

# Alter the Destiny of your Community



UNITED STATES JAYCEES CENTER  
FOR  
IMPROVED CHILD NUTRITION  
in cooperation with  
FOOD AND NUTRITION SERVICE  
U.S. DEPARTMENT OF AGRICULTURE  
FNS-103

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**ASERL**

# *Alter the Destiny of your Community*



## **INTRODUCTION**

*The material you are about to read is an investment brochure—one that can alter the destiny of your town or city for generations to come.*

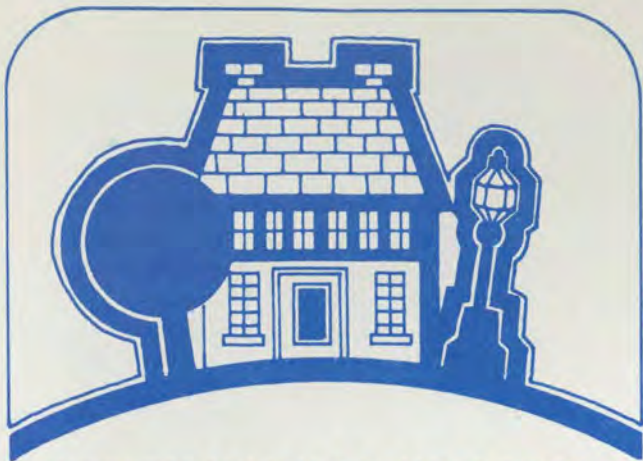
*Here is the opportunity to deal with mental retardation, upgrade public health, and improve education, all in one program.*

*Here is the chance to bring more of your tax dollar home, increase employment, and expand the purchasing power within your community while providing your children with the greatest prerequisite for development—proper nutrition.*

*If the national school food service programs sound like a simplistic cure-all for society's ills, please peruse the following pages of testimony and judge for yourself.*

ISSUED JULY 1973





## WHY ESTABLISH A SCHOOL FOOD PROGRAM?

In America today there are over 5 million children in over 18,000 schools, who are unable to obtain access to school food programs. For many, the school breakfast and lunch is their only opportunity for a balanced, nutritional meal during the day. It is therefore not surprising that:

### Benefits to the child—

Where school food programs have been introduced, they have had an incredible impact on:

1. Drastically reducing the dropout rate.
2. Improving academic performance by as much as a grade and one half.
3. Substantially reducing health care problems and costs.

In other words, the school food programs have been a key factor in producing a healthier, more educated citizenry that is far more able to break the poverty cycle.

### Benefits to the community—

1. *Greater share of the tax dollar returning home.* The Federal government reimburses each meal at the following rates:

*All Lunches—8 cents (Statewide average) reimbursement for all lunches*

*Free—40 cents additional for free lunches (for needy children)*

*Reduced Price—40 cents less amount of child's payment (for needy children)*

*Breakfast—5 cents for paid breakfast*

*20 cents for free breakfast (for needy children)*

*15 cents for reduced price breakfast (for needy children)*

For schools with especially needy students, where the above assistance is not enough to affect the large number of free or reduced price meals, assistance can be paid up to the full cost of providing meals up to 60 cents for lunch, 30 cents for free breakfast, and 20 cents for reduced price breakfast.

Multiply this by the number of students in your school, times the number of school days per year, and you find quite an *increased purchasing power circulating in your community.*

