Dotter, 2012). Using data collected from the National Assessment of Educational Progress and Early Childhood Longitudinal Study, Kindergarten Cohort of 1998–99, Frisvold noted that schools offering breakfast through the SBP had higher increases in math achievement by as much as 8% (Frisvold, 2015).

Impact of breakfast consumption on mental health and behavior. Participating in the SBP has been shown to impact students' cognitive and memory function significantly, leading to increased student achievement. In addition to these benefits, multiple studies indicate that consuming school breakfast has a positive impact on student behavior. Kleinman et al., (2002) conclude that introducing USBP in schools can have a positive impact on student behavior, especially students who come from food insecure households. When reporting on the New York Breakfast in the Classroom Project, Murphy, Drake, and Weineke (2005) agree that providing students with healthy meals in the morning does lead to fewer instances requiring disciplinary action.

Murphy et al. (1998) noted that as participation in the breakfast program increased, there were fewer school absences and less tardiness among participants in Baltimore Public schools. Likewise, the Boston USBP evaluation showed that students who increased their school breakfast participation exhibited improved attendance. The researchers noted that students who increase participation gained about 1.5 days of attendance over the previous school year than students who did not increase their school breakfast participation (Murphy et al., 2000). Leos-Urbel, Schawartz, Weinsetien, and Corcoran (1999) studied the USBP implemented in New

York City public schools and found that participation not only increased when students were offered free breakfast but attendance among students in underserved populations also improved. This is consistent with the findings of Radigan and Zorn (2005), who found that as participation rates increased, so did attendance among students who participated in the SBP. These findings show the value of making breakfast available to all students in improving student behavioral outcomes, such as increased school attendance.

The importance of the findings that link SBP participation rates with increased attendance is because researchers have connected high attendance rates of students with high academic achievement. Gottfried (2010), in a study on the impact of attendance on academic performance in K-12 schools, confirmed that the academic performance of students is significantly influenced by attendance rates. In a study using data collected from a longitudinal study of 35,419 children attending 259 public elementary schools in Florida, Morrissey, Hutchison, & Winsler (2014) also concluded that poor attendance makes a significant impact on student academic performance, particularly for low-income students. Parke and Kanyongo (2012) concur that poor attendance had a negative impact on high school state assessments in mathematics. The evidence suggesting that attendance improves student academic performance programs shows that SBPs could play a vital role in aiding school administrators who are striving to improve the learning environments of their schools.

Not only does participation in the School Breakfast Program play a role in affecting attendance, but researchers have also linked SBPs with student health and wellbeing. Levinger (1996) explains that a student's health and nutrition play a vital role when it comes to concentration, school attendance, and maximizing class performance. Dotter (2012) suggests that by moving USBPs from before school into the classroom, an increase in some student behavioral

scores, particularly in students' level of preparedness, will be seen. This is consistent with a study conducted by Wyon, Abrahamsson, Jartelius, & Fletcher (1997), who found that eating breakfast improved children's moods; fewer children stated they had 'bad' and 'hungry' feelings during the morning at school following a high energy breakfast.

Likewise, there is a correlation between students who skip breakfast and behavior problems (Murphy et al., 1998). In a study conducted in six schools in the state of Minnesota, Meyers, Sampson, Weitzman, Rogers, and Kayne (1989) note that teachers and parents perceived improvements in the learning environment when breakfast was a part of the school day. It is not only teachers and parents that perceive the benefits of eating breakfast. Reddan et al. (2002) suggest that students who have the opportunity to utilize a USBP are more likely to believe that eating breakfast gives them energy and helps them pay attention.

Food insecurity can have a major impact on the success of a child in school. Howard (2011) suggests that students who come from food insecure environments are negatively impacted by non-cognitive performance in the classroom. The research is clear: to counteract the negative outcomes that affect students who come from food insecure homes, healthy school breakfast is vital. By allowing students access to breakfast in the classroom, school leaders can make a lasting impact on student behavior and performance.

Physical health. In recent years, several studies have focused on the concerns of the National School Lunch Program and School Breakfast Programs' contribution to obesity rates among children. In a study that examined the body weight of students participating in the school lunch program using data from the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99, Schanzenbach (2009) found that students who were eligible for the reduced/free school lunches and participated in the NSLP were more likely to be obese than those who brought their

lunch to school. These findings were attributed to higher caloric intake among students eating school lunches. Millimet et al. (2010) contradicted these findings, finding that students who participated in SBPs were associated with lower rates of obesity. This supports the findings of Bhattacharya, Currie, and Haider (2006), who analyzed data collected from the National Health and Nutritional Examination Survey III. They also found that students participating in the School Breakfast Program had lower rates of obesity and that the SBP improves the overall nutritional quality of a student's diet.

BMI is an additional indicator that is affected by the SBPs. Gleason and Dodd (2009), using data collected from the third School Nutrition Dietary Assessment Study of 2,228 students in grades 1 through 12 found school breakfast participation was associated with significantly lower BMI. The researchers conclude that breakfast participation may serve as a protective factor by encouraging those without access to a morning meal to eat breakfast on a consistent basis. Nord, Andrews, & Carlson (2009) agree that the meals provided by the SBP are important in providing students with a safety net, protecting them from the adverse effects of living in food insecure environments.

Breakfast in the Classroom Program Advocacy and Opposition: Leadership perspectives from the forefront of Implementation

Historically, the National School Breakfast Program serves only half as many students as the National School Lunch Program (Hewins & Levin, 2013). The literature points to multiple barriers that impact participation levels. Busy morning schedules and transportation issues prevent some students from eating the breakfast offered at school (Greves et al., 2007; Lambert, Raidl, Car, Safaii, & Tidwell, 2007; McDonnell et al., 2004; Reddan et al., 2002). Another barrier identified that affects SBP participation is resistance from teachers to alternative serving models, such as Breakfast in the Classroom (Food Research & Action Center, 2013b).

McDonnell et al. (2004) found that stakeholder perceptions, such as breakfast as parental responsibility, are a barrier when investigating the attitudes and obstacles related to the initiation and promotion of the SBPs. In studies focused on student perception of school breakfast participation, attitudinal and environmental barriers related to cost, food type, variety and quality, scheduling concerns, and lack of awareness about school breakfast were noted as reasons students did not participate in the School Breakfast Program (Askelson et al., 2015; Hearst et al., 2016).

Additional barriers that hinder participation are the impact of social stigma and the perception that participation in school breakfast is a marker of poverty, or that the SBP is "just for poor kids" (Leos-Urbel et al., 2013; Muthuswamy, 2012; Poppendieck, 2010; Raine, McIntyre, & Dayle, 2003). Furthermore, in a recent study with parent and student focus groups, both parents and students reported social stigma as a barrier to participation in the SBP (Bailey-Davis et al., 2013). Participants reported students are sometimes teased by their peers and would rather eat before school or go hungry. Peer pressure is an important factor when considering barriers to SBP participation among students. One study found a positive relationship between eating breakfast and a best friend's behavior and friend group's behavior among adolescents (Bruening, Eisenberg, MacLehose, Nanney, Story, & Neumark-Sztainer, 2012). Marples and Stillman (1995) found that over 18% of high school students reported they would participate in the school meals more often if their friends did. Researchers have also noted that surveys of parents of children eligible, but not receiving free or reduced-price meals, cite stigma as a leading cause for not completing the application for the program (Glantz, Berg, Porcari, Sacoff & Pazer, 1994; Gleason, 1995).

There is also evidence that student age can be a barrier to participation in the SBP.

Gleason (1995) noted that age, sex, and income are all factors that impact SBP participation. In the study, it was reported that younger students are more likely to eat breakfast at school than older students, and males eat breakfast more often than females.

Moore, Hulsey, and Ponza (2009) found similar results through an investigation of the NSLP and SBP participation rates using data collected from a nationally representative sample of students who qualified for free and reduced-price meals during the 2005-2006 school year. The researchers reported that middle school students participating in the SBP dropped 7% while high school student participation dropped to 11% less often than their younger counterparts in elementary schools.

Several factors that explain the lack of participation of adolescents in SBP are related to breakfast skipping and a lack of time and hunger in the mornings. Also, skipping breakfast is used as a means to control weight gain (Hearst et al., 2016). Several studies have found that teenage females report skipping breakfast overweight concerns in greater numbers than males (Cohen, Evers, Manske, Bercovitz, & Edward, 2003; Lien, 2007; Rampersaud et al., 2005; Shaw, 1998).

While there are multiple reasons for children choosing not to participate in the SBP, advocates of SBP express that alternative delivery models for breakfast can address the traditional obstacles. One method for dealing with the barriers of time, scheduling, and social stigma is the Breakfast in the Classroom delivery model. While this approach for offering breakfast has grown in popularity, there are still barriers to providing breakfast through alternative delivery methods. Two obstacles to serving breakfast in the classroom are teacher perceptions and increased financial cost. In a survey of teachers' perceptions of BIC, Salomon (2009) found that teachers feared serving breakfast in their classrooms would create extra

cleanup and reduced instruction time. Imberman, Scott, and Kugler (2014) noted that there was a slight increase in financial cost when initially introducing BIC due to additional labor associated with the new breakfast format. Although the initial start-up cost might exist, when interviewing food service directors, McDonnell et al. (2004) did not report this as a barrier to implementation.

Studies on the perceptions of BIC as a delivery model have not only helped identify potential barriers that exist, but also recognize the many benefits of delivering breakfast to students through this method. Providing breakfast to students in the classroom promotes cognitive, behavioral, and nutritional benefits, which result in improved health and academic outcomes for students (Adolphus et al., 2013; Basch, 2011; Rampersaud et al., 2005; Wesnes, Pincock, & Scholey, 2012).

Along with the positive attributes that eating a healthy and nutritious meal can have on academic performance, students who participate in free BIC programs are more likely to have increased attention and arrive at school on time (Kleinman et al., 2002; Murphy, Pagano, & Nachmani, 1998). Another positive outcome of Breakfast in the Classroom is the increase in participation among students. In a study conducted by Anzman-Frasca et al. (2015), data collected from SBP participation of elementary students in 446 urban schools serving largely low-income minority families revealed that after the implementation of BIC, participation was 73.7% in the BIC group compared to 42.9% in the non-BIC group. Breakfast in the Classroom not only increases the participation of students in the SBP but also allows students the opportunity to participate in the SBP by eliminating barriers, such as lack of time in the morning and stigma. Olsta (2013) noted that students are willing to participate in school breakfast if it is offered at a time when they are hungry, and when they have the time to eat it. BIC addresses the

lack of time that limits participation by providing breakfast during school (Food and Action Research Center, 2009).

Additionally, schools that offer breakfast in the classroom experience an increased sense of community. Normalizing school breakfast where all students are eating breakfast eliminates the stigma of only the low-income children participate in school breakfast (Bailey-Davis et al., 2013; Haesly et al., 2014).

Along with reducing the stigmatization associated with participating in school breakfast, introducing BIC also improves teacher support for eating breakfast. Conklin and Bordi (2003) found that after the introduction of BIC, teachers expressed that it did not create extra clean up or reduce instructional time. The researchers also noted that once teachers understood why students chose not to eat breakfast, they became supportive of their students eating in the classroom (Conklin & Bordi, 2003).

Breakfast in the Classroom changes the perception of teachers and has a positive impact on families. In a qualitative study of middle school students and parents' perceptions of free school breakfast, Bailey-Davis et al. (2013) noted that both students and parents acknowledged the importance of eating a healthy breakfast, but economic, personal, and social factors stood in the way of children eating at home. Bartfield and Ahn (2011) studied the relationship between the School Breakfast Program's availability with household food security among families of low-income elementary students using data from 3,010 participants from the Early Childhood Longitudinal Survey-Kindergarten Cohort. Food security was determined from parent surveys using an 18-item food security scale. Researchers divided respondents into three food security groups. The researchers noted that participation in the SBP reduced the risk of students living in

marginal food insecurity households. By offering Breakfast in the Classroom, schools provide students with a safety net who otherwise cannot eat breakfast at home.

Summary

This literature review explained the importance of the School Breakfast Program and the need for increased participation in the SBP in Alabama through the implementation of Breakfast in the Classroom. Consuming breakfast has a positive impact on children cognitively, physically, and academically. However, participation in the SBP still lags behind the NSLP, especially among students in Alabama. Although researchers have studied the benefits of consuming breakfast and the impact on student outcomes, little research exists on how educational leaders perceive what impact eating breakfast has on students. Having descriptions of educational leaders' experiences, perceived barriers, and possible benefits of implementing BIC in their schools will bring a new perspective to the body of literature and guide other educational leaders.

