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School Breakfast **Report** Card

2016-2017 EDITION



This report was made possible by the vision and generosity of the



The Anne & Henry Zarrow FOUNDATION

ACKNOWLEDGMENTS

Erin Nolen, Doug McDurham, Kasey Ashenfelter, and Grace Norman prepared the text of the report on a foundation built by nine years of Texas Hunger Initiative breakfast outreach and research. This report is adapted from the Texas School Breakfast Report Card: 2016 Edition prepared by Taylor McKinney and other Texas Hunger Initiative staff. Cedar Gandy designed the report.

Data was processed by Erin Nolen with technical assistance from Akshay Krishna. We are thankful to the data department at the Oklahoma State Department of Education for their assistance.



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Introduction

SCHOOL BREAKFAST REPORT CARD

Families who experience **FOOD INSECURITY** do not always have access to adequate food for a healthy lifestyle. Sometimes, families that are food insecure must make difficult financial decisions—pay the electric bill or buy groceries?—and there may be little money left for food.

Approximately 1 in 5 children in Oklahoma live in households where access to food may be limited (22.6%). This is higher than the national average (17.9%).ⁱ

Fortunately, there are several nutrition programs available in Oklahoma to address food insecurity—including the School Breakfast Program. The School Breakfast Program is the second largest child nutrition program in Oklahoma, serving a total of 35.6 million breakfast meals and bringing in approximately \$61.4 million for the state in school year 2016-2017.ⁱⁱ Not only does the School Breakfast Program serve as one of the largest defenses against hunger, but research also demonstrates that eating breakfast can improve attendance, decrease tardiness, and result in better class participation.ⁱⁱⁱ

Maximizing school breakfast participation can yield improvements for Oklahoma students and schools alike. But many eligible students are not being reached with school breakfast. In school year 2016-2017, 58.4 percent of Oklahoma students participating in free or reduced-price lunch also participated in breakfast, ranking Oklahoma 23rd in the nation for breakfast

participation.^{iv} Fortunately, there are tools available to make school breakfast cost effective and wide reaching.

Hunger Free Oklahoma has set an ambitious, but achievable, goal of reaching 80 free and reduced-price eligible students with breakfast for every 100 participating in school lunch.^v



School Breakfast Program

SCHOOL BREAKFAST REPORT CARD

The **SCHOOL BREAKFAST PROGRAM** gives students the opportunity to start their day full, focused, and ready to learn. Eating breakfast at school can provide nutritious food for students whose families struggle to regularly access food. In addition to addressing food insecurity, eating school breakfast can improve students' overall nutrition and academic performance. Studies have shown that students who eat breakfast consume more fruits and milk and have a lower probability of obesity.^{vi} Eating breakfast can also improve student performance including increased attendance, better concentration, and fewer behavioral problems.^{vii}

Schools that operate the School Breakfast Program are eligible for **FEDERAL REIMBURSEMENT** for each breakfast meal served. As of 2010, 27 states had enacted statutes requiring schools with a high percentage of students eligible for free or reduced-price meals to offer breakfast.^{viii} For example, in Texas, schools with 10 percent or more of students eligible for free or reduced price meals must operate the School Breakfast Program and schools with 80 percent or more of students eligible for free or reduced-price meals must offer breakfast free to all students. Offering breakfast free to all students is known as **UNIVERSAL SCHOOL BREAKFAST (USB)**. Oklahoma is one of 24 states with no state mandate regarding school breakfast. At a local level, eligible schools can take advantage of the **COMMUNITY ELIGIBILITY PROVISION (CEP)** which allows schools with 40 percent or more of students eligible for free or reduced-price meals are able to serve breakfast (and lunch!) free to all students through CEP. For more information on this option, see page 6.

Serving breakfast free to all students reduces the stigma associated with eating breakfast at school and can increase participation in the program.

Some schools go the extra mile to ensure students are prepared for the school day by using **ALTERNATIVE SERVICE MODELS**, like **BREAKFAST IN THE CLASSROOM**, to make breakfast available to all students and increase participation. More information on non-traditional breakfast service models can be found on page 17.

Breakfast Participation Across Oklahoma

More students are starting their school day fueled for success, particularly students that may not have regular access to food at home. In school year 2016-2017, 190,522 students who ate free or reduced-price lunch also ate breakfast, an increase of nearly 7,000 students compared to 2014-2015.^{ix} While Oklahoma has certainly experienced gains in breakfast participation since 2015, other states continue to outpace Oklahoma's participation growth, evidenced by the state's national ranking (23rd) in 2017.^x

SCHOOL BREAKFAST PARTICIPATION IN OKLAHOMA

	2014-2015	2015-2016	2016-2017	DIFFERENCE BETWEEN 2014-15 & 2016-17
Oklahoma Student Enrollment (#) <i>Oklahoma State Department of Education</i>	680,136	684,954	692,608	12,472
Percent Of Free And Reduced-Price (FR) Eligible (%) <i>Oklahoma State Department of Education</i>	61.4%	61.6%	61.5%	0.1%
Average Daily Participation In FR Breakfast (#) <i>Food Research and Action Center</i>	183,701	191,994	190,522	6,821
FR Breakfast Students / FR Lunch Students (%) <i>Food Research and Action Center</i>	58.5%	58.7%	58.4%	0.1%
National Breakfast Rank (#) <i>Food Research and Action Center</i>	14	18	23	N/A

To see a breakdown of school breakfast participation by district, see page 31



Fortunately, schools across Oklahoma are finding ways to increase participation in school breakfast to provide financial sustainability for their nutrition programs.

Strategies such as offering breakfast free to all students can decrease stigma, increase participation, and increase the financial reimbursements schools receive.

Additionally, serving breakfast after the bell, through alternative service models like Breakfast in the Classroom or **GRAB**

AND GO, can encourage students to develop healthy eating habits and make breakfast a part of their regular school day. Promoting participation in school breakfast can support both the student and the school's success by fostering academic, health, and behavioral benefits.



Universal School Breakfast

Schools have the opportunity to directly address student food insecurity by offering breakfast free of charge to all students regardless of income status through Universal School Breakfast (USB).

Making breakfast available to every student can significantly increase participation, which reduces the stigma of eating breakfast at school and eliminates the possibility of a student not being able to afford the cost of a meal.

Universal School Breakfast can be served through **PROVISION 2** and through the Community Eligibility Provision (CEP). Schools using Provisions 2 and 3 must collect meal applications to determine free, reduced-price, and paid claiming rates. However, schools that utilize CEP, are not required to collect meal applications.

Pairing USB with an alternative service model can lead to the greatest increase in participation, and the greater the participation, the greater the federal reimbursement.

Community Eligibility Provision

The Community Eligibility Provision (CEP) enables schools to provide breakfast and lunch free to all students without the hassle of meal applications.

In school year 2016-2017, 301 schools out of 1,298 eligible or near-eligible schools in Oklahoma utilized CEP.^{xi} Fortunately, more schools participated in 2016-2017 than the prior year: approximately one third (31.9%) of all eligible schools in Oklahoma utilize the program, an increase from 21.3 percent in 2015-2016.^{xii}



DID YOU KNOW?

The Community Eligibility Provision (CEP) is an innovative program that makes it easier for high-need schools to serve free meals—both breakfast and lunch—to all students by removing the need for schools to collect paper applications.



For more definitions on all terms appearing in **BOLD**, see the Glossary.