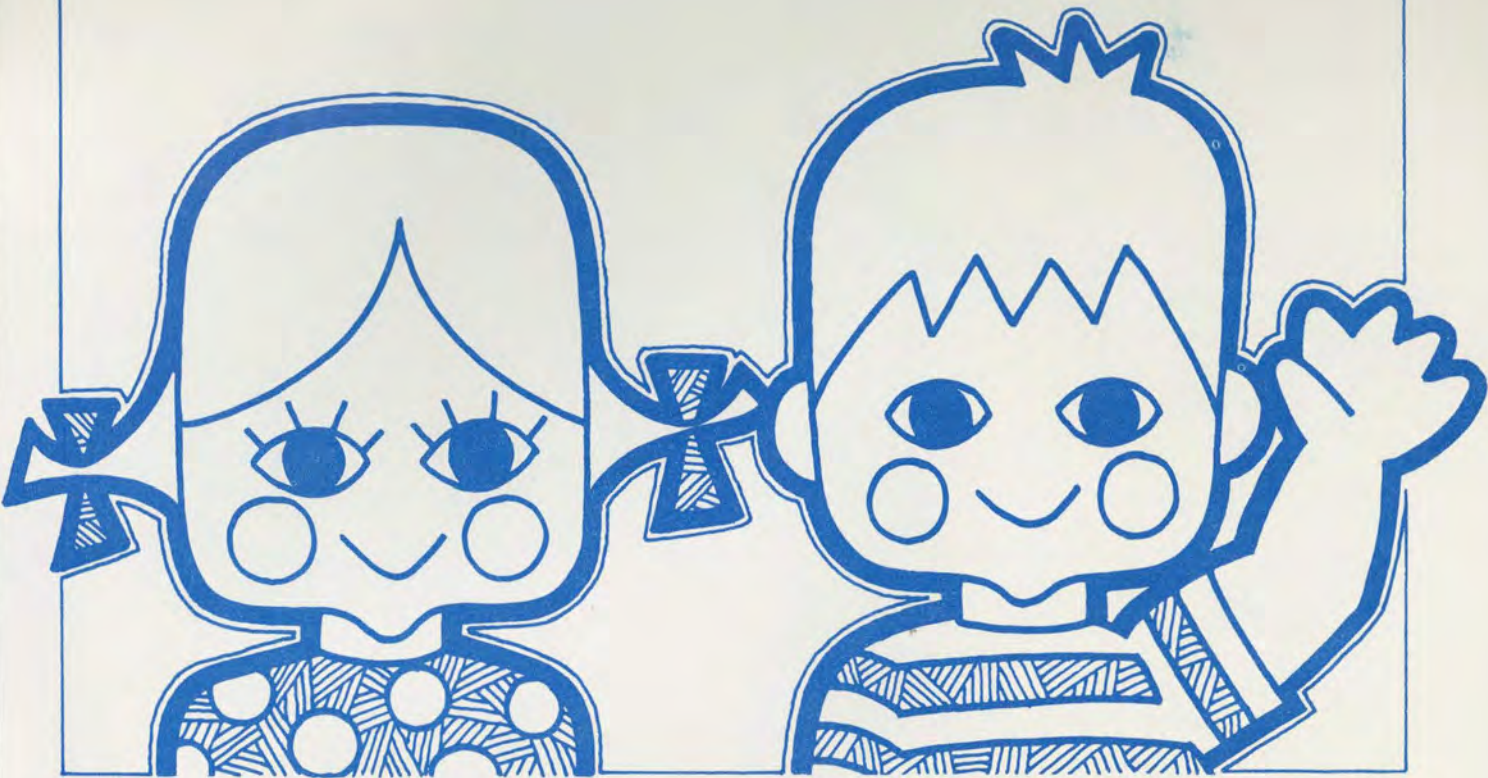
## WHY ESTABLISH A SCHOOL FOOD PROGRAM?

2. *Increased employment.* Employment can increase anywhere from 1-150 people, depending on the size of the feeding operation.
3. *Future citizens.* Statistics reveal that a child without a high school diploma, and especially one in poor health, has a far better chance of ending up on welfare than the healthy, educated individual.

The school board that invests in a school food program is simply widening the tax base for years to come.

The Jaycees feel that it is far less costly and far more humane to deal with a child nutritionally during his formative years, than to have to pay for him medically and on welfare in later years.





### TESTIMONY

The Jaycees is an organization that demands that contentions be fully substantiated. The following is testimony from across the Nation, dealing with results of school food programs.