Describing the experiences that educational leaders have when implementing Breakfast in the Classroom could provide insight into creating strategies to address the barriers that arise. Understanding what educational leaders perceive as the benefits of implementing Breakfast in the Classroom could guide other educational leaders who seek to improve their school environment. The purpose of this study is to investigate educational leaders' perceptions of barriers to and benefits of the Breakfast in the Classroom.

For this study, researchers interviewed principals from schools that have implemented and are planning to implement Breakfast in the Classroom. Researchers developed a list of interview questions to ask participants. In addition to conducting interviews, researchers

conducted observations in schools that currently offer Breakfast in the Classroom as a delivery method for serving breakfast.

Chapter III: Methods

Research Design

The purpose this elicitation study was to explore educational leaders' perspectives regarding implementation and lack of participation with Breakfast in the Classroom (BIC) in school districts in one state in the Southeastern region of the United States. Research exists on the beliefs relative to the potential barriers and benefits connected to participation in the SBP through the implementation of BIC. The evidence includes perspectives of students, parents, and teachers, with nominal attention to educational leaders' perceptions of BIC (Bailey-Davis et al., 2013; Conklin & Bordi, 2003). While principals are responsible for the implementation of BIC in their schools, minimal research exists on what factors influence educational leaders to implement BIC and what factors educational leaders attribute to low SBP participation rates. Thus, further exploring principals' perspectives to understand their salient beliefs were worthy of inquiry

Qualitative Research and Tradition of Inquiry

The nature of this study was a qualitative approach utilizing elicitation study methodology to investigate and explain school leader beliefs and practices concerning the benefits and barriers associated with the implementation of BIC (Francis et al., 2004). The *Manual for Health Services Researchers* served as a guide to developing an open-ended survey based on the Theory of Planned Behavior (Francis et al., 2004). An elicitation study was employed in order to identify participants' salient beliefs regarding the implementation of BIC. The product of the elicitation study will be used to create measures for assessing behavioral intentions based on attitudes, subjective norm, and perceived behavioral control in future

research through the development of a closed-ended survey. Elicitation studies are imperative when applying the TPB because it lays the cognitive foundation for understanding a population or particular individual's salient beliefs through determining the behavioral, normative and control beliefs based on responses to open-ended questions (Downs & Hausenblas, 2005). Salient beliefs are the prominent thoughts and principles that influence an individual. Through questioning an individual, the researcher reveals valuable information concerning what influences an individual's ideas and feelings about their behavior (Downs & Hausenblas, 2005).

The primary focus of this elicitation study is to determine the beliefs of educational leaders regarding their attitude, subjective norms and perceived behavioral control in the context of barriers to and benefits of implementing the Breakfast in the Classroom.

Research Questions

The following questions help explain this overarching investigation:

1. What salient behavioral beliefs do educational leaders report relative to their attitudes regarding breakfast consumption?
2. What normative beliefs do educational leaders report about the benefit regarding the implementation of BIC?
3. What normative beliefs do educational leaders recognize as barriers for implementation of BIC at their school?
4. What salient control beliefs do educational leaders report relative to their perceived behavioral control regarding the implementation of BIC at their school?
5. What beliefs do educational leaders report who choose not to implement BIC?

This chapter describes the research design, the researcher's role, participants, instrumentation, data collection procedures, and data analysis for this study.

Research Design

This study is a qualitative study, using open-ended survey questions and interviews designed as an elicitation study (Downs & Hausenblas, 2005). I used qualitative research to record a comprehensive description of the beliefs of the participants. Descriptive inquiry involves the collecting of data to answer questions about the present status of an issue and provides methodical and accurate characteristics of an existing phenomenon (Gay & Airasian, 2003; Isaac & Michael, 1981). In this study, the Theory of Planned Behavior (Ajzen, 1991) was used as the theoretical framework to report participants' perspectives regarding the barriers to and benefits of implementing BIC. Previous elicitation studies have used the TPB to explore behavioral, normative and control beliefs of a population (Downs & Hausenblas, 2005; Frances et al., 2004; Lee, Cerreto, & Lee, 2010).

The Researcher's Role

The role of the researcher in this study is to examine educational leaders' beliefs concerning the implementation of BIC. As a researcher of this study, I identified my own beliefs, biases, and values before conducting the survey and subsequently after its analysis. I self-reflected throughout the process, listened to expert recommendations, regularly reassessed my thoughts and communicated with peers and professors. Furthermore, I protected the rights of the participants by maintaining their privacy.

Participants and Sample

The participant populations for this elicitation study are a group of Southeastern educational leaders who currently implement BIC in their schools, as well as school leaders who

may or may not be familiar with BIC. Snowball sampling was used to achieve a variety of school leaders. The snowball sampling began by identifying participants from the population that met specific criteria. The criteria for selection included:

1. School leaders or administrators whose schools currently implement BIC.
2. School leaders whose schools are eligible for BIC and currently do not implement BIC.
3. School leaders with or without knowledge of the implementation of BIC.
4. School leaders willing to participate in the study.

Snowball sampling is a technique used for recruiting participants based on the social network of the existing sample group (Noy, 2008). As a result, the sample group grows with each survey response, which creates the snowball effects. The snowball method of sampling is a technique that leads to increased participation than if surveys are sent out on a random basis to groups or individuals. Kandel and Lazear (1992) explain that the power of peer pressure influences people and that if they know a colleague has completed the survey, they are more likely to complete it themselves. Likewise, Creswell (2007) asserts that a snowball method is a useful tool for researchers who experience difficulty-gaining access to specific populations.

Variation in perspectives was essential to gain further understanding of what school leaders would report regarding the potential barriers and benefits, their willingness and their perceived ability to implement BIC in their schools. The rationale for selecting participants for the study was first based on understanding the salient beliefs of educational leaders in school districts in one state in the Southeastern region of the United States who already implement BIC in their schools. The second criterion was related to the knowledge level of school administrators relative to implementing BIC. This study sought to understand why school leaders

may or may not choose to implement BIC in their schools. The final criterion proposes educational leaders must be willing to participate in the study.

Godin and Kok (1996) recommend a sample of twenty-five participants to reach saturation. To achieve this an initial email contact list of known educational leaders was established to solicit their participation in the initial round of surveys. The initial email list was based on the knowledge of colleagues in the field of education with and without experiences in implementing BIC.

Potential participants for the study included (1) school leaders who current implement BIC in their schools (list obtained from June Barrett, Alabama State Department of Education Director of Child Nutrition); (2) colleagues in the field of education throughout school districts in one state in the Southeastern region of the United States; and (3) school leaders who serve breakfast in their schools.

From the initial list, a snowball sampling of additional participants was contacted through social networks and colleagues who participated in the survey. Based on the participant population and the sample size the required participants to complete the study were met.

Instrumentation

This elicitation study used the Theory of Planned Behavior as the theoretical framework to report participants' perspectives regarding the barriers to and benefits of implementing BIC. Downs and Hausenblas (2005) note the TPB is used in elicitation studies to ascertain the most salient beliefs of a population. Ajzen and Driver (1991) asserted TPB was "designed to predict and explain human behavior in specific contexts" (Ajzen & Driver, 1991, p.181). In this study, TPB was used to guide the development of the survey instrument used in the study. According to

the survey developed included nine questions that address attitudes, subjective norms and perceived behavioral control as related to the implementation of BIC.

Section one of the survey assesses participants' attitudes toward the implementation of BIC:

1. What do you believe are the benefits of students consuming Breakfast in the Classroom at your school?
2. What do you believe are the barriers to students consuming Breakfast in the Classroom at your school?
3. Is there anything else you associate with your views about Breakfast in the Classroom?

Section two of the survey includes three questions exploring the effect of subjective norms on participants' opinions on Breakfast in the Classroom:

1. Within or outside of your organization, who are the individuals, if any, who would APPROVE of you implementing Breakfast in the Classroom at your school?
2. Within or outside of your organization, who are the individuals, if any, who would DISAPPROVE of you implementing Breakfast in the Classroom at your school?
3. Is there anything else you would associate with other people's views about implementing Breakfast in the Classroom at your school?

Section three of the survey addresses the factors that affect participants' implementing Breakfast in the Classroom:

1. What factors or circumstances would make it DIFFICULT or IMPOSSIBLE for you to implement Breakfast in the Classroom at your school?
2. What factors would enable you to implement Breakfast in the Classroom at your school?
3. What other issues, if any, come to mind when you think about implementing Breakfast in the Classroom at your school?

Data Collection

The data collection process occurred electronically. Qualtrics was utilized to collect the data for the survey questionnaire. Qualtrics is an online data collection system that streamlines conducting, managing and analyzing research. The data collection process began in March 2018 and concluded in April 2018. On March 22, 2018, an email containing a link to the survey was sent to potential participants in the sample population. An email was sent to each potential sample participant explaining they were chosen to participate because they are a practicing K-12 school administrator and they know current K-12 school administrators who might be willing to participate in the study.

Furthermore, respondents were assured the survey respondents would remain anonymous and confidential. The participants were notified that if their identity was provided for follow-up interviews, all information would be destroyed on December 30, 2019. By April 25, 2018, there were a total of 112 completed surveys.

Data Analysis

An elicitation study was developed based on the concepts of the TPB, attitude, subjective norm and perceived behavioral control, in order to understand what educational leaders would report regarding the implementation of BIC in their schools. This study elicited open-ended

responses to nine questions focused on the beliefs of school leaders relative to the implementation of BIC. The resulting steps were performed to analyze the collected data:

- Step 1: A reading of the initial collected survey responses. This reviewing of the data collected provided the researcher with an overview of the participants' thoughts.
- Step 2: Organization coding of data. Because the survey was constructed on the three variables of the TPB, content analysis of the responses to the questions was completed and categorized into themes. Thus the data were sorted and grouped from most frequently mentioned to least frequently mentioned under each variable: attitudes, subjective norms, and perceived behavioral control.
- Step 3: Validity: To increase the validity of the analysis, two researchers completed an independent analysis of the responses (Frances et al., 2004).
- Step 4: Reviewing transcripts and finalization of reporting results: Roberts (2010) asserts that a final review can help identify problems, which were first ignored at the outset.

Chapter IV: Results

The purpose of this elicitation study is to explore principals' perspectives regarding beliefs and practices related to Breakfast in the Classroom implementation within schools in a state in the southeastern United States. The study used the open-ended electronic survey to elicit answers for the following research questions centered on the Theory of Planned Behavior.

1. What salient behavioral beliefs do educational leaders report relative to their attitudes regarding breakfast consumption?
2. What normative beliefs do educational leaders understand about the benefit regarding the implementation of BIC?
3. What normative beliefs do educational leaders recognize as barriers for implementation of BIC at their school?
4. What salient control beliefs do educational leaders report relative to their perceived behavioral control regarding the implementation of BIC at their school?

This study sought to examine what salient beliefs principals' hold concerning the benefits and challenges of implementing BIC, what characteristics play an integral role for principals in the decision-making process to implement BIC and whether or not they feel confident in implementing BIC in their schools. These questions are important because there is little research focused on school principals' behavioral intentions regarding implementing BIC. The results of this study will be used to assist school leaders and school districts in determining what factors influence principals to implement programs like BIC in their schools. By gaining a deeper

understanding of the salient beliefs of principals' school districts will be better equipped to address challenges and potentially increase participation rates in the SBP.

Participants

The sample for this elicitation study was a group of administrators who may or may not be familiar with the Breakfast in the Classroom program based on their responses. One hundred twelve administrators completed the questionnaire. Thirteen administrators that began the questionnaire did not complete it. The demographic section that follows will provide information about each respondent's professional experience and if the school currently offered breakfast in the classroom. The professional work experience of the respondents is displayed in Figure 1 below.