CEP streamlines the administrative process—making it easier on parents and administrative staff. Instead of collecting endless amounts of paper, schools are reimbursed based on the number of identified students—those eligible for free school meals through direct certification because of their enrollment in other programs like the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Head Start. The percentage of identified students is multiplied by 1.6 to determine the number of students reimbursed at the free rate, and the remaining number of students are reimbursed at the paid rate. For schools with 62.5 percent or more identified students, 100 percent of meals are reimbursed at the free rate.^{xiii}

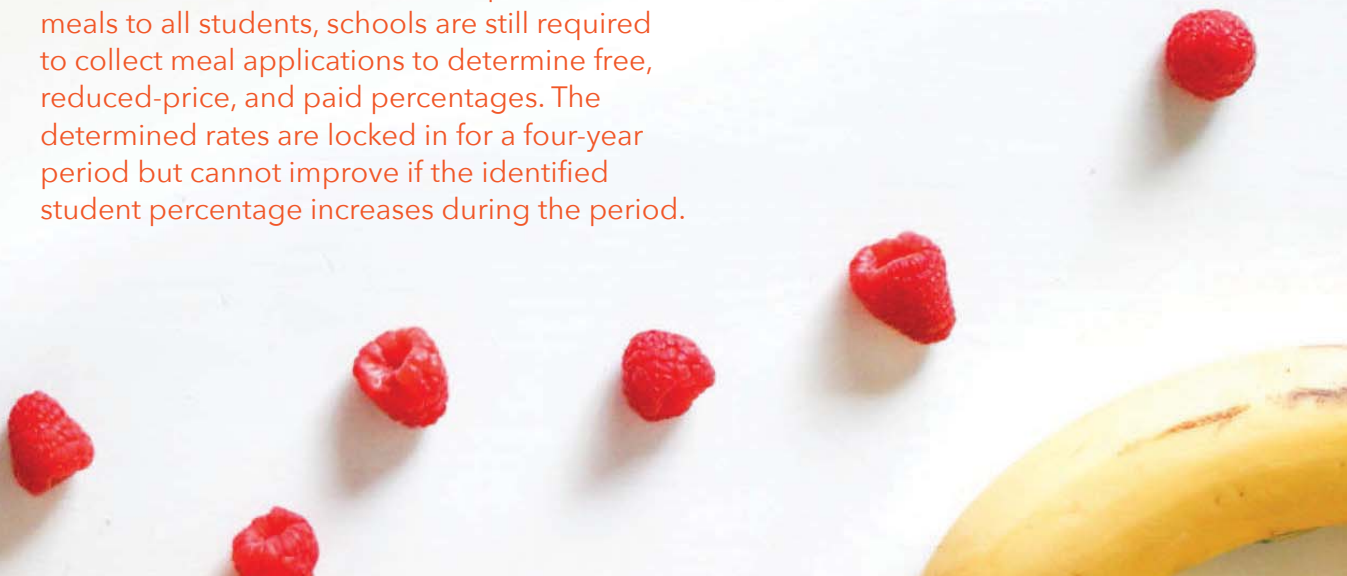
This formula simplifies and improves the reimbursement rates for high-need schools. It can also result in increased revenue that can be used to buy equipment for nutrition programs, pay food service staff, and improve food quality—just as long as the funds stay within the nutrition department budget. The new claiming percentage cannot decrease for four years, but if a school's number of identified students increases during this period, a school can recalculate its claiming percentage for an improved rate. Additionally, the new free claiming percentage is used to determine E-Rate and State Compensatory Education funding for CEP schools.^{xiv}

Although CEP does not affect the amount of Title I funds a school district receives, it may affect how funds are allocated to individual campuses. More details can be found in the U.S. Department of Education Guidance on CEP and Title I Funding.^{xv} Any school, district, or group of schools can use CEP if they have an identified student percentage of at least 40 percent.



DID YOU KNOW?

How is CEP different from Provision 2? Although Provision 2 also allows schools to provide free meals to all students, schools are still required to collect meal applications to determine free, reduced-price, and paid percentages. The determined rates are locked in for a four-year period but cannot improve if the identified student percentage increases during the period.



Every Student Succeeds Act

SCHOOL BREAKFAST PROGRAM

The Oklahoma State Department of Education (OSDE) and local partners are making significant strides in improving and prioritizing the statewide reach of school breakfast. Signed into law in December 2015, the Every Student Succeeds Act (ESSA) reauthorized the Federal Elementary and Secondary Education Act. In September 2017, OSDE submitted its Oklahoma ESSA Consolidated State Plan to the Federal Department of Education with a vigorous endorsement of the concept of “food as an intervention” placed prominently within other, more traditionally academic, approaches to increase student success.

The plan notes that repeated studies demonstrate the positive relationship between breakfast and increased learning capabilities. Robyn Miller, OSDE Deputy Superintendent for Educator Effectiveness and Policy Research, observes, “When you look at the data in Oklahoma with hunger, there is a sense of urgency.

What we are doing that is more unique is using food and child nutrition as an academic intervention. We have children who are coming to school hungry and that has an impact on cognitive ability. You can’t even begin to teach these children if they are hungry. I know that sounds pretty simple, but I think that conversation needs to be repeated.”^{xvi}

The ESSA Plan provides various strategies to increase breakfast participation by 20 percent by 2025. Examples include encouraging schools to adopt alternative breakfast delivery models like Breakfast in the Classroom and removing bureaucratic barriers to participation in Community Eligibility Provision (CEP) so that 75 percent of all CEP eligible schools are participating by 2025 (from the current 32 percent). The OSDE is also beginning an innovative partnership with the Oklahoma Department of Human Services and Hunger Free Oklahoma to implement a SNAP Outreach in Schools Pilot Project. The goal of this project is to increase SNAP participation in six strategically chosen school districts, which would strengthen families’ food purchasing power, while helping ensure the success of CEP adoption by increasing a school district’s **DIRECT CERTIFICATION** rates—benefitting overall food security, child food security, and Oklahoma school districts.^{xvii}

The Oklahoma plan is the most comprehensive discussion of school breakfast and the Federal Nutrition Programs of any ESSA plan in the country. This is a direct result of the productive relationship between OSDE leadership and Hunger Free Oklahoma. State Superintendent of Public Instruction Joy Hofmeister was already focusing on child hunger when Hunger Free Oklahoma joined her by providing data analysis, outreach strategies, and messaging. Together, they fashioned a robust “food as intervention” plan that not only provides a critical platform for child nutrition expansion but has become a nationally recognized model.

Opportunities For State Legislation To Impact Breakfast Participation And Food Insecurity Rates

State lawmakers have the unique opportunity to impact food insecurity rates statewide by enacting policies that improve the accessibility of the School Breakfast Program for students, especially those at high-need schools. Recent research suggests that access to breakfast at school, especially for students in elementary schools, “reduces the likelihood of indicating low food security by over 15 percentage points.”^{xviii} Legislation requiring breakfast be served after the start of the school day through alternative service models or requiring that breakfast be served free to all students are best practices. The Food Research and Action Center noted that Colorado experienced a nearly 10 percent increase in the number of low-income students eating breakfast at school once schools began serving breakfast after the bell following the enactment of House Bill 13-1006.^{xix} In Texas, Senate Bill (SB) 376 from the 83rd legislative session requires all schools with 80 percent or more of students eligible for free or reduced-price meals to offer breakfast free to all students. Since the bill’s implementation in 2014-2015, Texas has seen a four percent increase in school breakfast participation, serving an additional 10.5 million meals.^{xx} For examples of current state legislation, visit Share Our Strength’s Center for Best Practices School Breakfast webpage.



We have children who are coming to school hungry
and that has an impact on cognitive ability ...

Child Nutrition Reauthorization

CHILD NUTRITION AND WIC REAUTHORIZATION authorizes all federal school meal and child nutrition programs. These programs provide funding to ensure that low-income children have access to nutritious meals. Although permanently authorized, Congress must review the laws governing these programs every five years, which provides an opportunity to improve and strengthen their effectiveness. The two statutes up for reauthorization impact multiple child nutrition programs including the School Breakfast Program. The current law, the **HEALTHY, HUNGER-FREE KIDS ACT OF 2010**, expired on September 30, 2015, but meal programs continue to operate as long as funding continues.^{xxi}

Breakfast As Part Of The School Day

TRADITIONAL BREAKFAST, eaten in the cafeteria, has been a staple in Oklahoma schools. However, larger schools, earlier start times, and a growing student population make it difficult to ensure that all students have the opportunity to eat school breakfast. Implementing alternative breakfast service models, such as Breakfast in the Classroom or Grab and Go, can significantly increase participation. Research shows that regularly making breakfast a part of the school day can lead to improved school performance.^{xxi,xxiii} With healthier and more focused students, many schools across Oklahoma are finding success with alternative service models.



...You can't even begin to teach these children if they are hungry.

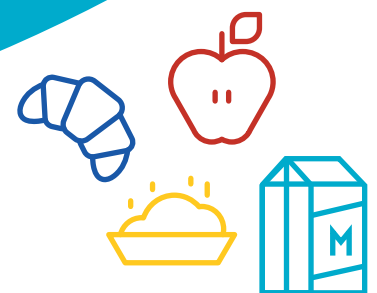
Making breakfast a part of the school day can form positive habits for students and lead to improved classroom performance. It also reduces the stigma of eating breakfast at school by creating a new norm in the classroom for all students.