### EDUCATION

#### DROPOUT RATE

TEXAS—"We strongly believe that school lunch funding is an investment in hungry children. We

think it has in fact kept them in school and our records will so verify. It has not only kept them in school for an extra year, it has kept them in school until graduation time . . . Our dropout problem is almost nil in our school district and I think the food program has been a big, contributing factor." <sup>1</sup>

*B.P. Taylor, Superintendent  
San Diego, Texas Independent  
School District*

### IMPROVED ATTITUDE AND PROGRESS

CALIFORNIA—"Reports of students' progress in schools with first time lunch programs were astounding. Drowsy, lethargic youngsters were transformed simply because they were able to eat at least one good meal a day. Many schools reported a decrease in absenteeism." <sup>1</sup>

*Frances E. McGlone, Chairman  
California School Food Service Association  
State Nutrition Committee*

ILLINOIS—"There was improvement in class studies, especially in the primary grades, since we got the Breakfast Program." <sup>2</sup>

*Ms. Emilia Lepthus, Principal  
Wicker Park Elementary,  
Chicago, Illinois*

KANSAS—"The effect is obvious. They learn more and don't zonk out at 10 o'clock in the morning. The kids are sharper and more disposed to learning." <sup>2</sup>

*Mr. Doyle Barnes, Principal  
Woodrow Wilson Elementary School  
Manhattan, Kansas*

morning and a generally bad atmosphere." <sup>2</sup>

*Mr. William De Grace, Principal  
Fairview Elementary  
Fairfield, California*

CALIFORNIA—"Troublemakers were problems because of hunger." <sup>2</sup>

*Mr. Robert Way, Principal  
Gate Street Elementary  
Los Angeles, California*

NEW YORK—"I was very much opposed to this (the School Breakfast Program) when I first heard it discussed. After watching the program in operation, I have only good things to say for it. The children were amazingly well behaved; they came to the room more relaxed and contented, and I felt it made a real difference in many of the children." <sup>2</sup>

*Mrs. Margaret Peché, Teacher  
Beaver Valley School  
Corning, New York*

WEST VIRGINIA—"The breakfast settles the class down. It is easier to get started in our work." <sup>2</sup>

*Mrs. Catherine Lewis, Teacher  
Chandler Elementary  
Charleston, West Virginia*

### HEALTH

KANSAS—"I don't get nearly the complaints about headaches and stomach pains as in the past. The change was remarkable." <sup>2</sup>

*Ms. Dorothy Wauthier, School Nurse  
Woodrow Wilson Elementary  
Manhattan, Kansas*

IOWA—"School nurses have said that fewer



## TARDINESS AND ABSENTEEISM

**COLORADO**—"We've had 25% less tardiness and at least 10% less truancy since the Breakfast Program began. In fact, there has been an obvious change in attitude toward coming to school."<sup>2</sup>

*Mr. Rosco Giossi, Principal  
John Dewey Junior High School  
Mapleton, Colorado*

**SOUTH CAROLINA**—"The Breakfast Program helped to improve the attendance of many of the chronic absentees and also helped to improve chronic tardiness."<sup>2</sup>

*Ms. Mildred T. Foster, Principal  
Lincoln Elementary School  
Gaffney, South Carolina*

**KANSAS**—"My absenteeism is much improved over the past. It is now almost negligible."<sup>2</sup>

*Ms. Sandra Floyd, Teacher  
Woodrow Wilson Elementary  
Manhattan, Kansas*

**KENTUCKY**—"Attendance is encouraged by the Program because parents know their children receive two good meals a day—more than they would probably get at home."<sup>2</sup>

*Mr. Hayward Gilliam, Superintendent of  
Schools  
Laurel County, Kentucky*

## BEHAVIOR

**CALIFORNIA**—"Now there are no discipline problems in the morning. Two years ago, before the Breakfast Program, it was very noisy in the

children come to their offices at midmorning complaining of stomachaches. Teachers have reported that sores around the mouths of some students are disappearing with the intake of orange juice."<sup>2</sup>