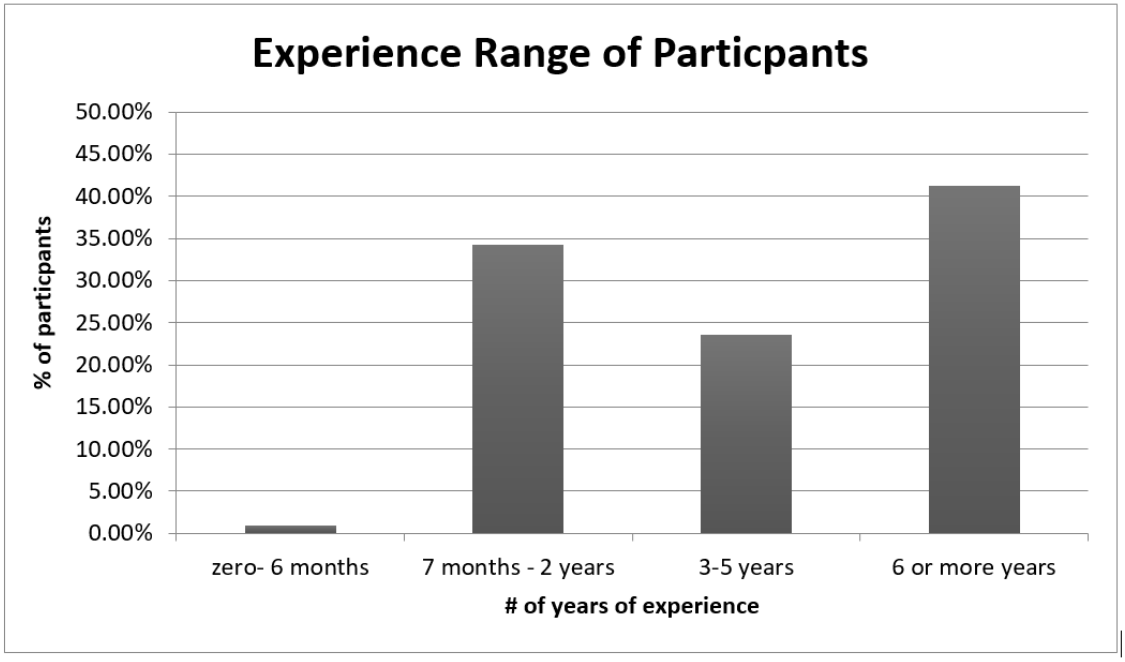

Figure 1. Experience Range of Participants

Of those participants who responded to the question "Do you offer Breakfast in the Classroom at your school," 40 responded 'yes' while 63 responded 'no,' the school they currently work at does not serve Break in the Classroom (Figure 2).

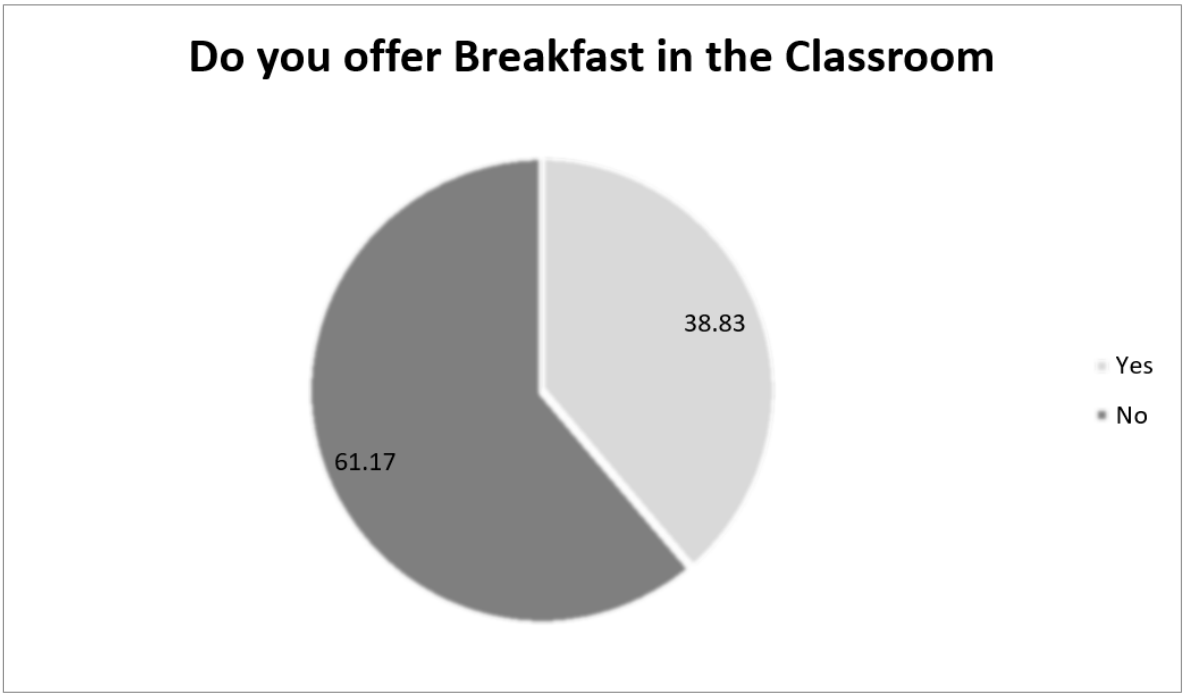

Figure 2. Do you offer Breakfast in the Classroom?

Number of Participants' Responses

One hundred twelve administrators provided a total of 819 responses to 9 open-ended questions grounded in the Theory of Planned Behavior (Table 1). Godin and Kok (1996) recommend a sample of 25 participants to reach saturation. As Table 1 demonstrates, the total number of responses to each question ranged from a low of 76 to a high of 99. The mean beliefs per person for each question range from .49 to 2.15 responses per person.

Table 1

Descriptive Statistics for Responses (Beliefs) Elicited by the Nine Open-Ended Questions

Question	Description of the Question	Total Responses	Mean Responses per Person	# of People who gave 5 or more responses	% of People who gave 5 or more responses
What do you believe are the benefits related to students consuming Breakfast in the Classroom at your school?	Advantages	99	2.15	9	9.09
What do you believe are the disadvantages related to students consuming Breakfast in the Classroom at your school?	Disadvantages	99	1.73	2	2.02
Is there anything else you would like to share regarding your views your own views about Breakfast in the Classroom?	Other associated with your views	88	.62	0	0
Within or outside of your organization, who are the individuals, if any, who would APPROVE of you implementing Breakfast in the Classroom at your school?	Approve	97	2.01	10	10.3
Within or outside of your organization, who are the individuals, if any, who would DISAPPROVE of you implementing Breakfast in the Classroom at your school?	Disapprove	95	.94	1	1.03
Is there anything else you would associate with other people's views about implementing Breakfast in the Classroom at your school?	Other associated with others views	84	.49	0	0
What factors or circumstances would make it DIFFICULT or IMPOSSIBLE for you to implement Breakfast in the Classroom at your school?	Difficult/Impossible	96	1.24	2	1.32
What factors would enable you to implement Breakfast in the Classroom at your school?	Enable	85	1.07	0	0
What other issues, if any, come to mind when you think about implementing Breakfast in the Classroom at your school	Other issues that come to mind	76	.52	1	1.32

Results

The TPB was devised to predict and explain human behavior in specific circumstances (Ajzen, 1991). This study was developed based on the three essential variables in the TPB: attitude toward the behavior, subjective norms and perceived behavioral control. The study aims to gain an understanding of what educational leaders reported relative to their attitudes, subjective norms and perceived behavioral control as they relate to the implementation of BIC. Responses by the participants of the study to nine open-ended questions were compiled and used to develop tables for analysis. In organizing the data, I first read through all of the responses before deciding on a method of coding (Bogdan & Biklin, 2007). In subsequent readings of the responses to the questions, content analysis was completed, and responses were categorized from most frequently mentioned to least frequently mentioned under each variable: attitudes, subjective norms, and perceived behavioral control. Those responses that did not easily fit into one of the categories were documented.

Attitudes

Based on the TPB, three open-ended questions designed according to the variable-attitude toward behavior were presented to the participants to elicit responses from educational leaders regarding their attitude or salient behavioral beliefs toward the breakfast consumption and implementation BIC. Salient behavioral beliefs are beliefs held by individuals about the consequences of performing the behavior, which in turn determine the attitude toward the behavior (Ajzen, 1991). The responses in this section reflect whether participants were in favor of consuming breakfast in the classroom or not, and their salient beliefs toward implementing BIC in their schools. Tables 2, 3, and 4 show the coding frame for the advantages, disadvantages and other responses provided by the participants regarding their attitude toward breakfast consumption and implementation BIC respectively. This section details and emphasizes the

different elements of the three tables. The response count column of each table expresses the number of responses made by individuals who reported on each coded item. This count is critical because it offers insight into the attitudes of current educational leaders relative to breakfast consumption, implementation BIC and the potential advantages and disadvantages associated with each salient belief reported. Likewise, Table 2 presents a coded item category and the corresponding percentage out of 112 participants who responded based on the survey questions described as "advantages," "disadvantages," and "other."

Table 2

Coding Frame for the "Advantages" Questions

Attitudes		
Item Codes for Advantages	**Response Count**	**Response Percent**
Increase in access and participation	34	34.34%
Reduce hunger	33	33.33%
Nutritious meal	29	29.29%
Improve learning and academic performance	22	22.22%
Time	19	19.19%
Start the day off right	19	19.19%
Family meal	17	17.17%
Concentration	14	14.14%
Decreases Disciplinary infractions	11	11.11%
Physiological needs	9	9.09%
No benefits to eating Breakfast in the Classroom	8	8.08%
Mental Cognition	4	4.04%
Reduce Tardies	3	3.03%
Reduce Stigma	2	2.02%
No code assigned	2	2.02%

Table 3 presents a definition of the coded items for the survey questions described as "advantages."

Table 3

Definition of Coding Frame for the "Advantages" Questions

Attitudes	
Item Codes for Approve	Definition
Increase in access and participation	BIC increases access to breakfast and raises participation rates in the SBP.
Reduce hunger	Eating breakfast reduces student hunger and food insecurity.
Nutritious meal	Meals that meet USDA requirements for SBP.
Improve learning and academic performance	Eating breakfast increases student's readiness for learning and engagement.
Time	Reduces the need for students to arrive early to school and morning schedule conflicts with parents and buses.
Start of the day off right	Eating breakfast provides a nutritious start to every student's day.
Family meal	Communal meal experiences between teachers and students.
Concentration	Eating breakfast improves student alertness and ability to focus.
Decreases disciplinary infractions	Eating breakfast improves student behavior.
Physiological needs	BIC meets the basic needs of students.
No benefits to eating Breakfast in the Classroom	No benefits associated with eating breakfast in the classroom.
Mental cognition	Breakfast prepares students to think and focus on school task.
Reduce tardies	Students arrive to school on time.

In regards to the assessment of question one "What do you believe are the benefits related to students consuming Breakfast in the Classroom at your school?" In Table 2 fifteen codes were assigned to 226 responses. Increase in access and participation describes the participant's belief that BIC increases access and participation in the School Breakfast Program. Item codes for reducing hunger explain principals believe that BIC reduces hunger among students in their schools. Nutritious meal describes beliefs of school leaders

Table 2 illustrates that 34 of 99 of the respondents reported a strong awareness that Breakfast in the Classroom increases participation by allowing greater access to breakfast for

students in their school. For the coded item “increase in access and participation,” the majority of responses included statements such as, “all students have access to a healthy daily breakfast."

Additionally, participants acknowledged, “Students have the opportunity to eat breakfast that may not have had the opportunity otherwise.” One respondent related, “I believe the benefits could be that some students would be more apt to eat breakfast in a smaller setting rather than be herded through the cafeteria.” The respondents proposed that by changing the location of where breakfast is served that more students will be willing to participant in the breakfast meal.

Of the respondents, 33 considered a benefit of serving breakfast in the classroom is it can be used as a strategy to reduce food insecurity among their students. Collectively respondents stated that serving breakfast in the classroom aided in “Reduction of the distraction from hunger.” Similarly, one respondent stated “students are getting at least two good meals a day. They do not have to worry about being hungry.” As stated by one respondent “The benefit would be that a student could now focus because they were no longer hungry.” By removing the distraction of hunger in the morning, respondents explain that breakfast in the classroom has benefits that last throughout the school day.