Breakfast As Part Of The School Day

	What It Is	Making It Work
Universal School Breakfast	<ul style="list-style-type: none"> + Offers breakfast free to all students. + Can be served through Provision 2, Provision 3, and CEP. + Can decrease stigma by serving free breakfast to all students. + Allows schools to serve breakfast and lunch free to all students without collecting household applications. 	<ul style="list-style-type: none"> + Utilize CEP to increase reimbursement and assist with any additional expenditures. + Make breakfast a part of the school day to increase participation and reimbursement. + Resources are available to assist schools with implementing CEP.
Community Eligibility Provision	<ul style="list-style-type: none"> + Schools, districts, or groups of schools with 40 percent or more identified students. + Different from Provision 2, the CEP rate is locked in for four years but can increase if the identified student percentage increases. + The most common method to improve participation in school breakfast. 	<ul style="list-style-type: none"> + An accurate identified student percentage is important to ensuring a proper CEP rate. + Alternative forms can be used to collect household information if desired. + High participation and programmatic feedback are keys to success.
Alternative Service Models	<ul style="list-style-type: none"> + Making breakfast a part of the school day can benefit both the student and the school. + Multiple service models are available for schools to customize for specific needs. 	<ul style="list-style-type: none"> + Offer Versus Serve improves participation and decreases food waste. + Assessment, planning, and evaluation are critical.



Breakfast Fuels Success at School

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Regular consumption of breakfast has been associated with improved school performance.^{xxiv} Schools that serve Breakfast in the Classroom have shown higher attendance rates than schools that do not serve Breakfast in the Classroom.^{xxv}

- Participation in school breakfast has been associated with decreased tardiness and absences.^{xxvi}
- Teachers have reported better concentration and alertness among children who participated in Universal School Breakfast.^{xxvii}
- Teachers have reported that children who participated in Universal School Breakfast had more energy and better attention than those who did not participate.^{xxviii}
- Breakfast consumption has been associated with short-term benefits in improving selected learning skills, particularly memory.^{xxix}
- Participation has shown to triple when schools served Universal School Breakfast through Breakfast in the Classroom.^{xxx}

Breakfast Promotes Good Health

- School breakfast can reduce food insecurity status among children.^{xxxi}
- School breakfast participation has been associated with lower BMI and lower probability of obesity and being overweight.^{xxxii}
- Universal School Breakfast has been linked to fewer visits to the school nurse.^{xxxiii}
- Participation in Universal School Breakfast has shown to positively impact children's mental health, including reducing behavior problems, anxiety, and depression.^{xxxiv}
- School breakfast has been linked to better eating habits among children, particularly in reducing the percentage of calories consumed from fat.^{xxxv}



Breakfast Improves Nutrient Intake

- Children with access to school breakfast tend to have a healthier diet when school is in session than when school is not in session.^{xxxvi}
- Studies have indicated that students who eat breakfast have fewer vitamin deficiencies, are less likely to experience chronic illnesses, and are more likely to maintain a healthy BMI.^{xxxvii}
- A study funded by Dairy MAX suggests that Breakfast in the Classroom is an innovative way to increase participation in school breakfast and the intake of milk and essential nutrients among elementary-aged students.^{xxxviii}



Breakfast Service Models

When most people think of eating breakfast at school, they probably think of eating in the cafeteria. However, high student enrollment and earlier start times can make it difficult for students to arrive early enough to sit and eat a meal before class begins. A late school bus, long lines, or the stigma of eating at school can all lead to low participation in school breakfast when it is served in the cafeteria. To address these issues, many schools implement alternative service models to encourage students to participate in breakfast.



Breakfast In The Classroom

Breakfast in the Classroom (BIC) is one of the most effective models for increasing participation in school breakfast. Making breakfast a part of the school day can form positive habits for students and lead to improved classroom performance.^{xxxix} It also reduces the stigma of eating breakfast at school by creating a new norm in the classroom for all students. Although BIC can be customized in multiple ways to work best for each school, the general concept is fairly simple. Cafeteria staff prepare breakfast before it is delivered in cooled or heated containers to the classrooms. Students then collect their breakfast meals, which have already been organized according to the USDA nutrition standards, while the teacher counts who participates (serving breakfast free to all students can make counting even simpler and more accurate). While students eat at their desks, the teacher has time to collect homework, take attendance, and prepare for the first lesson of the day. Students take care of clean up and trash bags are placed outside the room to be collected by custodial staff. Elementary schools most commonly implement BIC, and many run successful procedures in classes as young as Pre-K. After solidifying the classroom routine, schools utilizing this model can see an increase in participation in as little as one month.

Although eating breakfast in the classroom creates a new set of procedures to learn, the most common obstacle to implementation is obtaining the equipment needed to transport the meals. Some schools apply for grants to purchase the carts or coolers needed for their new program. However, after a few months of improved participation and increased revenue, many schools are able to purchase additional equipment or expand their programs to other campuses. Large schools can strategically implement BIC in waves (groups of campuses at a time) to use revenue from one group of current BIC schools to buy needed equipment for a future group.

Regardless of the specific procedures for each school, it is critical that all staff involved regularly communicate. Ensuring that teachers are supported and included in developing the procedures is important to identify challenges or ways to improve the program. Including custodial staff in the decision-making can ensure proper cleaning methods and support from other departments. Parents can also be key partners by volunteering in the classroom or making sure their student arrives to school on time.



QUICK TIPS FOR BREAKFAST SUCCESS

Utilize recyclable paper sacks for students to carry meals rather than trays to minimize clean up.

Offer individual items for students to choose from to increase participation and decrease food waste.

Locate the cart or kiosk where students congregate to maximize the potential for participation. A hybrid model has students pick up breakfast from the cart and take the meal to the classroom.

Meal service can occur before the bell, between classes, or during a mid-morning break.



Grab And Go Breakfast

Grab and Go is an especially effective breakfast service model in middle and high schools. The flexibility of this model allows breakfast to go to the students by placing carts or kiosks in high-traffic areas such as courtyards, hallways, or drop-off zones to maximize participation. Breakfast meals are served pre-assembled or in individual items on a cart or kiosk. Typically, a cart is mobile and can be moved to various locations, and a kiosk is a stationary structure utilized throughout the day for other purposes; both can be multi-functional to serve all nutrition programs. Serving meals pre-assembled can minimize labor and packaging, and **OFFER VERSUS SERVE** can lead to higher participation and less food waste. Most schools use paper sacks for students to transport their meals, but a tray or other container can be used.

The success of this model is most dependent on location and serving time. Younger students are usually interested in eating breakfast earlier in the morning, but some high schools find that serving breakfast after first period, or during a mid-morning break, is most appealing to older students. A common concern regarding Grab and Go is counting participation, but using ID cards, thumbprint readers, or PIN numbers can improve efficiency and accuracy of the process.

Offering breakfast free to all students simplifies counting and claiming even more. Expenditures can also be a challenge, whether purchasing a new cart or customizing an existing structure to fit the needs of the school. However, financial aid from grants or community initiatives can support small schools implementing Grab and Go for the first time or schools looking to improve their current model. Also, schools that implement in waves can use revenue from a group of current Grab and Go schools to buy needed equipment for a future group. However schools decide to implement Grab and Go, it is important that all involved staff members are included in the planning and evaluation processes. Communication between educators, administrators, cafeteria staff, and custodial staff is essential to running a smooth operation and identifying obstacles. It is also critical that students and parents are consistently involved in the program.





Traditional Breakfast

A large cafeteria or low student enrollment can allow breakfast in the cafeteria to be successful, but it is important that students arrive at school with enough time to eat. Offering breakfast free to all students can also aid participation in traditional breakfast.



Breakfast In The Classroom

One of the most popular alternative models, breakfast is brought into the classroom to ensure that all students have the opportunity to eat. There are many customizable options to tailor this model to individual campuses.



Grab And Go Breakfast

This model is usually offered to older students that can carry their meals from a cart or kiosk. Some schools provide meals pre-assembled and others offer individual items for students to choose from.