*Iowa Department of Public Issue  
Notes #43, April 19, 1971*

**WEST VIRGINIA**—"I feel they (the students) work much better after they have breakfast . . . I do not have children complaining about being hungry as was the case before we started breakfast."<sup>2</sup>

*Ms. Gloria Steward, Teacher  
Chandler Elementary  
Charleston, West Virginia*

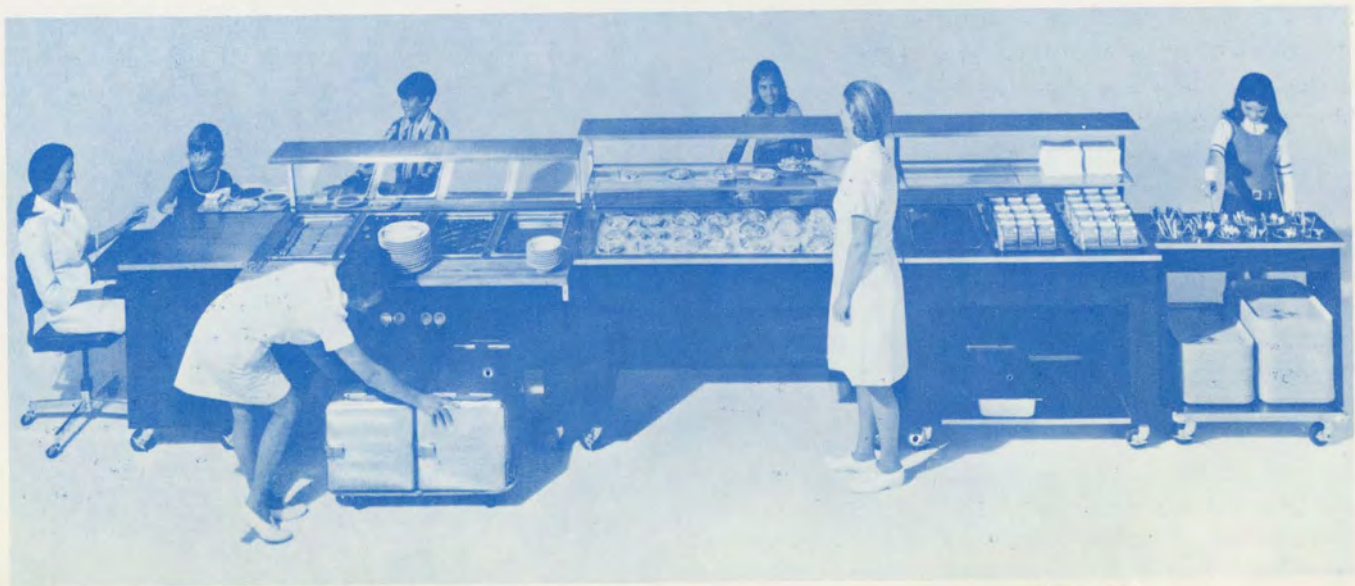
**NEW YORK**—"The children usually tumble out of bed the last minute, and in a rush to prepare for school and catch a bus they lose all interest in food. Many times they come to the office about an hour after arriving with stomachaches or other physical complaints. I have noticed less of this since the Program has been introduced here."<sup>2</sup>

*Ms. Pauline Saunders, Office Secretary  
Beaver Valley School  
Corning, New York*

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### Footnotes:

1. Hearings before the Senate Select Committee on Nutrition and Human Needs. Oct. 13, 1972.
2. *If We Had Ham, We Could Have Ham and Eggs, If We Had Eggs—A Study of the National School Breakfast Program.* The Food Research and Action Center. 1972.