Improve learning, and academic performance ranked the third highest among the “advantages” based on the number of individual responses to each coded item. Twenty-two of 99 (22.22%) participants reported that serving breakfast in the classroom was an important factor in improving the academic performance among their students. One respondent reported, “Providing a breakfast helps to stimulate their minds and help prepare them to perform their best.” Likewise, another respondent reported that eating breakfast in the classroom “is very important for students to eat in order to be able to function properly in the class.” Another respondent reported

breakfast, “Improved academic performance and engagement” while one respondent, stated, “I believe nutrition plays an important role in the learning process.”

Nineteen participants reported that serving breakfast in the classroom helped “start the day off right” for students in their schools. One representative participant reported, **“**Providing a balanced breakfast is crucial to starting the day off on the ‘right foot.’ Ensuring that all students get a nutritious meal in order to start there day.” Similarly, respondents reported that “Some classes can combine Breakfast with a Morning Meeting experience - anchoring the day and providing students time to reflect and start their days positively.”

As well as helping start the day, 19 (19.19%s) participants reported “time” among the advantages for consuming breakfast in the classroom. One representative participant reported: “Students would have time to eat while receiving instruction.” Also, respondents reported: “encourage students that are late to school to eat breakfast if they were eating after school has started.” By moving the breakfast meal into the classroom after the start of school, more students have the ability to as one respondent reported: “Provides a chance for them to have the most important meal of the day.”

“Family meal” was ranked sixth among all “advantages” categories with 17 responses. It represented those statements regarding how breakfast in the classroom can **“**make the classroom more of a community” by sharing a communal meal experience for teachers and students. “I believe that the class becomes more of a community/family by having a meal together in the morning.” “Gathering around a table for a meal creates opportunities for students to connect with their peers, their teachers and other adults who may join. It might offer a chance for students to discuss their goals for the day and prepare themselves for learning. Teachers might be able to work on table manners during this time, building confidence in their students as a result.”

Collectively respondents shared that serving breakfast in the classroom has "a social impact with teachers/students at the breakfast table whereas they wouldn't get at home."

"Reduce social stigma," describes the social stigma associated with only poor students eating in the cafeteria in the mornings. "Some students may be embarrassed to go pick up a free breakfast but serving students in the room removes this barrier." By moving the breakfast meal to the classroom, respondents believed that it would reduce the social isolation and stigma some students experience while eating breakfast in the cafeteria before the start of school.

"Concentration," and "mental cognition" refers to the belief of the school leader that providing breakfast in the classroom for students allows them to better focus at the start of school. By reducing hunger in the morning by serving breakfast in the classroom school leaders report students to have the ability to "concentrate more on their classwork." "Physiological needs" describes that respondent's view providing breakfast in the classroom as meeting the basic needs of students. "Decreases disciplinary infractions" shows that 11 out of all respondents think their students are better behaved when they have consumed breakfast in the classroom. "Reduced tardies" means that school leaders' view moving the breakfast meal into the classroom encourages students to arrive at school on time.

Eight respondents reported that there were no benefits from consuming breakfast in the classroom. All eight respondents who reported "no benefits" reported they already served breakfast in the cafeteria.

Table 4

Coding Frame for the "Disadvantages" Questions

Attitudes		
Item Codes for Disadvantages	**Response Count**	**Response Percent**
Increased mess	46	46.46
Increased work for custodial staff	35	35.35
Decrease in instructional time	30	30.30
Logistics – Planning	23	23.23
Adding another responsibility to teachers	12	12.12
No Disadvantages	11	11.11
Extra work for cafeteria staff	11	11.11
Food quality	9	9.09
Transporting food	8	8.08
Student dietary issues	7	7.07
Cost	4	4.04
Food waste	4	4.04
Less socialization	3	3.03
Teacher buy-in	2	2.02
Parent responsibility	1	1.01

Table 5 presents a definition of the coded items for the survey questions described as "disadvantages."

Table 5

Definition of Coding Frame for the "Disadvantages" Questions

Attitudes	
Item Codes for Disadvantages	Definition
Increased mess	BIC causes additional garbage and clean up in the classroom.
Increased work for custodial staff	Additional work created by serving meals in multiple locations.
Decrease in instructional time	Time spent waiting for students to finish meals, clean up after the breakfast meal.
Logistics – Planning	Extra planning associated with coordinating delivery of meals to classroom and after meal clean up.
Adding another responsibility to teachers	Additional duty for teacher in the morning.
No disadvantages	No disadvantages associated with BIC.
Extra work for cafeteria staff	Additional work created by preparing the increased meals, then delivering them to classrooms.
Food quality	Lack of food choices for breakfast and keeping the food at the correct temperature.
Transporting food	Difficulty in delivering meals to multiple locations.
Student dietary issues	Students who have issues with food allergies.
Costs	Extra funds associated with hiring extra employees' and clean-up.
Food waste	Food not eaten by students.
Less socialization	Students not having the ability to eat with friends in the larger cafeteria setting.

A review of Table 4 for "disadvantages" shows that 46 respondents reported "increased mess" as the most common disadvantage of implementing Breakfast in the Classroom in their schools. For the coded item "increased mess" representative responses were: "Increase in spills, crumbs, and trash which could lead to increase in bug complaints" and "Teachers having to deal with students leaving a mess." "Increased work for custodial staff" comprised 35 responses, which ranked the second highest among all coded categories. One representative participant reported: **"**Clean-up in individual classrooms rather than one location." Another respondent stated: "More demands on janitorial staff."

"Decreased in instructional time" represented 30 of the responses for "disadvantages," respectively. These responses suggest that school principals believe that adding another activity during the school day would reduce instructional time for their teachers. One representative participant reported: "Instructional time lost for serving and cleanup of breakfast." "Loss of instructional time should breakfast linger" was stated by another respondent.

Twenty-three respondents reported "logistics and planning" as a disadvantage of implementing Breakfast in the Classroom in their schools. Representative statements were: "logistics behind serving and cleaning up," "planning and solid policy" The responses reported indicate that respondents had concerns on how the meals would be served and how child nutrition staff would adjust to the new meal delivery methods and how custodial staff would clean up the additional garbage that is created by the program.

"Adding another responsibility to teachers" and "extra work for cafeteria staff" represented 12 and 11 of the responses for "disadvantages," respectively. These responses suggested that school leaders believe that implementing Breakfast in Classroom will increase the workload of teachers and CNP staff in their schools.

"Food quality" expressed by respondents relates the types of food served "A lot of the foods served are not foods that the students enjoy/like so they are not eaten." One respondent reported: "I feel that the students should receive a more "sticking meal" vs. dry cereal or pop tarts." Likewise, respondents reported "transporting food" was an issue due to the inconsistency of food temperature. "Student dietary issues" implies that respondents are concerned that all students could not participate in breakfast served in the classroom based on dietary restrains. "Cost" means that school leaders believed that their schools would have to incur additional cost for serving breakfast in the classroom. "Food waste" indicates that school leaders were

concerned with the extra food that would not be consumed while serving breakfast in the classroom. Three respondents feared students would have "less socialization" if breakfast were served in the classroom. Two respondents reported "teacher buy-in" as a disadvantage to serving breakfast in the classroom. "Parent responsibility" means that parents would not want the school to serve breakfast in the classroom because it infringed on their right as a parent.

To understand the participant's real attitude beyond the constraints of "advantages" and "disadvantages" a third question was developed to elicit more thoughts from respondents. The "other" question provided respondents with a space to share their attitudes associated with the benefits of consuming breakfast in the classroom.

Table 6

Coding Frame for the "Others associated with your views" Questions

Attitudes		
Item Codes for Others associated with your views	**Response Count**	**Response Percent**
Improve learning, academic performance	14	15.90
Increase in participation	7	7.95
Logistics/Planning/Advantage	6	6.81
Logistics/Planning/Disadvantage	5	5.68
Nutritious meal	6	6.81
Decreased in instructional time	4	4.54
Reduce hunger	4	4.54
Less socialization	3	3.40
Adding another responsibility to teachers	3	3.40
Cafeteria staff has extra work	3	3.40
Physiological needs	2	2.27
Family meal	2	2.27
Food quality	2	2.27
Transporting food	2	2.27
Cost	2	2.27
Teacher buy-in	2	2.27
Decreases disciplinary infractions	1	1.36
Time	1	1.36
Food waste	1	1.36

There are multiple codes that overlap among “advantage,” “disadvantage,” and “other” categories such as “improve learning, and academic performance,” “Increase in access and participation,” “Logistics/Planning” and “Decreased in instructional time” which are all among the top five in each category. While these overlapped items belong to a different aspect of respondents’ attitude toward serving breakfast in the classroom, they highlight school leaders’ collective view of implementing Breakfast in the Classroom in their school. There are several overlaps between either “advantages” and “other” or “disadvantages” and “other.” Those between “advantages” and “other” are: “nutritious meal,” “reduce hunger,” “physiological needs,” “family meal” and “decreases in disciplinary infractions.” This overlap indicates that the respondents believe that serving breakfast in the classroom has multiple educational benefits that can impact the learning environment. Those overlapping codes between “disadvantage” and “other” are: Breakfast in the Classroom will “add another responsibility to teachers,” “Cafeteria staff has extra work,” “food quality,” and “transporting food.” These responses indicate that the respondents are sensitive to the quality of food provided by the program along with the additional workload created for their teachers and staff. As reported by one respondent “I think it is a great idea that just needs minor tweaking. I fully see the intended purpose & benefits, but like everything, there are always areas for improvement.” Through proper planning and procedures, respondents signify these disadvantages could be improved.

Assessment of Table 6 reveals that for the “other” category, 14 of the respondents reported serving breakfast in the classroom “improves learning and academic performance” and 7 (7.95 %) reported, “increase in access and participation” as two factors for consideration. One participant reported that eating breakfast in the classroom allows “all students to begin on a sort

of level playing field." Another respondent reported "At our school, all students are provided breakfast in the classroom. This ensures that those students get a chance to eat breakfast."

Six respondents reported a "nutritious meal" as a belief concerning serving breakfast in the classroom. One respondent reported, "I believe that all students deserve high-quality school nutrition in order to maximize their learning potential."

Three respondents described "Less socialization" which indicates that students would have less time to socialize in the morning time before school as "disadvantage" n the Table 6. One school leader reported, "Typically, teachers require more structure and quietness in their classrooms, while the lunchroom is a little more relaxed and social." School leaders that listed this as a belief do not currently offer Breakfast in the Classroom at their schools.

Subjective Norms

Based on the TPB, three open-ended questions were designed according to the second variable- subjective norms. The three questions were presented to the participants to elicit responses from educational leaders regarding their subjective norms as it relates to toward the implementing of BIC. Subjective norms indicate a person's perceived social pressure to perform or not perform the targeted behavior or not (Ajzen, 1991). In this section, responses from participants represent perceptions of pressure from their influencers toward implementing BIC.

The following three tables represent the responses of the participants of who would approve and disapprove the implementation of BIC. The coding frame was used for "approve," "disapprove," and "other" questions. This section details and emphasizes the different elements of the three tables. The response count column of each table expresses the number of responses made by individuals who reported on each coded item. This count is significant because it offers insight into the influence of subjective norms relative to educational leaders implementing BIC

in their schools and who would approve and who would not approve of the implementation of BIC. Each table presents the coded item category and the corresponding percentage out of 112 participants who responded based on the survey questions for "approve," "disapprove," and "other" responses.

Table 7

Coding Frame for the "Approve" Questions

Subjective Norms		
Item Codes for Approve	**Response Count**	**Response Percent**
Superintendent	54	55.67
CNP Director/Coordinator	51	52.57
School site administrators	24	24.74
Parents	23	23.71
Teachers	20	20.61
District administrators/Central office	19	19.59
Community stakeholders	15	15.46
Lunchroom manager	10	10.31
Students	8	8.25
Board of Education	8	8.25
No one	3	3.09
State Department of Education	1	1.03
School Counselors	1	1.03

Table 8 presents a definition of the coded items for the survey questions described as "approve."

Table 8

Definition of Coding Frame for the "Approve" Questions

Subjective Norms	
Item Codes for Approve	**Definition**
Superintendent	School district leader that would approve of BIC implementation.
CNP Director/Coordinator	School district employee responsible for compliance with USDA regulations involving the SBP.
School site administrators	School leader that oversees day-to-day operations of the local school that would approve of BIC implementation.
Parents	Stakeholder that support BIC implementation.
Teachers	School staff responsible for monitoring BIC in the classroom.
District administrators/Central office	School district administrators that support BIC implementation.
Community stakeholders	Community members who have a vested interest in the local school and support BIC implementation.
Lunchroom manager	School district employee responsible for planning and preparing meals at the local school that supports BIC implementation.
Students	Stakeholder group that supports BIC implementation.
Board of Education	School District policy decision makers that support BIC implementation.
No one	No one will approve of BIC.
State Department of Education	State officials responsible for compliance with USDA regulations involving the SBP.
School Counselors	School staff that would support BIC implementation.