Second Chance Breakfast

Sometimes older students are not hungry when they first arrive at school. Second Chance Breakfast allows students to get breakfast when they are hungry, usually after first or second period. Meals are usually served via kiosk or cart.



Breakfast On The Bus

For schools with a long commute, this model serves students during the bus ride before they arrive at school. Breakfasts are stored in cooled or heated containers and picked up by students as they enter the bus.



Vending Machines

Especially popular in high schools, vending machines are a convenient method for serving breakfast. Students can enter an ID or PIN number to retrieve the meal, and the machine tracks the meals served.





QUICK TIPS FOR BREAKFAST SUCCESS

Count participation in tandem with taking roll and collecting homework to minimize time and maximize efficiency.

Allow students to partake in procedures, such as clean up, to teach responsibility and leadership skills.

A **HYBRID MODEL** has students pick up breakfast in the cafeteria or from a cart and take the meal to the classroom.

Student leaders can pick up and deliver breakfast coolers to their class rather than cafeteria staff delivering them.

Steps To Implementation

1

MEET WITH STAKEHOLDERS: The first step to beginning a new program is to bring together all stakeholders. Including cafeteria staff, custodial staff, and educators in the process of creating a new program brings important insight and feedback unique to their respective roles. Students and parents should not be left out; their input can help to identify the needs and perspectives of the school's families.

2

ASSESS THE CURRENT PROGRAM: Once all involved have been brought to the table, the second step is to assess the current breakfast program. Determining the efficiency and effectiveness of the current program is critical to understanding its needs and challenges. It is equally important that involved staff are educated on the benefits of breakfast. When staff members understand why breakfast is important for students and educators, they see the value in their support and input.

3

CREATE A PLAN: After completing the assessment, make a plan. Define goals, outcomes and strategies, and assign tasks for maximum organization and preparedness.



4

PUT THE PLAN INTO ACTION: Training all staff involved in the breakfast program is a critical step to ensure the plan has a successful start. Training can involve a practice run and allow for questions and concerns to be shared. For some schools, training before a program begins and re-training during the year is a best practice.



5

EVALUATE THE PROGRAM: It usually takes about three months for new breakfast models to become routine. At that time, or at the end of a semester, it is recommended to evaluate the program to identify strengths and areas for growth to improve programming, increase participation, and refine procedures. It is important to check in with all involved staff, as well as students and parents. Some schools prefer to evaluate continuously throughout the year or evaluate at multiple checkpoints.

6

SHARE SUCCESS STRATEGIES: Finally, sharing your success with other schools has a significant impact on the expansion of school breakfast programs and participation across the state. Mentoring beginner schools or partnering with similar schools can strengthen and improve the breakfast programs of both schools. Educating others on best practices and challenges can encourage others to advocate for their own schools to implement alternative breakfast service models.

Success Strategies

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Across the country, school districts, nonprofits, and community organizations are teaming up to improve participation in school breakfast. Utilizing the resources of multiple groups provides a community of support for school breakfast programs that bolsters their success. Below are ideas on how your group can partner with others to ensure more Oklahoma students start their day fueled for success.

Healthy From The Start

In 2015, then Secretary of Agriculture, Tom Vilsack, discussed the effects of childhood food insecurity at the American Academy of Pediatrics National Conference.^{x1} During his address, he reported on the developments of the fight against child hunger and commended pediatricians for their commitment to improving child nutrition. The American Academy of Pediatrics had recently released a policy statement recommending that pediatricians utilize their relationships with families to inquire about food security in order to reduce child hunger. This collaboration demonstrates a cross-discipline awareness that food insecurity can impact an individual's health and well-being. Organizations working at the local level can ensure that pediatricians are equipped with resources by convening partnerships between school nurses and local health care officials. Educating health care providers about existing nutrition programs and encouraging them to inform clients of these resources can go a long way in reducing childhood hunger.

Best Practices For Schools

Schools across Oklahoma have found innovative, creative, and successful ways to address challenges that can come with implementing an alternative breakfast service model. Common challenges with strategies to overcome them are listed here. All schools have their own unique breakfast programs, and sharing best practices with other schools can improve the efficiency and success of alternative breakfast service models.

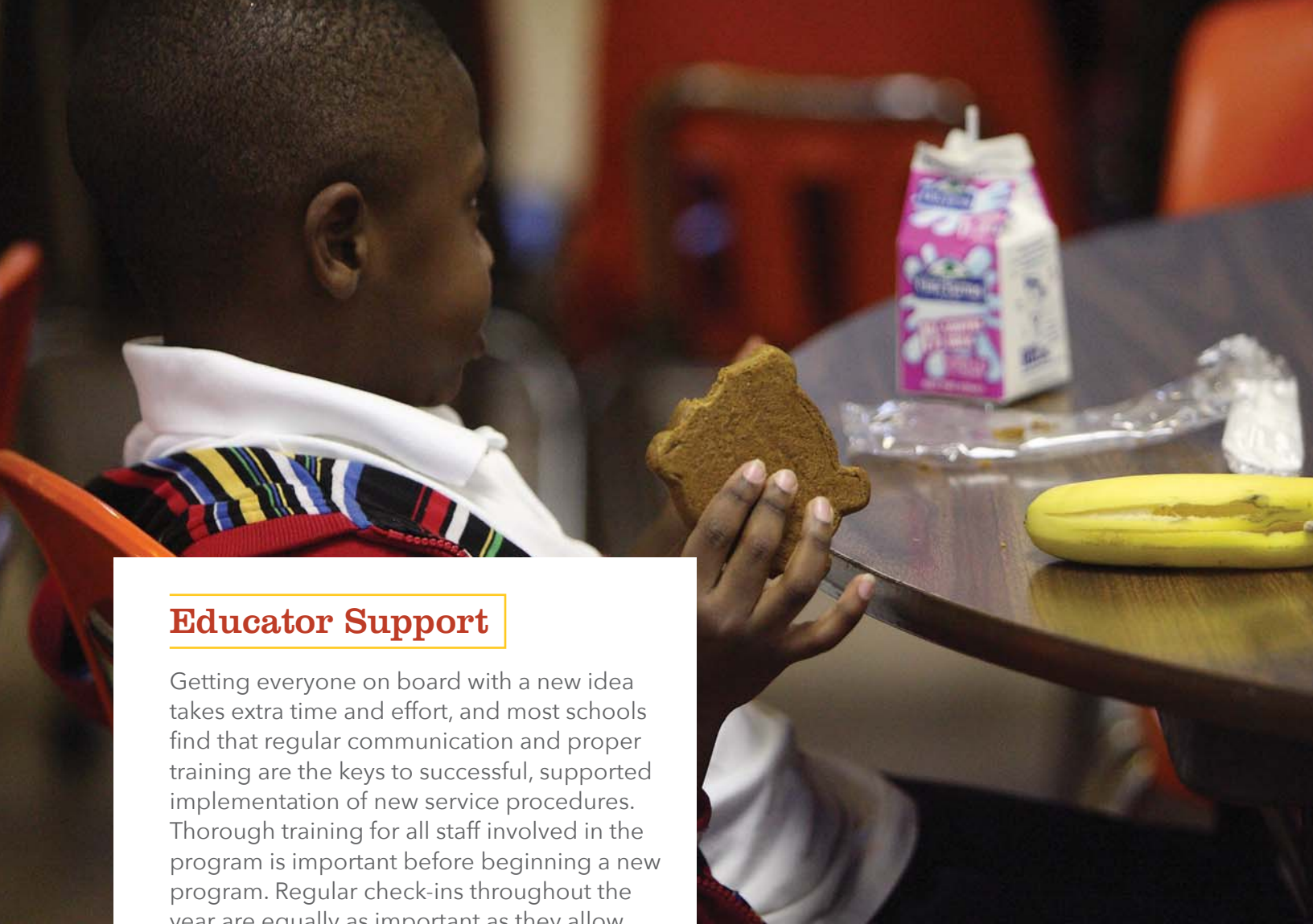
Time Management

Whether students eat breakfast in the classroom or have a second chance after first period, schools do not want instructional time to be interrupted. It is critical to make breakfast a part of the regular school day routine so that, as students develop a pattern of eating breakfast at school, it becomes just as normal as eating lunch in the middle of the day. Most schools find that teacher support and student leadership of procedures help the program run smoothly. **Some teachers incorporate the breakfast meal into class curriculum by teaching nutrition and math skills or reading a book together during the meal.** Most teachers utilize this time to prepare lessons, take attendance, collect homework, or check in with students. There are multiple online sources with activities and lesson plans designed specifically to help educators make the most of breakfast time.^{xli, xlii, xliii, xliv}

Reducing Food Waste

Some schools have found success through creative menu planning, using leftovers throughout the week, implementing Offer Versus Serve (OVS), and determining which items are most (and least) popular. **To reduce waste in the classroom, teachers can utilize a share table to allow students to contribute packaged food they don't want to other students that may be hungry for seconds or need a snack later in the day.** School districts or individual campuses can pledge to decrease their waste by participating in a Waste Challenge and combine it with education on the impact of food waste. State legislators have also considered measures to improve donation of uneaten food from school meal programs for redistribution on campus through resources such as food pantries.