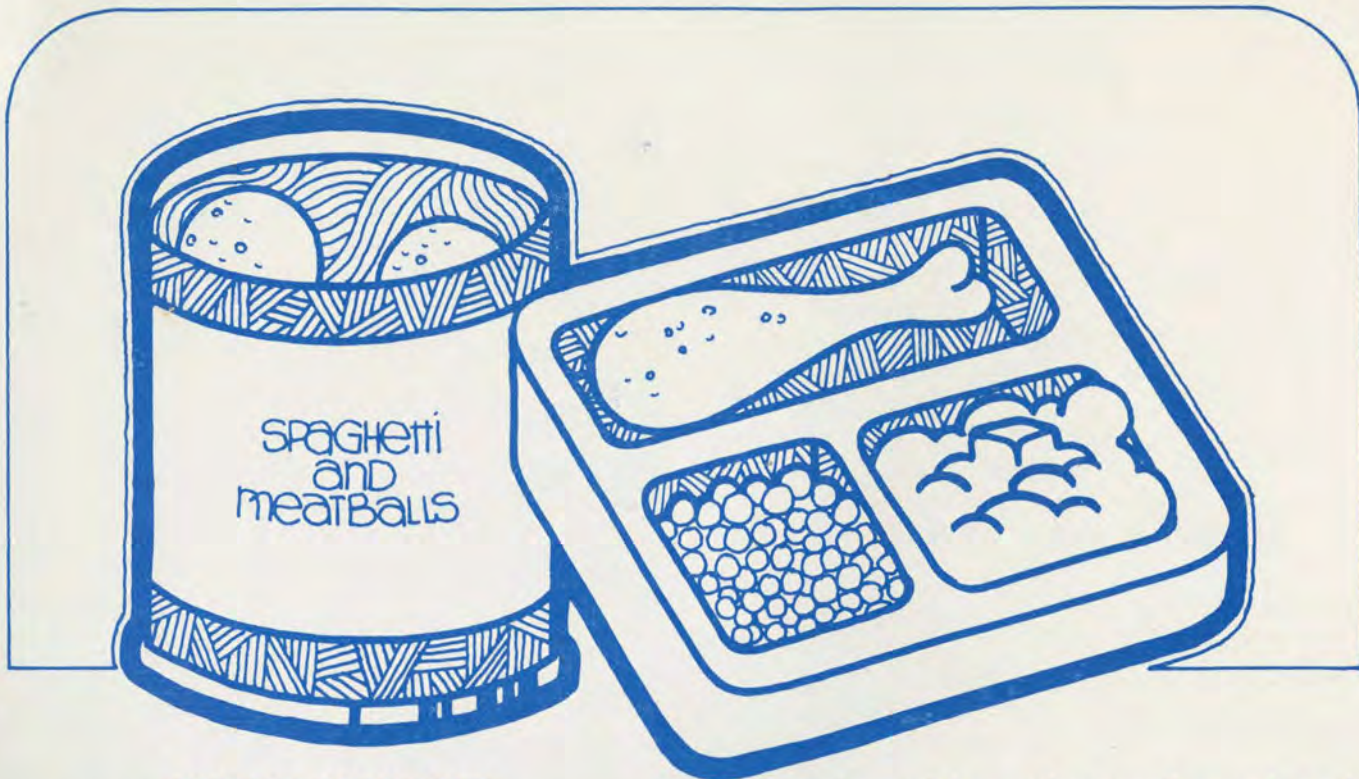


### **SURVEY OF PILOT BREAKFAST PROGRAM**

taken by teachers, principals, and coordinators

- 37% Improved in health as indicated by fewer complaints of headaches and not feeling well.
- 52% Showed improvements in behavior by being less restless, less irritable, and creating fewer disciplinary problems.
- 54% Were more active in games and activities during recess.
- 55% Attended class more regularly.
- 56% Improved in attitude by being more cheerful and helpful.
- 60% Socialized at breakfast and settled down to work.
- 66% Showed an increase in attention span during the morning.