Assessment of Table 7 shows, that for "approve" 54 of the respondents, indicated "Superintendent" would approve of the principal implementing Breakfast in the Classroom at their school. A substantial number of respondents believed that "CNP Director/Coordinator" 51 and "district administrators/ central office staff 19 would approve of implementing Breakfast in the Classroom in their schools. The respondents view support from the district level for implementing a Breakfast in the Classroom initiative as critical. One collective response

reported: “Our Child Nutrition department and Superintendents Office would make this decision.”

Twenty-four reported “school site administrators” would approve of implementing Breakfast in the Classroom. One participant reported “The initiative would begin with me, the principal. We would need to consult with our Superintendent and School System's Child Nutrition Coordinator before implementation of Breakfast in the Classroom.”

Several respondents reported stakeholder groups like “parents,” (23%), “teachers,” (20%), “community stakeholders” (15%), “Board of Education,” (8%), and “students” (8%) would approve of implementing Breakfast in the Classroom in their schools. While gathering stakeholder approval is important to school leaders one participant reported: “I feel that all stakeholders see the benefit in offering breakfast.” Another participant reported “Our district has implemented Breakfast in the Classroom for a number of years. I believe that nearly all families are in support.”

Table 7 includes three participates who reported “no one” would approve of implementing Breakfast in the Classroom in their schools. All of the respondents who reported, “no one” currently does not implement Breakfast in the Classroom.

Table 9

Coding Frame for the "Disapprove" Questions

Subjective Norms		
Item Codes for Disapprove	**Response Count**	**Response Percent**
Teacher Resistance	41	43.16
No One	18	18.95
Superintendent	15	15.79
Custodians	11	11.58
CNP Director/Coordinator	9	9.47
School Site Administrator	8	8.42
Community Stakeholders	6	6.32
Many Parents	5	5.26
District Administrators/Central Office	5	5.26
Lunchroom Staff	4	4.21
Students	1	1.05

Table 10 presents a definition of the coded items for the survey questions described as "disapprove."

Table 10

Definition of Coding Frame for the "Disapprove" Questions

Subjective Norms	
Item Codes for Disapprove	**Definition**
Teacher Resistance	Teacher opposed to BIC implementation.
No One	No one would disapprove.
Superintendent	School district leader that does not support BIC implementation.
Custodians	School district employee responsible for cleaning up after BIC.
CNP Director/Coordinator	School district employee responsible for compliance with USDA regulations involving the SBP.
School Site Administrator	School leader that oversees day-to-day operations of the local school that would not support BIC implementation.
Community Stakeholders	Community members who have a vested interest in the local school that would oppose BIC implementation.
Many Parents	Stakeholder group that would not support BIC implementation.
District Administrators/Central Office	School district administrators who do not support BIC implementation.
Lunchroom Staff	School district employees responsible for preparing and delivery of BIC meals at the local school that would oppose BIC implementation.
Students	Stakeholder group that would not support BIC implementation.

Assessment of Table 9 expresses that for "disapprove" 18 respondents, reported "no one" would disapprove of implementing Breakfast in the Classroom. They believed that Breakfast in Classroom was beneficial to everyone, so no one would inhibit it from being implemented in his or her schools.

A significant number of participants 41 reported "teacher resistance" to implementing Breakfast in the Classroom in their schools. Participants reported: "Teachers might not want the added mess to their classrooms and would probably advocate for breakfast in the cafeteria." Another respondent explained their rationale for why teachers would resist Breakfast in the

Classroom is due to “Some teachers that do not like the added "clean up" that is required or the added "responsibility" to an already time-constrained morning routine.”

Fifteen respondents believed their “Superintendent” would disapprove and 9.47% of the respondents reported the “CNP Director/Coordinator” would disapprove of implementing breakfast in the classroom. Eight respondents reported, “school site administrators” and five reported, “district administrators/ central office would disapprove of implementing Breakfast in the Classroom in their schools. One participant reported: “The central office staff and principals because breakfast in the classroom would carry over to instructional time.”

Eleven respondents reported “custodians,” and four lunchroom workers would disapprove. One representative participant reported: “The cafeteria staff at the school are the most negative when it comes to the implementation. We have worked with them to create systems that are efficient, but typically these staff members are required to help transport or create stations where students can pick up breakfast. It also adds additional work for the custodians.”

A small number of the respondents reported: “community stakeholders” (6.32%) and “parents” (5.26 %) would disapprove. One of the participants reported: “those who wrongly think parents are asking schools to do everything for parents, and "they" have to pay for it.”

Table 11

Coding Frame for the "Others Associated with your Views" Questions

Subjective Norms		
Item Codes for Others	**Response Count**	**Response Percent**
No	28	33.33
Teacher Resistance	11	13.10
Community Stakeholders	88	9.52
School Site Administrators	7	8.33
Parents	7	8.33
Creates a Mess	5	5.95
Food Quality	2	2.38
District Administrators/Central Office	1	1.19
Lunch Room Manager	1	1.19
Students	1	1.19
Custodians	1	1.19
Lunchroom Staff	1	1.19
Lack of Time	1	1.19

There are multiple item codes that overlap among "approve," "disapprove," and "other" categories such as "school site administrators," "teachers," "parents," and "community stakeholders." Although these items overlap, they reflect the respondent's perception and highlight school leaders' collective view in association with implementing Breakfast in the Classroom in their school. There are few items codes that overlapped "approve" and "other." They are: "community stakeholders," and "parents." This indicates that the respondents viewed "community stakeholders" and "parents" are important groups that would approve of implementing Breakfast in the Classroom in their schools.

Examination of Table 11 indicates that for the "other" category, 28 of the respondents reported "no" when asked the question: Is there anything else you would associate with other people's views about implementing Breakfast in the Classroom at your school? Fifteen of the respondents reported "teacher resistance" as a factor when considering other's view. One respondent reported: "Most teachers have expressed to me in the past that they would not be for

it. I think this is mostly due to a resistance to change and the possibilities of spills, trash, crumbs, and general messiness left behind."

There are few items codes that overlapped "disapprove" and "other." While some respondents indicated "community stakeholders" and "parents" are important groups that may approve of implementing Breakfast in the Classroom. Participants also reported "community stakeholders" and "parents" as factors associated with disapproving of other's view. One representative statement of "community stakeholders" stated: "Some people would say it is not the place of the school to provide breakfast for students in the classroom. Some would say it is the parents' responsibility." Another respondent reported "Some might feel it a bit intrusive or offensive as if to suggest parents are not able to take proper care of their children's nutritional needs. Others may believe that it removes another piece of parental responsibility."

In summary, Tables 7, 9, and 11 presented the participants' subjective norms toward the implementation of Breakfast in the Classroom in their schools. The top five item codes of "approve," "disapprove," and "other" explained in detail the influencers for school leaders and the remaining item codes were summarized from the responses to provide clarity. The next section focused on analyzing responses related to participants'' perceived behavioral control regarding implementing Breakfast in the Classroom.

Perceived Behavioral Control

Based on the TPB, three open-ended questions designed according to the variable-attitude toward behavior were presented to the participants to elicit responses from educational leaders regarding their perceived behavioral control over the implementation of Breakfast in the Classroom. Perceived behavioral control reflects the perception of participants to the ease or challenge to perform a behavior (Ajzen, 1991). The responses in this section reflect participants'

salient beliefs regarding their perceived behavioral control relative to whether the participants were in favor of implementing Breakfast in the Classroom or whether the participants would continue implementing Breakfast in the Classroom in their school.

Tables 12, 14, and 16 represented the responses by the participants regarding what would enable a school leader to implement Breakfast in the Classroom or what would make it difficult/impossible to implement Breakfast in the Classroom. The coding frame used for this section was labeled “enable,” “difficult/impossible,” and “other” questions relevant to respondents’ control beliefs. This section details and emphasizes the different elements of the three tables. The response count column of each table expresses the number of individuals out of 112 who reported on each coded item. This is critical because it offers insight into how much control a school principal feels to implement Breakfast in the Classroom, which indicated their perceived behavioral control over implementing and maintaining a school that operates Breakfast in the Classroom. In this section the tables presented a coded item category and the corresponding percentage out of 112 participants who responded based on the survey questions for “enable,” “difficult/impossible,” and “other.”

Table 12

Coding Frame for the "Difficult/Impossible" Questions

Perceived Behavioral Control		
Item Codes for Difficult/Impossible	**Response Count**	**Response Percent**
Time/Logistics	38	39.58
Personnel to Implement Program	21	21.88
Teacher Buy-In	20	20.83
Cost	14	14.58
None/Nothing	12	12.63
Transporting Food	10	10.42
Mess	9	9.38
Lack of Central Office Support	9	9.38
Lack of CNP Support	7	7.29
Lack of Stakeholder Support	2	2.08
Program Restrains	1	1.04

Table 13 presents a definition of the coded items for the survey questions described as "difficult/impossible."

Table 13

Definition of Coding Frame for the "Difficult/Impossible" Questions

Perceived Behavioral Control	
Item Codes for Difficult/Impossible	**Definition**
Time/Logistics	Planning and time allocated to coordinating delivery of meals to classroom and after meal clean-up.
Personnel to Implement Program	Sufficient custodial/food service staff to implement BIC.
Teacher Buy-In	Teachers who do not support BIC implementation.
Cost	Extra funds associated with hiring extra employees' and clean up.
None/Nothing	No one making it difficult to implement BIC.
Transporting Food	Difficulty in delivering meals to multiple locations
Mess	Garbage and clean-up in the classroom associated with eating breakfast in the classroom.
Lack of Central Office Support	District administrators that do not support BIC implementation.
Lack of CNP Support	CNP workers that do not support BIC implementation.
Lack of Stakeholder Support	Community members that do not support BIC implementation.
Program Restraints	Procedures and Policies that restrict BIC implementation.

Respondents reported several circumstances, which would make it difficult or impossible to implement Breakfast in the Classroom. Review of Table 12 showed that for "difficult/impossible," 38 respondents viewed "time/logistics" as the reason, which would make it difficult or impossible to implement Breakfast in the Classroom at their school. For the coded item "time/logistics," one respondent reported: "Logistics: Proximity to cafeteria and availability of staff being able to distribute meals timely. Time management in regards to providing breakfast and maintaining instructional times." Other reported responses include phrases like "Organization w/ class schedules & lunchroom workers." This indicates that school leaders view management of time and resources as a major factor in making implementation of Breakfast in

the Classroom difficult.

Twenty-one of the respondents reported "personnel to implement the program" would make it difficult or impossible to implement Breakfast in the Classroom in their schools. School leaders listed both lack of child nutrition employees and custodians as factors that would make it difficult to implement Breakfast in the Classroom in their schools. One participant reported: "The lack of adequate custodial services and supplies would make it *impossible* for us to implement Breakfast in the Classroom." Twenty listed "teacher buy-in" as a constraint to implementing Breakfast in the Classroom. One participant reported: "Teacher lack of willingness to take extra time and energy out of the morning for this." Another respondent reported: "A great percentage of staff not wanting to participate could create problems!"

Fourteen of the respondents reported "cost" as a factor that would make it difficult or impossible to implement Breakfast in the Classroom in their schools. School leaders expressed uncertainty in how much the additional supplies would cost to handle the garbage disposal and cleaning of classrooms. One representative response reported: "the cost of ensuring teachers and custodians have enough materials to ensure areas are cleaned and free of food spills in the various areas."

Twelve (12.63%) of the respondents reported "none/nothing" would make it difficult or impossible to implement Breakfast in the Classroom in their schools. Ten of the respondents reported "Transport food" as a constraint to implement Breakfast in the Classroom. Some respondents reported the layout of their campus would make transporting food difficult.

Several respondents expressed a lack of support from varies groups would make it difficult or impossible to implement Breakfast in the Classroom. Nine the respondents reported "lack of central office support," seven respondents reported "lack of CNP support" while only 2

reported “lack of stakeholders’ as a factor for that would make it difficult or impossible to implement Breakfast in the Classroom in their schools.