Educator Support

Getting everyone on board with a new idea takes extra time and effort, and most schools find that regular communication and proper training are the keys to successful, supported implementation of new service procedures. Thorough training for all staff involved in the program is important before beginning a new program. Regular check-ins throughout the year are equally as important as they allow feedback from staff on the strengths and areas for improvement of the program. **At individual**

campuses, involving staff in the creation and improvement of procedures can lead to greater support in and out of the classroom. At the district level, proper communication across departments and bringing together the necessary decision makers can lead to greater administrative support. There are also online resources available to help schools build program support.^{xlv}

Increasing Participation

A common concern among new and veteran operators of alternative service models is low participation. However, there are several simple, strategic methods to improve student participation in school breakfast. Many schools kick off the school year or new breakfast service with promotional events to excite students and parents about eating breakfast at school. Teachers can play a major role in encouraging participation by eating breakfast with their students and modeling positive habits. Schools have also found that educating parents on the availability of the meal and the benefits of breakfast has led to an increase in the number of students participating in the program. Making breakfast part of the normal school day routine can create healthy habits for students that can lead to a new normal. Additionally, involving students in the service procedures can develop a sense of ownership of and responsibility for the program. Promoting breakfast as an important component to a successful school day can go a long way toward improving participation.^{xlvi}

Improving Food Quality

Improving the quality of meals served to students can seem like a daunting mission. After ensuring proper nutrition components and portion sizes, appealing to choosy eaters might seem out of reach. However, a little creativity and planning can help schools achieve both. Trying new recipes with food already purchased or offering a range of spices can enhance any menu. Presentation can also make a difference, such as placing fruit in baskets rather than steel trays or displaying vegetables at the start and end of the line to give students a second chance to add to their plate. Involving students is a surefire way to improve menus. Taste tests indicate popular and unpopular items, and nutrition education encourages students to try new foods they may not be familiar with. Additionally, sharing menus with other schools may generate new ideas and boost the meals of both schools. For more tips, visit the USDA's website.^{xlvii, xlviii}

Financial Expenditures

For some schools, the desire to implement a new model is not the issue but rather how to fund the program. Fortunately, schools have multiple options for acquiring the initial funds it takes to kick off a new breakfast program. Applying for a mini-grant is a common approach for schools that need to purchase equipment for the first time or invest in promotional materials. Large districts that have enough funding to implement an alternative service model at a few sites can utilize a wave strategy to create revenue to fund other sites. In this strategy, a group of sites implements the service model, and after three months the revenue from this group funds the new service model in another group and so on. This method requires high, consistent participation. A school's community partners may be willing to fund a new program or serve as volunteers in order to save labor costs. Whichever method a school chooses to fund its program, financial planning and preparation will pay off in the long term.^{xlix}

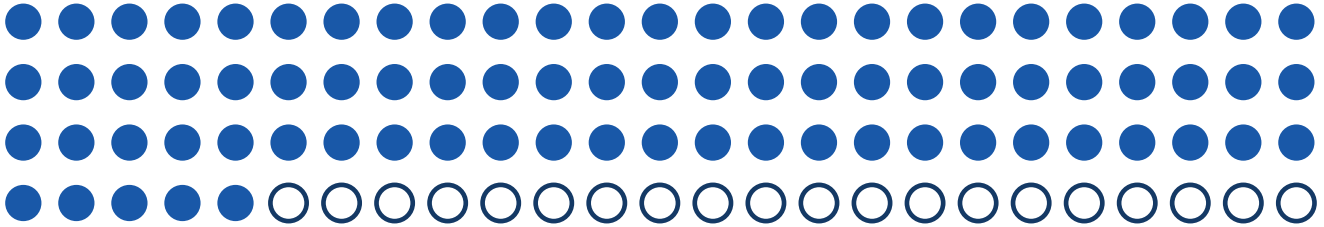
Maintaining Accountability

Counting participation in breakfast and ensuring accurate meal claims can be confusing and time consuming without proper training. Teachers' concerns of time management and extra responsibility reinforce the need to regularly train staff on counting and claiming meals. Combining participation and class roster lists can minimize the hassle and errors in counting participants. Utilizing school ID cards or PIN numbers can simplify the process and increase efficiency. Electronic systems are not necessary to use student IDs—if a school does not have ID or thumbprint scanners, it can collect cards in a basket and return to students after the meal. Any trained volunteer, staff member, or teacher can count participation. As an additional bonus, some schools offer free breakfast to teachers as an incentive!

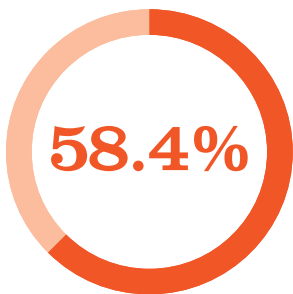


State Participation

SCHOOL BREAKFAST REPORT CARD



HUNGER FREE OKLAHOMA HAS SET AN AMBITIOUS BUT ACHIEVABLE GOAL FOR OKLAHOMA SCHOOLS— **REACHING 80 FREE AND REDUCED-PRICE ELIGIBLE STUDENTS WITH BREAKFAST FOR EVERY 100 PARTICIPATING IN SCHOOL LUNCH.**



...of students that are eating free or reduced-price lunch are eating breakfast.ⁱ



301

OKLAHOMA SCHOOLS UTILIZE THE COMMUNITY ELIGIBILITY PROVISION.ⁱⁱ

If Oklahoma met the **80%** breakfast benchmark, the state would reach an additional 65,000 students and accrue an additional \$17 million!^{iii iv}



80%



ALMOST 1 IN 4 (23%) OKLAHOMA SCHOOL DISTRICTS HAVE MET THE 80% BREAKFAST BENCHMARK.^{iv}

Resources For Breakfast Programs

[Breakfast in the Classroom School Breakfast Toolkits](#)

[District Tools for Breakfast in the Classroom](#)

[Guide to Increasing School Breakfast Participation](#)

[USDA Nutrition Plans for High Schools](#)

[Action for Healthy Kids - Apply for School Grants for Healthy Kids](#)

National Dairy Council [Western Oklahoma](#) and [Eastern Oklahoma](#)

[Share Our Strength - Apply for a grant in the "Grant Portal"](#)



Glossary

A

ALTERNATIVE SERVICE MODEL

Breakfast service models used by schools to serve school breakfast, instead of traditional cafeteria service, to expand access to school breakfast. These models can include Breakfast in the Classroom, Grab and Go, Second Chance Breakfast, and Breakfast Vending Machines.^{lvi}

AVERAGE DAILY PARTICIPATION (ADP)

The average number of students participating in a school meal program each day.^{lvii}

B

BREAKFAST IN THE CLASSROOM (BIC)

An alternative service model that allows students to eat breakfast in their classrooms after the start of the school day. Students or staff may deliver breakfasts to classrooms from the cafeteria in coolers or insulated rolling bags, or school nutrition staff can serve breakfast from mobile carts in the hallways.^{lviii}

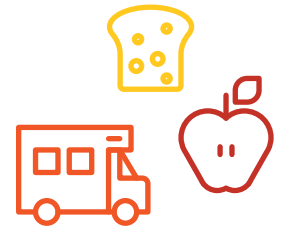
C

CHILD NUTRITION REAUTHORIZATION

Authorizes critical child nutrition programs, including school breakfast and lunch programs, summer meals, afterschool meal programs, and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).^{lix}

COMMUNITY ELIGIBILITY PROVISION (CEP)