Reported by Ms. Perle Hawthorne  
Developmental Programs  
Board of Education  
Bridgeport, Conn.



### WHAT IS AVAILABLE- NATIONAL SCHOOL LUNCH PROGRAM SCHOOL BREAKFAST PROGRAM

All public and non-profit private schools are eligible to participate in the National School Lunch Program and the School Breakfast Program. These programs are administered by the U.S. Department of Agriculture in cooperation with State Departments of Education who in turn enter into agreements with local schools. This makes the school feeding programs essentially a community effort.

#### LUNCH

No longer must limited space or limited funds de-

and require a minimum of preparation equipment. It's ideal for schools who need nutrition "now" but who have limited facilities to serve meals.

6. Bag Lunch—This old reliable can provide milk, sandwiches, and fruits and/or vegetables quickly and easily. It provides a good interim option until a hot lunch program can begin.

#### Suggestions and Ideas:

1. If you are interested in the Hot Bulk or Twin-Pack methods but your school system has no central kitchen, check into buying your meals from a hospital, another school, or some other large institution whose kitchen might be producing be-



prive your students of a wholesome, nutritious school lunch. The goal of serving a Federally approved Type A lunch, which must consist of meat or a high protein alternate, vegetable and/or fruits, bread and butter or margarine, and milk, can now be realized through a number of different feeding systems, one of which can be tailored to fit the needs and the budget of the schools in your community.

1. **On-Site Cafeteria**—This traditional method of preparing the entire meal at the school's own kitchen facility provides for the maximum in menu flexibility and in local quality control. It does, however, require the largest investment in equipment and space.

2. **Hot Bulk**—Lunches are prepared in bulk quantities in a kitchen outside of the school, packaged for delivery, transported to their destination, and then served. The individual school needs only the serving equipment and eating area.

3. **Twin-Pack**—An individual hot pack containing the day's entree and a vegetable, together with a cold pack containing bread, butter or margarine, fruit and eating utensils, comprise the Twin-Pack system. The packages are prepared outside of the school, but unlike the Hot Bulk system, arrive at their destination cold. A convection oven to reheat the hot pack at meal time is the only serving equipment required.

4. **Frozen Pre-plate**—With these commercially prepared, TV dinner-like lunches, all you do is heat in an on-site oven and serve. By adding bread and butter or margarine, fruit and milk, the lunch is complete. The menu can offer great variation and little labor or equipment is needed.

5. **Cup-Can**—Lunch can now be served to students in *pre-packaged* 8 ounce cans. These entrees, such as beef stew, chili, and spaghetti and meatballs, when combined with bread and butter or margarine, fruit and milk, can be served easily

low full capacity.

2. School buses, as well as cafeteria employee-owned station wagons, serve as excellent delivery vehicles for Hot Bulk and Twin-Pack food.

3. The Twin-Pack containers, dishes for Hot Bulk, and silverware for all systems can be either reusable or disposable depending on which method best fits your needs.

4. Short on space? Fold-up, roller type tables can turn a gymnasium or multi-purpose room into an eating area. The Twin-Pack, Frozen Pre-plate, Cup-Can, and the Bag Lunch can easily be served in the classroom. What better opportunity for nutrition education?

5. The same dairy that delivers your milk might be willing to store and then daily deliver Frozen Pre-plate lunches.

6. Volunteers can easily be used in making Bag Lunches.

## BREAKFAST

Equipment costs do not hinder the implementation of a breakfast program. Almost no equipment is required—just a milk cooler. Two types of breakfasts are available—the conventional breakfast and the special formulated breakfast that may be used interchangeably.

### Conventional Breakfast

Consists of one slice of whole grain or enriched bread or rolls, etc., or whole grain or enriched cereal; ½ cup of fruit juice or fruit, and one cup of milk. Individual-sized packages of cereal with juice and milk make a very easy method of serving breakfast.