Table 14

Coding Frame for the “Enable” Questions

Perceived Behavioral Control		
Item Codes for Enable	**Response Count**	**Response Percent**
Expectation of Local and District Administrators	29	34.11
Time/Logistics	19	22.35
CNP Support	19	22.35
Funding	16	18.82
Additional Custodial Services and Supplies	11	12.94
Teacher Buy-In	10	11.76
Additional CNP Personnel	9	10.59
None	5	5.88
Food Quality	4	4.71
Community Support	4	4.71

Table 15 presents a definition of the coded items for the survey questions described as “enable.”

Table 15

Definition of Coding Frame for the “Enable” Questions

Perceived Behavioral Control	
Item Codes for Enable	**Definition**
Expectation of local and district administrators	Beliefs of site level and district administrators that they have the ability to implement BIC.
Time/Logistics	Planning and time allocated for coordinating the delivery of meals to the classroom and after meal clean-up.
CNP Support	CNP workers that support BIC implementation.
Funding	Resources and money budgeted to pay for BIC implementation.
Additional Custodial Services and Supplies	Adequate custodial employees and equipment to implement BIC.
Teacher Buy-In	Teachers who support BIC.
Additional CNP Personnel	Adequate food services employee to implement BIC.
None	No one would enable BIC implementation.
Food Quality	Food choices that students will eat during breakfast.
Community Support	Community stakeholders that would support BIC implementation.

Respondents reported several elements, which would make it possible or enable to implement Breakfast in the Classroom. Review of Table 14 shows that for "enable" 29 respondents viewed "expectation of local and district administrators" as an enabler to implement Breakfast in the Classroom in their schools. For the coded item "expectation of local and district administrators" one representative response reported: "An expectation of all school administrators, local and district, that we will serve BIC." Additional participants reported: "Positive District support."

"Time and logistics" accounted for 19 responses, was reported as the second highest among all coded enablers. One of the representative respondents reported: "A coordinated effort between the cafeteria and the teaching staff." Another respondent reported: "A well thought out logistical plan."

Of the respondents, 19 reported "CNP support" would be important as an enabling factor to implement Breakfast in the Classroom. One participant reported: "Supportive cafeteria personnel is key." About "CNP support" participants reported support could be in the form of information and training. One participant reported: "An organized, cooperative CNP manager and staff. The training and information provided by the CNP coordinator."

"Funding" was reported as the fourth highest enabler with 16 responses. School leaders expressed that having the funding for implementing Breakfast in the Classroom would enable them to offer the program. Eleven respondents reported "additional custodial services and supplies," and nine respondents reported "additional CNP personnel" as factors that would enable school leaders to implement Breakfast in the Classroom.

Ten participants perceived "teacher buy-in" as a factor that would enable them to implement Breakfast in the Classroom. One representative respondent reported: "the willingness of faculty and staff to ensure our kids are fed."

The items coded "food quality" were expressed by respondents who believed if the meal provided by the CNP staff were healthy and held at the proper temperature students would be more likely to eat Breakfast in the Classroom.

Table 16

Coding Frame for the "Other Problems" Questions

Perceived Behavioral Control		
Item Codes for Other Problems	**Response Count**	**Response Percent**
None	24	31.57
Mess	12	15.79
Time/Logistics	9	11.84
Teacher Buy-In	8	10.52
Personnel to Implement Program	7	9.21
Loss of Instructional Time	7	9.21
Adding another Responsibility to Teachers	3	3.94
Food Quality	3	3.94
Food Waste	2	2.63
Principal Resistance	1	1.31
CNP Support	1	1.31
Community Support	1	1.31

There are four item codes that overlap among "difficult/impossible," and "other" categories. They are "time/logistics," "personnel to implement the program," "teacher buy-in," and "mess." Likewise, four-item codes overlapped for "enable," and "other" categories. They are "time/logistics," "CNP support," "teacher buy-in," and "food quality." Although these overlapped items belong to a different aspect of participants perceived behavioral control over implementing Breakfast in the Classroom, they emphasized school leaders' collective view related with their ability and confidence in implementing Breakfast in the Classroom at their schools.

Assessment of Table 16 indicated that for the "other" category, 24 reported "none" as a factor when considering issues that come to mind. The second highest coded item in this section was 12 of the respondents reported "mess" as a factor when considering issues that come to mind. One of the participants reported: "Cleanliness. Maintaining a clean environment."

Nine respondents reported "time and logistics" as a factor that came to mind when regarding other relevant to implement Breakfast in the Classroom. Eight respondents reported "teacher buy-in" as a factor that they regard as relevant issues to implementing Breakfast in the Classroom. One participant reported: "Teachers not supporting it."

"Personnel to implement the program" seven is another factor that respondents expressed as a related issue that impacts their perceived behavior control over implementing Breakfast in the Classroom. One participant questioned: "Who would deliver the breakfast and who would collect for breakfast?" Seven respondents reported "loss of instructional time" as a factor when considering issues that come to mind. One respondent reported: "possibly losing instruction time due to daily issues in the room with clean up."

Three of the respondents listed "adding another responsibility to teachers," and "food quality" as factors that came to mind. Two respondents reported 'food waste" as a factor that came to mind when considering behavioral controls that would impact implementing Breakfast in the Classroom in their schools.

Summary

This elicitation study was developed based on the TPB in order to explore principals' perspectives regarding beliefs and practices related to BIC implementation within schools in a state in the southeastern United States. This study used the TPB to elicit principals' salient beliefs relative to the implementation of BIC to provide first-hand results from the principals'

viewpoint. Salient beliefs are those prominent beliefs that enter a respondents mind when asked a question. According to the TPB (Ajzen, 1991), I adopted the nine open-ended survey questions focusing on attitudes, subjective norms, and perceived behavioral control regarding implementing Breakfast in the Classroom to solicit responses from the participants. All collected responses were compiled and coded for analyzing. The top five item codes from each question were explained, and the remaining item codes for each question were briefly discussed.

The respondents reported a keen awareness that the benefits of implementing breakfast in the classroom are increased access to a healthy, nutritious meal for students, improvements to learning and student academic performance at the start of day and that consuming breakfast in the classroom creates a communal meal experience for students and teachers. The respondents reported increased work for custodial staff and CNP workers and additional responsibility for teachers associated with serving Breakfast in the Classroom as disadvantages to implementing BIC in their schools. The respondents reported supervisors, CNP coordinators, and community stakeholders would approve of implementing breakfast in the classroom. Forty-three percent of respondents reported teacher resistances as one group that would disapprove of implementing BIC in their schools. However, 18.95% of respondents reported no one would disapprove of implementing BIC. The respondents reported an expectation of local and district administrators, planning and policies, funding and additional staff as critical enablers for implementing BIC at their schools.

The next chapter discusses the participants' responses based on the research questions. Through further analysis of their responses, we will gain better insight into the attitudes, subjective norms, and perceived behavioral control the school leaders reported about implementing BIC in their schools.

Chapter V: Conclusion

The study was designed based on the Theory of Planned Behavior (Ajzen, 1991), to elicit responses about behavioral intentions of school leaders and the implementation of BIC in their schools. One hundred twelve school leaders from schools in a state in the southeastern United States provided 819 elicited responses to nine open-ended questions designed according to the theoretical framework of the TPB. Although this study did not test the TPB, it can be further used to test the theory in future research. There is little literature that has mentioned school leaders' behavioral intentions related to the implementation of BIC in schools. This elicitation study was the first to use the TPB to explore school leaders' intentions of BIC implementation in schools.

Problem Statement

Food insecurity among children is one of the most significant threats to the learning environment faced by principals across the nation. While organizations and policymakers view the School Breakfast Program as one strategy to combat the problem of food insecurity among school children, it is one of the most underutilized federal subsidies programs available to school districts. Although, school districts have made efforts to increase participation of SBP through the implementation of new delivery methods such as BIC participation rates remain low in comparison to the NSLP.

The expansion of participation in the SBP has obvious benefits for not only students and families but schools districts and as well as states. Thus, it was necessary to understand the factors that contribute to the lack of participation in schools. In the field of educational

leadership low of participation in BIC could be the result of a lack of research, school policy and education on the impact of nutrition on students.

Unfortunately, minimal research exists on principals' perspectives and what may contribute to low participation rates. Implementing BIC in schools can have profound positive outcomes for schools. However, little is known about why some principals choose to implement BIC in their schools and others do not. This leaves a gap between people's understanding of principals' intentions of implementing BIC and principals' personal views on breakfast consumption and BIC implementation.

Research Questions

The purpose of the elicitation study is to explore school principals' intentions about breakfast consumption and the implementation of BIC centering on the following research questions:

1. What salient behavioral beliefs do educational leaders report relative to their attitudes regarding breakfast consumption?
2. What normative beliefs do educational leaders understand about the benefit regarding the implementation of BIC?
3. What normative beliefs do educational leaders recognize as barriers for implementation of BIC at their school?
4. What salient control beliefs do educational leaders report relative to their perceived behavioral control regarding the implementation of BIC at their school?

Methodology

This qualitative study used the TPB as proposed by Ajzen (1991) as the theoretical framework to report participants' perspectives regarding the barriers to and benefits of

implementing BIC. Nine open-ended questions were used in this elicitation study to elicited responses from participants based on their behavioral, normative and control beliefs as related to breakfast consumption and BIC implementation. This study utilized snowball sampling to recruit a variety of school leaders. Snowballing occurs when participants recruit additional participants based on their social network. Qualtrics was utilized to collect the data for the survey questionnaire. Survey responses to the questions were categorized by theme. Themes were listed from most frequently mentioned to least frequently mentioned under each variable: attitudes, subjective norms, and perceived behavioral control. The data collected can be used for a future follow-up survey that can be conducted on a broader scale.

Major Findings

Demographics. One hundred twelve administrators from a state in the southeastern United States varying in experience and who may or may not be familiar with the Breakfast in the Classroom program participated in the study. Godin and Kok (1996) recommend a sample of 25 participants to reach saturation. The responses in the study are relevant to the school leaders' attitudes, subjective norms and perceived behavioral control reported in the study. Sixty-one percent of school leaders in the study reported they did not implement BIC in their schools. Since over half of the participants did not offer BIC in their schools, this may skew the overall attitudes, subjective norms and perceived behavioral control reported in the study. The rationale for this is that participants may lack the knowledge concerning the benefits and challenges associated with offer breakfast through a delivery model such as BIC.

Attitudes. In accordance with the Theory of Planned Behavior proposed by Ajzen (1991), attitude expresses what perceptions school leaders' have toward breakfast consumption in the classroom and the behavior intention that influence whether or not they will implement

Breakfast in the Classroom in their schools. Table two illustrates the attitudes of school leaders relative to consuming breakfast in the classroom or not and their salient beliefs toward implementing BIC in their schools. Table 2 outlines several advantages based on the salient beliefs of the respondents related to the implementation of BIC. These advantages include increased access to and participation in the breakfast program, reduced food insecurity among students, providing a nutritious meal, improving learning and academic performance, time, and a communal meal experience for students and teachers. Dotter (2012), in a study conducted on the impact of breakfast in the classroom across elementary schools in San Diego, found that once BIC was implemented participation rates increased from 25% to 92%. Likewise, Anzman-Frasca et al. (2015), in an examination of a large urban school district, reported that once BIC was introduced participation increased by 30%, relative to non- BIC schools. In Table 2, of the 99 respondents, 34 identified awareness that BIC increases participation by allowing greater access to breakfast for students in their school. In the fiscal year 2015, nearly 30.5 million students received a National School Lunch Program meal on a daily basis while only14.04 million children participated in the School Breakfast Program each day (FNS 2016a, & 2016b). With participation among students in the SBP, significantly lower than that of the NSLP school districts have begun BIC as an intervention strategy to increase participation (Imberman, and Kugler, 2012).