An innovative program that makes it easier for high-need schools to serve free meals—both breakfast and lunch—to all students by removing the need for schools to collect paper applications.^{lx}



D

DIRECT CERTIFICATION

A process to certify eligible children for free meals without the need for household applications. Student enrollment lists are matched against SNAP agency records and records of other assistance agencies whose participants are eligible for free meals.^{lxi}

F

FEDERAL REIMBURSEMENT

Money provided to states by the federal government for breakfasts, lunches, and afterschool snacks served to children participating in the National School Breakfast and School Lunch Programs.^{lxii}

FOOD INSECURITY

Food insecurity is the lack of consistent access to adequate food to support a healthy life. It is an economic and social condition that may result in hunger (a physiological condition), if it is severe or prolonged.^{lxiii}

FREE AND REDUCED-PRICE MEALS

Terms used to describe a federally reimbursable meal (or snack) served to children who apply for and qualify because their family's income is below 185 percent of the federal poverty threshold.^{lxiv}

G

GRAB AND GO

Grab and Go is a breakfast service delivery model that allows students to pick up conveniently packaged breakfast meals from mobile service carts in high traffic areas when they arrive at school or between classes.^{lxv}

H

HEALTHY HUNGER-FREE KIDS ACT OF 2010

This legislation, aimed at improving nutrition, authorizes funding and sets policy for USDA's core child nutrition programs: the National School Lunch Program, the School Breakfast Program, the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the Summer Food Service Program, and the Child and Adult Care Food Program.^{lxvi}

HYBRID MODEL

Many schools operate a hybrid model that combines certain elements of Breakfast in the Classroom (BIC), Grab and Go, Second Chance Breakfast and/or Breakfast Vending.^{lxvii}

N

NATIONAL SCHOOL LUNCH PROGRAM (NSLP)

The National School Lunch Program is a federally assisted meal program operated in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.^{lxviii}

O

OFFER VERSUS SERVE (OVS)

Offer Versus Serve is a provision in the National School Lunch Program and School Breakfast Program, that allows students to decline some of the food offered. The goal is to reduce food waste in school meal programs by permitting students to decline foods they do not intend to eat.^{lxix}

P

PROVISION 2

A federal School Breakfast Program (and National School Lunch Program) option for schools to reduce the paperwork and simplify the logistics of operating school meals programs. Provision 2 enables schools and institutions to provide free meals without the burden of collecting applications and tracking and verifying school meal data every year.^{lxx}

S

SCHOOL BREAKFAST PROGRAM (SBP)

The School Breakfast Program provides cash assistance to states to operate nonprofit breakfast programs in schools and residential childcare institutions. The USDA - Food and Nutrition Service administers the SBP at the federal level. State education agencies administer the SBP at the state level, and local school food authorities operate the program in schools.^{lxxi}

T

TRADITIONAL BREAKFAST

Traditional breakfast is school breakfast served in the cafeteria before the school day begins. For students who already participate in the National School Lunch Program, eating breakfast in a familiar cafeteria setting can help prepare them for an alert and productive day at school. Traditional breakfast works best when the cafeteria is centrally located and already set up for a large flow of students in one location. It requires no special transportation or packaging of foods and is conducive to serving hot food options.^{lxxii}

U

UNIVERSAL SCHOOL BREAKFAST (USB)

Universal School Breakfast refers to any program that offers breakfast at no charge to all students, regardless of income status.^{lxxiii}



Technical Notes

COUNTY AND DISTRICT LEVEL BREAKFAST PARTICIPATION IN OKLAHOMA

The following appendix provides breakfast participation data for Oklahoma counties and school districts. This data set represents school years 2015-2016 and 2016-2017 and lists public and charter schools. Data was retrieved from the Oklahoma State Department of Education (OSDE) through a Public Information Request. Below, you will find descriptions of the data indicators in the table, including how we define them and how they were calculated.

FR ELIGIBLE (%)

Free and Reduced-Price Eligible. This is the percentage of students eligible for free or reduced-price (FR) meals.

This data is based on district-level October enrollment figures. Specific cells of enrollment data were redacted if the number of students in an enrollment category (free, reduced, or paid) was between 1 and 3, inclusive, per the state agency's confidentiality policy. An asterisk (*) indicates the redacted or missing data for that district.

FR BREAKFAST ADP (#)

Free and Reduced-Price Breakfast **Average Daily Participation**. This indicator is the number of students participating in FR school breakfast during a given school year. This was calculated by dividing the total number of FR breakfasts served per district by the total number of operating days. County-level cells sum up district-level FR Breakfast ADP.

FR STUDENTS IN SBP PER 100 IN NSLP (%)

Free and Reduced-Price Students in the School Breakfast Program (SBP) per 100 in the National School Lunch Program (NSLP). Hunger Free Oklahoma sets a state goal of reaching 80 FR eligible students with breakfast for every 100 participating in FR school lunch. Put another way, this is the ratio of FR breakfast students to FR lunch students (FR breakfast ADP / FR lunch ADP).

ADDITIONAL STUDENTS SERVED IF 80 PERCENT REACHED (#)

The number of additional students the district or county could reach with breakfast if 80 percent of students participating in free or reduced-price (FR) lunch were served breakfast. A "-" in this column indicates the district or county has already met the 80 percent benchmark.

ADDITIONAL DOLLARS IF 80 PERCENT REACHED (\$)

Additional reimbursements the district or county would accrue if 80 percent of students participating in free or reduced-price (FR) lunch also participate in breakfast. A "-" in this column indicates the district or county has already met the 80 percent benchmark.

This was calculated using the "the breakfast calculator method," borrowed from FRAC, which applies the current (2017) percentage of free students and percentage of reduced students to the total number of Additional Students Reached. We take the number of "additional" students eligible for free meals and the number of "additional" students eligible for reduced-price meals and multiply each by respective reimbursement rates and total operating days.

CHANGE IN RATIO OF SBP TO NSLP PARTICIPATION

The year on year change in the ratio of FR SBP Students to FR NSLP Students. An increase in this percentage indicates improved breakfast participation.

TECHNICAL NOTE

Data represented here were collected from OSDE and include enrollment and claim data for the months of September through May. Asterisks indicate redacted or missing data, per the state agency's confidentiality policy.