### Special Formulated Breakfast

Consists of a baked product that combines the fruit and bread in one product, plus milk. These products are specially approved by USDA and offer a quick and easy breakfast for the schools to serve.











### HOW DO WE GET INVOLVED?

The "Handbook for Volunteers for Child Nutrition Programs," produced by the Food and Nutrition Service, gives many ideas for volunteers to become involved in all aspects of Child Nutrition Programs. Remember, our prime goal is to get

makes contact with schools and instructs teachers and administrators in the most efficient, convenient way of operating the program. **MANPOWER SUPERVISOR:** Recruits volunteers from local P.T.A.'s so that daily each school has three adults to fork out needed items for each classroom and to supervise their distribution.



the schools involved in starting a lunch or breakfast program. Specifically, you can be the coordinator of local community support for starting a lunch or breakfast program.

Remember, your main goal is to—

### GET THE SCHOOL BOARD TO SUBMIT AN APPLICATION!

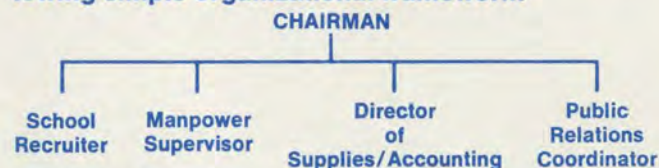
If you do need help in particular areas, please remember that the Jaycees have a National Center for Improved Child Nutrition that will do everything it can to aid you directly or direct your key personnel.

### WHAT THE JAYCEES CAN DO

The Jaycees have built their fine community-service reputation on their ability to see existing local problems, to formulate programs that meet the needs, and then to set these plans of action in motion. Perhaps one of the best ways of answering "What can the Jaycees do in the area of child nutrition?" is to show what they've done in the past.

The Philadelphia Jaycees "Food for Thought" project currently provides between 30,000 and 35,000 children from 57 schools with an in-classroom breakfast. By simply supplementing the morning milk break with a nutritionally fortified pastry three days a week and with cereal and orange juice the other two, over one quarter of a child's daily nutritional requirements are met.

The Philadelphia plan of action calls for the following simple organizational framework:



**CHAIRMAN:** Takes responsibility for the overall smooth operation of the program.

**SCHOOL RECRUITER:** Targets schools needing school breakfast most and, with the assistance of the school district's Food Service Division,

**DIRECTOR OF SUPPLIES/ACCOUNTING:** Keeps an inventory of the food and materials used, as well as complete financial records.

**PUBLIC RELATIONS COORDINATOR:** In this area, essential for gaining community support, an "investment in the future" approach has been most successful.

The small fee charged to those students able to pay, the Federal reimbursements, and the volunteer help have combined to make "Food for Thought" of no cost to participating schools. The Jaycees' expense is \$5,000 yearly—\$3,000 for part-time clerical help and approximately \$2,000 for an annual appreciation banquet held for the school volunteers.

According to Philadelphia Jaycees President Tom Rittenhouse, "We've been amazed at the far-reaching impact of 'Food for Thought.' One school reports that upon introduction of the breakfast program tardiness was reduced by 50% and absenteeism by 75%.

"We are currently planning to expand our program to include up to 75,000 students from 105 schools." The extent of Jaycees local involvement depends on the individual chapter. However, as in Philadelphia, when involved, Jaycees can potentially provide:

1. Support and assistance in obtaining initial approval of the feeding program
2. Volunteer manpower
3. Operational manpower
4. Financial aid

The U.S. Jaycees Center for Improved Child Nutrition will coordinate the resources that the Jaycees bring into battle to feed our Nation's children. The center will serve as a clearing house for the most up-to-date information available. It will be our primary function to answer any questions you may have. Through our many contacts with people in the food industry, government and, of course, the Jaycees organization, we will be able to put you in touch with people who are experts in the area of uncertainty.

### HOW DO WE GET INVOLVED?