In Table 2, 33 of the respondents (33.33%) considered a benefit of serving breakfast in the classroom as a strategy to reduce food insecurity among their students. Food insecurity is a nationwide problem with 15.6 million families in the United States- 12.3% of the population living in food insecure households (Coleman-Jensen, Rabbitt, Gregory, & Singh, 2017). Children from food insecure homes are more likely to experience nutrient deficiencies (Eicher-

Miller, Mason, Weaver, McCabe, & Boushey, 2009; Eicher-Miller, Mason, Weaver, McCabe, & Boushey, 2011) as well as lower intakes from grains and consume higher amounts of added sugars (Rossen & Kobernik, 2016) compared to peers from food secure households. Along with lower nutritional intake children and adolescents who live in food-insecure environments have been found to be to have higher rates of mental health issues which lead to behavior problems (Melchior et al., 2012), anxiety, mood, and substance disorders (McLaughlin et al., 2012). Bartfield and Ahn (2011) noted one strategy to address the risk of students living in marginal food insecure households is for students to participate in the SBP.

Twenty-nine of the 99 respondents reported that one advantage to implementing BIC is ensuring that all students will be provided a nutritious meal for breakfast. This finding is consistent with the findings of Bhattacharya et al. (2006), who analyzed data collected from the National Health and Nutritional Examination Survey III. They also found that students participating in the School Breakfast Program had lower rates of obesity and that the SBP improves the overall nutritional quality of a student's diet.

Twenty-two of the 99 respondents reported, "Improve learning and academic performance" as an advantage of implementing BIC. This finding is consistent with Imberman and Kugler (2012) who studied the impact of increased breakfast availability on student achievement of students who participated in BIC. They found that with the introduction of BIC, both math achievement and reading achievement scores among 5th-grade students increased. Dotter (2012) found similar results when studying the impact BIC has on a school district in the southwest. He found that the introduction of BIC increased language arts and math gains by an average of 11% and 15% in schools that had not previously offered USBP (Dotter, 2012).

In Table 2, 19 respondents reported time as an advantage to implementing BIC. Allowing the student to consume breakfast in the classroom reduces transitions and allows instructional time to begin earlier. This finding is consistent with Imberman and Kugler (2014) who noted that by providing breakfast in the classroom avoids constraints to serving breakfast (i.e., space and scheduling problems) as well as eliminating the need for students who want to eat breakfast to arrive early for school.

Seventeen respondents reported that BIC creates a "family meal" for their students by allowing a communal meal experience for teachers and students. This finding is consistent with Haesly et al. (2014), who reported when breakfast was served in the classroom there was a stronger teacher-student interaction, resulting in the development of better relationships. Additionally, schools that offer breakfast in the classroom experience an increased sense of community. Normalizing school breakfast where all students are eating breakfast eliminates the stigma of only the low-income children participate in school breakfast (Bailey-Davis et al., 2013; Haesly et al., 2014).

Barriers to BIC implementation. The data in Table 3 reveal three barriers to implementing BIC. The first barrier reveals school leaders are concern that serving breakfast in the classroom will involve an increased workload of custodial staff, child nutrition employees and teachers by creating extra cleanup in multiple locations throughout the school. Secondly, school leaders are concerned that serving BIC will require extra planning. A final barrier expressed in the data was that by offering breakfast in the classroom teachers would experience a decrease in instructional time in the mornings. According to previous research, some barriers to implementing BIC are real while some may reflect misconceptions about the program.

Forty-six respondents reported that a disadvantage to implementing BIC would be an increase "mess" created by serving the breakfast meal in the classroom. By creating extra clean-up, 35 of the respondents reported that it would "increased work for custodial staff." Likewise, 12 respondents reported implementing BIC would "add additional responsibilities to teachers" and 11 respondents reported serving breakfast in the classroom would create "extra work for cafeteria staff." In previous research, principals have expressed post- breakfast cleanup as well as limited janitorial staff as challenges to implementing BIC (Food Research & Action Center, 2013b). Shaffer (2015), in a study exploring the perceptions of teachers implementing BIC in a school district in the Mid- Atlantic region of the United States, noted that the school district's custodial staff was able to handle larger spills and garbage cleanup but that teachers' expressed concern over food that left crumbs and a lack of supplies to handle minor cleanup associated with serving breakfast in the classroom.

Twenty-three respondents reported "logistics and planning" as a disadvantage of implementing Breakfast in the Classroom in their schools. Askelson, Golembiewski, Bobst, Delger, & Scheidel (2017a) in study conduct with school administrators concerning low participation rates in the SBP reported that administrators expressed concerns with busing and timing in the mornings especially for students who live in rural areas. While this study did not address serving breakfast after the start of the day further research indicates these issues can be alleviated when the meal is served in the BIC format (Food Action & Research Center, 2018). Olsta (2013) noted that students are willing to participate in school breakfast if it is offered at a time when they are hungry, and they have the time to eat it. These findings were confirmed in the North Carolina School Breakfast report in which researchers noted delivery methods such as BIC not only increases the participation of students in the SBP but also allows students the

opportunity to participate in the SBP by eliminating barriers, such as lack of time in the morning and stigma (Food Research & Action Center, 2018).

Thirty respondents reported "decreased in instructional time" as a barrier to implementing BIC. In a study, McLaughlin et al. (2002) reported that before the implementation of BIC teachers feared a loss of preparation and instruction time. After BIC was implemented, teachers reported that the new breakfast model had 'little effect on teacher preparation or instruction time one year after implementation. This finding is consistent with the findings of Conklin and Bordi (2003) that observed after the introduction of BIC; teachers expressed that it did not create extra clean up or reduce instructional time. The researchers also noted that once teachers understood why students chose not to eat breakfast, they became supportive of their students eating in the classroom (Conklin & Bordi, 2003).

Subjective norms. In accordance with the Theory of Planned Behavior proposed by Ajzen (1991), subjective norms are school leaders' perceptions of general social pressure have toward breakfast consumption in the classroom and whether or not they will implement Breakfast in the Classroom in their schools. Tables 5, 6, and 7 report the normative beliefs or social pressures of school leaders in relation to the implementation of Breakfast in the Classroom. In examining Table 5, respondents indicated that 54 Superintendents, 51 Child Nutrition Program Directors/Coordinators, and 19 district administrators/ central office staff would approve of the principal's implementation of Breakfast in the Classroom programs at their school.

The respondents in this study overwhelming view support from the district level as a critical factor in influencing whether not they would implement Breakfast in the Classroom as an initiative at their school. This finding is consistent with Hackleman and Radigan, (2006) who

noted that districts that had supportive leadership were able to overcome barriers associated with low participation in the SBP.

Twenty-four respondents reported "school site administrators" would approve of implementing Breakfast in the Classroom. This finding is consistent with Lent and Emerson, (2007) who noted in their study that principals reported concerns over hunger and how it impacts student's ability to concentration, effects behavior as well as academic achievement. They found that principals would support serving breakfast in classrooms after the start of the day (Lent & Emerson, 2007).

Several respondents reported stakeholder groups like "parents," (23%), "teachers," (20%), "community stakeholders" (15%), "Board of Education," (8%), and "students" (8%) would approve of implementing Breakfast in the Classroom in their schools. The pressures felt by stakeholder groups about implementing BIC may be a determining factor in the behavioral intentions of school leaders.

In examining Table 6, a significant number of participants (41) reported "teacher resistance" as a disadvantage to implementing Breakfast in the Classroom in their schools. This is consistent with researchers that identify resistance from teachers to alternative serving models, such as Breakfast in the Classroom as a factor that may influence implementation (Food Research & Action Center, 2013b). Likewise, Lambert, Raidl, Carr, Safaii, and Tidwell, (2007) in a study conducted on perceptions of School Nutrition Directors and the lack of participation of the School Breakfast Program reported that lack of support and discouragement by various school staff members in offering the SBP were factors that influence breakfast participation. Haesly et al. (2014) noted that communication between students and staff is vital when making changes to the breakfast delivery methods. The researchers also cite successful promotion and

marketing of changes to the program as important elements to future success (Haesly et al., 2014).

Perceived behavioral control. In accordance with the Theory of Planned Behavior proposed by Ajzen (1991), perceived behavioral control is the extent to which a school leader perceives the ease or difficulty of implementing Breakfast in the Classroom in their schools. The perceived behavioral control comprises how much control a school leader has over implementing BIC and how confident they feel in implementing the program at their school.

Perceived behavioral control can have an impact on whether or not school leaders will implement BIC in their schools. Table 8, 9, and 10 reported the perceived behavioral control of school leaders, indicating what would make it difficult/ impossible or enable them to implement BIC in their schools. Respondents reported several circumstances, which would make it difficult or impossible to implement Breakfast in the Classroom. A review of Table 7 showed that for "difficult/impossible" 38 respondents viewed "time/logistics" as the reason, which would make it difficult or impossible to implement Breakfast in the Classroom at their school. In a study that investigated the perception of school leaders concerning the SBP and participation Askelson, Golembiewski, Bobst, Delger, & Scheidel, (2017a) reported logistical barriers to serving breakfast are often time and location as well as convenient for both students and the school academic schedule.

While some school leaders reported time or logistics as a barrier to BIC implementation, 19 respondents reporting planning and logistics as a factor that would enable them to implement the program in their schools. Likewise, 19 respondents reported that the support of the Child Nutrition Program director and cafeterias staff as important factors that would enable them to implement BIC. Respondents in this study reported communication between the Child Nutrition

Program director and cafeterias staff was vital in planning for and implementing BIC in their schools.

Twenty-one of the respondents reported “personnel to implement the program” would make it difficult or impossible to implement Breakfast in the Classroom in their schools. Twenty (20.83 %) listed “teacher buy-in” as a constraint to implementing Breakfast in the Classroom. Food Research and Action Center (2013b) in a study conducted on principals’ perceptions of the Breakfast program found similar barriers such as teacher buy-in, lack of child nutrition employees and custodians. In the study, these barriers were addressed by adding trash cans, providing teachers with cleaning supplies, for their classroom, and adjusting the cafeteria and janitorial staff hours. Additional the food service staff provided additional training session with the teachers and worked closely with the teachers during implementation (Food Research & Action Center, 2013b).

Fourteen respondents reported “cost” as a factor that would make it difficult or impossible to implement Breakfast in the Classroom in their schools. Askelson, Golembiewski, and DePriest, (2017c) noted budgetary concerns as a barrier for school leaders. School leaders in this study expressed uncertainty in how much the additional supplies would cost to handle the garbage disposal and cleaning of classrooms and from where those additional funds would come. This uncertainty may be due to the lack of knowledge of how funding is appropriated for BIC implementation.

Table 8 reveals that 29 respondents viewed “expectation of local and district administrators” as an enabler to implement Breakfast in the Classroom in their schools. In this study, the school leaders believed that their expectations and the expectations of district supervisors were important in implementing Breakfast in the Classroom in their schools.

Unanticipated Outcomes

Given the gravity of the issue of food insecurity among school children in the United States along the expansion of the School Breakfast Program in recent years, I expected to have a much higher response to the survey especially with the use of the method of snowball sampling and the ability to collect data online. The snowball method of sampling was employed in this study based on the idea that participants would send the survey to their existing social network due to their shared relationship or interest in the topic (Creswell, 2007). I expected to have a greater number of participants as a result of the snowball sampling. However, it might have been a result of time constraints or people's lack of knowledge of Breakfast in the Classroom or with the School Breakfast Program. Based on the recommendations of Godin and Kok (1996) who advise a sample of twenty-five participants to reach saturation I am of the opinion that the leaders' provided sufficient insights into the salient beliefs relative to the implementation of BIC in their respective schools.

Conclusion

The study was designed based on the Theory of Planned Behavior (Ajzen, 1991), to explore the perceptions of school leaders' behavioral intentions and the implementation of BIC in their schools. As for this study, the TPB can assist and inform interventions that will lead to changed behaviors of school leaders related to the implementation of BIC. The findings of this study revealed that an area of intervention might be to help school leaders better understand the benefits and challenges of implementing BIC. Participants perceived the program to increase participation; reduce food insecurity by increasing access to a healthy, nutritious meal for

students; improvements to learning and student academic performance at the start of day and that consuming breakfast in the classroom creates a communal meal experience for students and teachers. Identified challenges included dealing with increased mess such as crumbs and spills; increased workload for custodial and CNP staff; increased logistical and time constraints with serving breakfast in the classroom; and adding additional responsibilities for teachers. The challenges perceived by participants in this study could be contributed to the lack of knowledge of BIC among school leaders. The need for professional development programs, overall awareness, and policies to support school leaders' implementation of BIC are essential to addressing the challenges associated with BIC implementation.