School Breakfast Participation by District

District	2015-2016			2016-2017			Change in Ratio of SBP to NSLP Participation	Additional Students if 80% Met	Additional Dollars if 80% Met
	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP			
ACHILLE	74.2%	212	98.8%	72.3%	221	95.2%	-4%	-	\$ -
ADA	63.6%	681	65.0%	62.4%	625	62.2%	-3%	178	\$ 45,546
ADAIR	52.0%	229	53.3%	50.4%	202	47.2%	-6%	140	\$ 35,227
AFTON	79.7%	174	49.3%	77.1%	161	52.3%	3%	85	\$ 21,677
AGRA	85.5%	230	97.4%	85.4%	232	97.5%	0%	-	\$ -
ALBION	90.8%	54	97.3%	68.9%	33	99.8%	3%	-	\$ -
ALEX	78.5%	154	87.5%	76.0%	146	79.8%	-8%	0	\$ 85
ALINE-CLEO	56.3%	42	56.3%	60.0%	43	57.2%	1%	17	\$ 4,207
ALLEN	81.0%	162	57.9%	81.3%	212	61.5%	4%	64	\$ 15,226
ALLEN-BOWDEN	79.5%	161	60.5%	88.7%	232	97.3%	37%	-	\$ -
ALTUS	62.3%	829	51.6%	61.3%	747	46.9%	-5%	527	\$ 137,030
ALVA	51.2%	139	42.9%	45.9%	164	52.0%	9%	88	\$ 22,669
AMBER-POCASSET	56.6%	104	54.5%	54.4%	89	48.3%	-6%	58	\$ 14,647
ANADARKO	85.0%	547	47.4%	85.2%	555	49.0%	2%	352	\$ 89,678
ANDERSON	56.1%	64	47.6%	54.7%	66	58.4%	11%	24	\$ 6,013
ANTLERS	73.1%	392	69.6%	73.5%	368	64.2%	-5%	90	\$ 20,198
ARAPAHO-BUTLER	41.1%	113	70.1%	38.6%	76	54.1%	-16%	36	\$ 9,109
ARDMORE	92.2%	1,266	56.8%	92.2%	1,256	56.5%	0%	522	\$ 140,264
ARKOMA	77.3%	167	68.3%	79.3%	175	74.3%	6%	13	\$ 3,258
ARNETT	46.4%	52	73.1%	43.5%	36	59.8%	-13%	12	\$ 3,066
ASHER	67.7%	110	76.1%	66.6%	112	79.3%	3%	1	\$ 233
ASTEC CHARTERS	93.2%	152	25.4%	94.4%	167	24.2%	-1%	384	\$ 103,876
ATOKA	72.6%	430	85.0%	74.1%	491	97.0%	12%	-	\$ -
AVANT	87.2%	30	75.3%	89.2%	32	68.1%	-7%	6	\$ 1,104
BALKO	39.9%	36	67.8%	31.3%	30	58.9%	-9%	11	\$ 2,502
BANNER	40.6%	26	45.1%	42.0%	73	96.1%	51%	-	\$ -
BARNSDALL	55.5%	60	39.4%	63.8%	65	42.2%	3%	58	\$ 12,711
BARTLESVILLE	48.7%	1,276	56.6%	48.4%	1,499	66.3%	10%	309	\$ 85,059
BATTIEST	80.6%	77	47.6%	80.5%	78	45.0%	-3%	61	\$ 12,940
BEARDEN	66.3%	40	71.0%	65.9%	51	71.8%	1%	6	\$ 1,393
BEAVER	57.5%	56	33.0%	59.3%	49	28.8%	-4%	87	\$ 22,268
BEGGS	67.9%	332	54.8%	67.1%	286	51.5%	-3%	158	\$ 39,692
BELFONTE	100.0%	160	89.2%	100.0%	156	91.3%	2%	-	\$ -
BENNINGTON	77.0%	161	86.5%	69.3%	203	98.8%	12%	-	\$ -
BERRYHILL	30.5%	98	39.4%	31.3%	88	37.2%	-2%	101	\$ 25,872
BETHANY	39.5%	97	33.4%	39.6%	100	31.6%	-2%	153	\$ 40,304
BETHEL	50.5%	146	33.0%	55.5%	178	41.7%	9%	164	\$ 39,124
BIG PASTURE	54.0%	55	60.6%	46.9%	49	55.3%	-5%	22	\$ 5,733
BILLINGS	88.1%	45	74.6%	82.4%	39	67.3%	-7%	7	\$ 1,960
BINGER-ONEY	69.3%	151	74.4%	68.9%	153	78.0%	4%	4	\$ 935
BISHOP	61.6%	257	90.8%	60.2%	255	90.4%	0%	-	\$ -
BIXBY	21.7%	428	45.4%	22.2%	400	42.6%	-3%	352	\$ 93,436
BLACKWELL	65.5%	434	66.4%	65.2%	408	65.6%	-1%	90	\$ 22,373
BLAIR	60.0%	78	62.6%	60.3%	68	58.3%	-4%	25	\$ 6,605
BLANCHARD	42.1%	385	69.9%	44.9%	443	75.4%	5%	27	\$ 6,803
BLUEJACKET	66.7%	87	72.3%	62.3%	71	68.2%	-4%	12	\$ 2,989
BOISE CITY	60.8%	58	45.7%	74.6%	70	49.2%	4%	44	\$ 10,541
BOKOSHE	92.4%	187	98.6%	92.0%	176	99.3%	1%	-	\$ -
BOONE-APACHE	79.6%	207	53.0%	77.9%	180	49.7%	-3%	110	\$ 27,117
BOSWELL	71.3%	121	60.0%	80.6%	124	58.3%	-2%	46	\$ 10,195
BOWLEGS	84.2%	117	61.7%	79.4%	108	61.8%	0%	32	\$ 7,467
BOWRING	75.0%	33	72.4%	82.2%	39	82.4%	10%	-	\$ -
BRAGGS	77.3%	69	60.5%	76.8%	77	63.6%	3%	20	\$ 5,008
BRAY-DOYLE	57.1%	89	78.5%	58.1%	81	52.0%	-27%	43	\$ 10,893
BRIDGE CREEK	44.6%	244	47.2%	48.0%	261	45.9%	-1%	194	\$ 42,071
BRIGGS	92.9%	166	50.6%	93.1%	161	48.7%	-2%	103	\$ 26,980
BRISTOW	65.3%	480	56.8%	65.2%	474	55.8%	-1%	205	\$ 45,307
BROKEN ARROW	40.6%	2,672	45.2%	41.2%	2,656	43.8%	-1%	2,190	\$ 577,784

2015-2016

2016-2017

District	2015-2016			2016-2017			Change in Ratio of SBP to NSLP Participation	Additional Students if 80% Met	Additional Dollars if 80% Met
	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP			
BROKEN BOW	76.3%	607	59.1%	76.8%	577	60.8%	2%	182	\$ 44,688
BRUSHY	85.1%	216	71.7%	83.8%	214	68.7%	-3%	35	\$ 9,050
BUFFALO	55.9%	61	57.2%	61.3%	76	65.4%	8%	17	\$ 4,104
BUFFALO VALLEY	68.0%	53	74.9%	67.7%	61	80.8%	6%	-	\$ -
BURLINGTON	42.5%	35	61.8%	48.9%	47	69.2%	7%	7	\$ 1,850
BURNS FLAT-DILL CITY	76.1%	209	53.8%	79.7%	212	56.9%	3%	86	\$ 22,542
BUTNER	77.8%	108	73.5%	75.7%	112	70.1%	-3%	16	\$ 3,768
BYNG	55.9%	382	57.9%	57.5%	390	56.1%	-2%	166	\$ 41,910
CACHE	44.1%	265	44.4%	43.9%	290	44.9%	0%	227	\$ 58,986
CADDO	74.1%	166	62.6%	74.1%	150	58.8%	-4%	54	\$ 13,775
CALERA	69.1%	232	58.9%	65.9%	249	60.6%	2%	80	\$ 18,446
CALUMET	72.8%	104	74.8%	64.5%	98	78.4%	4%	2	\$ 513
CALVIN	78.8%	77	76.7%	91.0%	92	82.1%	5%	-	\$ -
CAMERON	82.1%	130	77.5%	83.2%	143	77.1%	0%	5	\$ 1,244
CANADIAN	82.2%	222	71.9%	83.8%	177	57.1%	-15%	71	\$ 14,968
CANEY	83.0%	126	75.2%	85.2%	133	84.1%	9%	-	\$ -
CANEY VALLEY	66.0%	238	59.3%	62.0%	223	58.3%	-1%	83	\$ 21,368
CANTON	60.7%	125	59.9%	71.0%	129	59.2%	-1%	45	\$ 11,621
CANUTE	59.3%	95	61.5%	57.8%	99	66.0%	4%	21	\$ 5,361
CARNEGIE	83.0%	198	53.0%	85.3%	193	49.9%	-3%	117	\$ 26,658
CARNEY	76.7%	80	54.4%	70.5%	70	50.3%	-4%	42	\$ 9,842
CASHION	32.3%	-	0.0%	31.5%	49	43.6%	44%	41	\$ 10,488
CATOOSA	67.6%	473	47.8%	73.4%	687	67.2%	19%	131	\$ 28,012
CAVE SPRINGS	87.5%	80	68.3%	88.2%	65	61.2%	-7%	20	\$ 4,283
CEMENT	76.9%	131	87.1%	84.5%	91	57.2%	-30%	36	\$ 7,649
CENTRAL	65.7%	156	61.2%	69.4%	123	45.9%	-15%	91	\$ 23,454
CENTRAL HIGH	42.9%	73	53.9%	39.5%	47	44.5%	-9%	38	\$ 9,477
CHANDLER	47.7%	268	81.1%	51.2%	295	82.1%	1%	-	\$ -
CHATTANOOGA	45.7%	39	51.3%	59.8%	39	51.9%	1%	21	\$ 5,241
CHECOTAH	75.8%	607	68.4%	72.9%	500	62.4%	-6%	142	\$ 35,541
CHELSEA	73.0%	277	55.0%	73.7%	252	53.4%	-2%	126	\$ 30,853
CHEROKEE	52.5%	84	51.2%	54.2%	95	55.9%	5%	41	\$ 10,090
CHEROKEE IMMERSION CHARTER SCH	63.2%	-	0.0%	44.3%	-	0.0%	0%	33	\$ 8,181
CHEYENNE	35.1%	75	65.0%	41.7%	80	66.2%	1%	17	\$ 4,298
CHICKASHA	71.3%	797	69.8%	77.6%	825	62.3%	-7%	234	\$ 61,592
CHISHOLM	29.8%	132	56.1%	29.8%	119	44.3%	-12%	96	\$ 24,434
CHOCTAW-NICOMA PARK	46.4%	561	42.9%	43.5%	572	43.8%	1%	472	\$ 118,193
CHOUTEAU-MAZIE	76.1%	345	66.7%	77.1%	414	74.0%	7%	33	\$ 7,581
CIMARRON	48.3%	68	64.1%	61.2%	62	56.7%	-7%	26	\$ 6,183
CLAREMORE	51.1%	760	54.5%	52.2%	739	54.3%	0%	349	\$ 94,725
CLAYTON	81.1%	217	99.2%	83.2%	233	99.5%	0%	-	\$ -
CLEORA	56.6%	30	57.0%	44.8%	27	52.9%	-4%	14	\$ 3,334
CLEVELAND	68.0%	447	53.4%	70.2%	488	56.1%	3%	207	\$ 50,922
CLINTON	76.0%	1,280	96.9%	73.3%	1,295	101.6%	5%	-	\$ -
COALGATE	80.8%	231	54.0%	77.8%	199	52.3%	-2%	105	\$ 25,756
COLBERT	76.1%	579	105.8%	75.9%	417	93.6%	-12%	-	\$ -
COLCORD	83.8%	253	62.0%	88.6%	347	77.7%	16%	10	\$ 2,681
COLEMAN	71.4%	43	58.3%	83.8%	84	95.5%	37%	-	\$ -
COLLINSVILLE	40.7%	348	50.0%	41.4%	346	50.5%	1%	202	\$ 51,278
COMANCHE	58.3%	219	61.9%	59.6%	206	52.4%	-10%	108	\$ 28,649
COMANCHE JUVENILE CENTER	100.0%	23	100.4%	100.0%	23	100.4%	0%	-	\$ -
COMMERCE	78.8%	313	55.2%	77.2%	295	55.4%	0%	131	\$ 34,389
COPAN	66.4%	51	46.3%	70.1%	59	53.9%	8%	28	\$ 5,984
CORDELL	63.0%	196	56.7%	67.3%	191	53.7%	-3%	94	\$ 24,455
COTTONWOOD	63.1%	52	65.1%	68.1%	65	64.5%	-1%	16	\$ 3,278
COVINGTON-DOUGLAS	65.7%	89	62.8%	74.5%	93	57.9%	-5%	35	\$ 9,266
COWETA	38.7%	525	57.6%	37.8%	466	57.6%	0%	181	\$ 47,444
COYLE	68.4%	151	88.7%	71.5%	174	88.3%	0%	-	\$ -