While participants reported supervisors, CNP coordinators and community stakeholders would approve of implementing breakfast in the classroom. Forty-three percent of respondents reported teacher resistances as one group that would disapprove of implementing BIC in their schools. Accordingly, school districts should consider providing professional development not only school leaders but to teachers on the benefits of consuming breakfast in the classroom. In partnership with professional organizations such as the School Nutrition Association educational programs could be developed to deliver guidance and instruction on the value of breakfast consumption for students in schools especially schools that serve high numbers of students from food insecure homes.

The participants reported an expectation of local and district administrators, planning and policies, funding and additional staff as key enablers for implementing BIC at their schools. Policies developed by state legislatures could provide the support that would enable school leaders to expand the breakfast program at their school. In New Mexico, the state legislature passed a law requiring school districts where 85% or more of the student population qualified for

free and reduced-price meals to serve breakfast after the bell program such as BIC in the school (FRAC, 2018). Improving support for the SBP through state and federal policy change could ultimately create the support that would enable school leaders to implement BIC in their schools successfully.

Recommendations for Practice

This study was developed to explore school leaders' behavioral intentions and beliefs relevant to breakfast consumption and the implementation of BIC in their school.

Based on a thorough review of the literature and of the beliefs reported by school leaders who participated in the study several recommendations can be made to address the practice of implementation of BIC by school leaders. The following recommendation is made as a result of the review of literature and data collected by this study:

- Establish school policies at the state and local level that require districts to offer Breakfast after the Bell programs such as Breakfast in the Classroom combined with a universal no-cost platform. School districts that qualify for the Community Eligibility Provision established under the Healthy, Hunger-Free Kids Act of 2010 can fund universal free breakfast to all students. This provision of breakfast for all students would not only remove logistical barriers and stigmatization associated with breakfast participation but also provide additional resources to serve breakfast (Anzman-Frasca et al., 2015; Dykstra et al., 2016; Leos-Urbel et al., 2013
- Some administrators in this survey reported teacher resistance as an influencer in whether or not they would implement BIC. To address the concerns of staff members in their school's school leaders could coordinate and collaborate with

district child nutrition director to develop professional development for teachers on the benefits of breakfast consumption. The child nutrition director could also serve as a resource and provide guidance on policies and procedures on implementing Breakfast in The Classroom for school leaders. To ease the implementation of Breakfast in the Classroom school leaders could develop an implementation team that would include teachers and school food service staff to improve communication between the two groups.

- This study indicates that one of the greatest challenges school leaders' perceive to implementing BIC is the mess created by breakfast being served in the classroom. It is recommended that school leaders ensure custodial staff as well as teachers have the proper equipment and cleaning supplies to address the spills and mess created by serving breakfast in the classroom. Another recommendation is that school leaders should collaborate with the Child Nutrition Director to offer breakfast foods that students will consume as well as create less mess in the classroom. Examples of items that can reduce mess are individually packaged breakfast food, no jellies, and syrup.
- Based on the data collected in this study, participants reported that the Superintendent is the most important person with influence over who would approve of implementing Breakfast in the Classroom at their school. Professional development should be provided to Superintendents at the state level on the financial benefits of implementing BIC as well as the benefits of providing breakfast to all students has on improving student attendance, behavior and

academic performance (Hoyland et al., 2009; Imberman & Kugler, 2012; Kleinman et al., 2002).

Recommendations for Future Research

While school leaders are actively leading schools that implement the SBP, there is a gap in the literature concerning school leaders' implementation of BIC in schools. Most of the literature to date focuses on participation rates of the SBP and benefits of consuming breakfast has on student attendance, behavior and academic performance. Little research has concentrated on service delivery models such as BIC. This study was developed to elicit responses from school leaders regarding their attitudes, subjective norms, and perceived behavioral control in relation to the implementation of BIC in their schools. The following recommendations are made for future research as a result of the data collected through this study:

- School breakfast literature focuses on the benefits of breakfast consumption, participation rates of the SBP with little concentration on the influence of breakfast service delivery models. Further research should be conducted to explore if there is a link between the benefits associated with consuming breakfast to specific breakfast service delivery models such as BIC, grab-n-go where breakfast is served in multiple locations through the school using kiosk or second chance breakfast served in the cafeteria.
- Currently, there is a lack of research on the perceptions of district-level leadership personnel on BIC implementation at the district level and school level. More research is needed to include district-level stakeholder perceptions of the BIC program in order to determine how the program is working in their districts.

- Respondents of the study reported their concerns on teacher resistance to implementing BIC in their schools. To better understand staff perspectives on the implementation of the BIC model research should include teachers' perceptions of BIC.
- One of the perspectives that this study does not include is that of students. Only 8% of respondents reported students would approve of implementing BIC in their schools. Why or why not students would support eating breakfast in the classroom is valuable for improving the current school breakfast delivery models. Additional focus should be directed on if students have a preference regarding breakfast served in the cafeteria versus the classroom.
- Future research should explore the impact of parent's perspectives on the implementation of BIC. Some participants in this study reported that by providing breakfast at school, this might be viewed by some parents as an infringement on parental responsibilities. Understanding parent's perspectives and the emphasis they place on their children eating breakfast daily can provide insight into how much influence parents have on whether children eat breakfast at school.
- The focus of research on BIC implementation currently centers on schools with high percentages of free and reduced students populations. More research is needed in to see if the benefits associated with implementing BIC transcends to schools with higher income levels.
- This elicitation study used the snowball method of sampling, which is a non-probability sampling technique and cannot be generalized to the population (Creswell, 2007). However, it did lay the foundation for future research to be

conducted using a close-ended quantitative research study. Future researchers will be able to develop a survey based on data collected, to further explore what respondents report as the facilitators and inhibitors to implementing practice in a way that can be generalized and measure the effectiveness of the Theory of Planned Behavior concerning school leaders and the implementation of Breakfast in the Classroom (Ajzen, 1991).

- Because this study was conducted in one state in the southeastern United States, further research should explore the connection between subjective norms and geographical locations of school leaders and the potential impact they have on the behavioral intentions to the implementation of BIC. Does the location of a school whether in rural or urban areas impact the school leader's intentions to implement BIC? Research needs to be complete to understand if the subjective norms of a community will impact the willingness of school leaders to implement BIC in their schools.

Summary

The National School Breakfast Program (SBP) developed in 1966 was designed to address food insecurity among children by increasing access to breakfast meals in schools and was a natural outgrowth of the National School Lunch Program (NSLP) that was enacted in 1946 (Gunderson, 2003). In 2016 an estimated 41.2 million people in the United States live in food-insecure households of which 6.5 million children are affected with food insecurity (Coleman-Jensen et al., 2016). Although most schools offer breakfast through the SBP nationwide only 56 children, who qualify for free- and reduced-priced meals participate in the breakfast meal for every 100 students who participate in the NSLP (Hewins & Rosso, 2017). In order to resolve, the

problems associated with lack of participation in schools alternative delivery models such as Breakfast in the Classroom (BIC) have been introduced where all children regardless of the ability to pay have the opportunity to consume a nutritious breakfast with their classmates in their classroom (Creighton, 2012). While principals are responsible for the implementation of BIC in their schools, minimal research exists on principals' perspectives and what may contribute to low participation rates. This study was the first to use the Theory of Planned Behavior (Ajzen, 1991) as the theoretical framework to explore school leaders' salient beliefs and behavioral intentions concerning the implementation of BIC in their schools. School administrators are important stakeholders in child nutrition, playing a vital role in developing and sustaining initiatives such as BIC; therefore we must understand the attitudes, subjective norms, and perceived behavior control of these leaders in relation to the implementation of BIC in their schools. This elicitation study provided an opportunity to gain a better understanding of the behavioral intentions of school leaders regarding their beliefs concerning breakfast consumption and the implementation of BIC in their schools.

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Appendix A

Email with Survey Link

Appendix A

AUBURN UNIVERSITY

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS, LEADERSHIP, AND TECHNOLOGY

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

INFORMATION LETTER

for a Research Study entitled

"Educational Leaders' Perception of the Implementation, Benefits, and Barriers to Breakfast in the Classroom"

You are invited to participate in a research study to explore the behavioral intentions of school leaders related to the implementation of Breakfast in the Classroom. Mr. Perry Dillard a graduate student in the Auburn University Department of Educational Foundations, Technology is conducting this study. You were selected as a possible participant because you are an Alabama PK-12 public school leader and are older than 19 years.

What will be involved if you participate? *Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to complete an anonymous electronic survey. Your total time commitment will be approximately 15-20 minutes for the survey. Following the survey, you will be directed to a new and separate survey that invites you to share your contact information. The information you provide in the new survey will be used to conduct follow-up interviews. Follow-up interviews will take approximately 60-90 minutes.*

Are there any risk or discomforts? *The risks associated with participating in this study are minimal and may include the discomfort of adding one more activity to your already full and demanding schedule. To minimize this risk, I designed the survey to be as brief as possible. Your survey responses will be anonymous.*

Are there any benefits to yourself or others? *If you participate in this study, you will expect the benefits related to reflecting on your leadership and practices related to implementing Breakfast in the Classroom. I certainly cannot promise you that you will receive any or all of the benefits described. Your participation in this study will provide the foundation for a new line of research to develop and to inform the practice of school leadership.*

Will you receive compensation for participating? *You will not receive any compensation for participating in this elicitation study.*

Are there any costs? *If you decide to participate, you will not incur any costs beyond your investment of time to complete the online survey.*

If you change your mind about participating, *you can withdraw at any time by closing your browser window. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Once you have submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. If you choose to participate and are selected to be interviewed at any point during the interview you may choose to withdraw. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University or the Department of Educational Foundations, Leadership and Technology.*

Any data obtained in connection with this study will remain anonymous.

I will have no way of identifying you or your computer you used to respond, as the server I use does not record computer IP addresses. The information I collect during this study may be published in a professional journal and/or presented at a professional meeting.

If you have questions about this study*, please contact Perry Dillard pzd0015@auburn.edu /*334-733-4939 or Dr. Lisa Kensler at lak0008@auburn.edu /(334)- 844-3020.

If you have questions about your rights as a research participant, *you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu, IRBadmin@auburn.edu or IRBChair@auburn.edu.*

Perry Dillard

Signature of Investigator

Date 3/8/ 2018

Perry Dillard

The Auburn University Institutional Review Board has approved this Document for use from 03/08/2018 to --- Protocol # 18-007 EX 1803

Printed Name

Follow this link to the Survey: ***Take the Survey***

Or copy and paste the URL below into your internet browser: *https://auburn.qualtrics.com/jfe/form/SV_5awZYsgm2ddKHQx*

Appendix B

Open-Ended Questions Used in the Present Study

Appendix B

Exploring educational leaders' perspectives regarding implementation and lack of participation with Breakfast in the Classroom.

I agree to participate in this survey and confirm that I am Site-Level Administrator (Principal/Asst. Principal)

- Yes
- No

If No is selected, then skip to the end of the survey

Participant Demographic Survey

Select ONLY ONE answer for each of the following questions.

1. My age range is:

a. 22-25
b. 26-34
c. 35-49
d. 50-59
e. 60-over

2. I have worked at or otherwise been associated with this school district/school for the following period of time:

a. Less than 6 months
b. 7 months to 2 years
c. 3 years to 5 years
d. 6 years to 10 years e. Over 10 years

Section one of the survey assesses participants' attitudes toward the implementation of BIC:

1. What do you believe are the benefits of students consuming Breakfast in the Classroom at your school?

2. What do you believe are the DISADVANTAGES related to students consuming Breakfast in the Classroom at your school?

3. Is there anything else you associated with your own views about Breakfast in the Classroom?

Section two of the survey includes three questions exploring the affect of subjective norms on participants' opinions on Breakfast in the Classroom:

4. Within or outside of your organization, who are the individuals, if any, who would APPROVE of you implementing Breakfast in the Classroom at your school?

5. Within or outside of your organization, who are the individuals, if any, who would DISAPPROVE of you implementing Breakfast in the Classroom at your school?

6. Is there anything else you would associate with other people's views about implementing Breakfast in the Classroom at your school?

Section three of the survey addresses the factors that effect participants' implementing Breakfast in the Classroom:

7. What factors or circumstances would make it DIFFICULT or IMPOSSIBLE for you to implement Breakfast in the Classroom at your school?

8. What factors would enable you to implement Breakfast in the Classroom at your school?

9. What other issues, if any, come to mind when you think about implementing Breakfast in the Classroom at your school?