SCHOOL BREAKFAST PARTICIPATION BY DISTRICT

District	2015-2016			2016-2017			Change in Ratio of SBP to NSLP Participation	Additional Students if 80% Met	Additional Dollars if 80% Met
	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP			
CRESCENT	51.8%	95	42.3%	53.3%	80	41.2%	-1%	76	\$ 17,042
CROOKED OAK	95.9%	369	39.6%	*	*	*	*	*	*
CROWDER	72.4%	181	63.6%	73.3%	177	69.3%	6%	27	\$ 6,849
CRUTCHO	97.5%	298	90.0%	97.5%	266	90.2%	0%	-	\$ -
CUSHING	55.8%	526	66.5%	56.9%	560	71.3%	5%	69	\$ 18,198
CYRIL	66.4%	228	124.4%	68.3%	228	129.1%	5%	-	\$ -
DAHLONEGAH	100.0%	106	91.1%	100.0%	93	86.6%	-4%	-	\$ -
DALE	36.9%	181	89.8%	36.6%	187	93.0%	3%	-	\$ -
DARLINGTON	86.1%	135	67.7%	86.3%	150	73.5%	6%	13	\$ 3,430
DAVENPORT	57.7%	150	86.0%	53.2%	137	80.8%	-5%	-	\$ -
DAVIDSON	92.6%	50	95.4%	*	*	*	*	*	*
DAVIS	50.6%	118	40.7%	55.5%	121	44.2%	3%	98	\$ 24,462
DEBORAH BROWN (CHARTER)	93.8%	95	50.4%	91.2%	107	58.7%	8%	39	\$ 10,511
DEER CREEK	8.9%	-	0.0%	10.0%	-	0.0%	0%	317	\$ 83,339
DEER CREEK-LAMONT	51.1%	53	70.4%	58.7%	57	70.3%	0%	8	\$ 1,925
DENISON	54.8%	5	3.9%	57.6%	110	76.0%	72%	6	\$ 1,370
DEPEW	65.4%	144	86.6%	60.1%	134	79.6%	-7%	1	\$ 156
DEWAR	64.0%	239	99.6%	64.5%	153	72.7%	-27%	15	\$ 3,489
DEWEY	55.3%	200	39.0%	50.2%	177	38.0%	-1%	195	\$ 48,719
DIBBLE	52.8%	157	59.0%	51.2%	150	60.7%	2%	48	\$ 10,981
DICKSON	55.4%	176	34.8%	55.2%	189	37.7%	3%	212	\$ 51,704
DOVE SCHOOLS OF TULSA	79.3%	141	26.4%	76.8%	97	21.2%	-5%	270	\$ 69,212
DOVER	81.3%	77	65.2%	80.3%	71	68.0%	3%	13	\$ 3,141
DRUMMOND	47.0%	67	57.5%	48.0%	71	48.1%	-9%	47	\$ 11,530
DRUMRIGHT	71.9%	214	77.2%	75.9%	204	72.2%	-5%	22	\$ 5,636
DUKE	32.8%	28	57.7%	38.7%	56	89.6%	32%	-	\$ -
DUNCAN	55.8%	770	56.7%	61.0%	757	52.4%	-4%	398	\$ 108,204
DURANT	61.8%	1,016	54.5%	62.4%	1,033	56.1%	2%	439	\$ 112,761
EAGLETOWN	80.5%	55	61.5%	80.1%	62	61.4%	0%	19	\$ 3,871
EARLSBORO	67.7%	84	63.8%	75.2%	98	63.6%	0%	25	\$ 6,276
EDMOND	26.7%	1,811	45.2%	26.7%	1,883	45.1%	0%	1,455	\$ 387,777
EL RENO	67.4%	687	52.0%	65.4%	745	55.5%	4%	329	\$ 87,881
ELDORADO	*	*	*	*	*	*	*	*	*
ELGIN	33.6%	223	42.1%	35.0%	218	38.1%	-4%	240	\$ 59,616
ELK CITY	53.7%	409	53.5%	56.1%	469	56.8%	3%	192	\$ 49,447
ELMORE CITY-PERNELL	59.0%	194	108.2%	61.0%	184	93.6%	-15%	-	\$ -
EMPIRE	58.2%	121	56.4%	62.2%	134	56.8%	0%	55	\$ 13,810
ENID	72.7%	2,195	44.1%	79.0%	2,076	45.0%	1%	1,616	\$ 452,799
ERICK	52.3%	70	69.3%	63.5%	82	71.4%	2%	10	\$ 2,333
EUFULA	72.2%	247	41.7%	74.1%	261	45.1%	3%	202	\$ 49,608
FAIRLAND	57.7%	181	60.5%	65.5%	157	56.2%	-4%	67	\$ 16,188
FAIRVIEW	55.6%	110	36.6%	52.6%	111	39.0%	2%	117	\$ 29,849
FANSHAWE	*	*	*	75.9%	44	72.7%	*	4	\$ 954
FARGO	73.8%	80	64.4%	73.3%	102	67.8%	3%	18	\$ 4,489
FELT	49.5%	17	41.9%	57.7%	24	50.0%	8%	14	\$ 3,336
FLETCHER	57.5%	96	44.3%	58.1%	93	45.6%	1%	70	\$ 14,926
FLOWER MOUND	32.2%	43	46.7%	36.4%	58	54.8%	8%	27	\$ 6,366
FOREST GROVE	88.1%	103	75.7%	96.0%	93	65.6%	-10%	21	\$ 4,248
FORGAN	*	*	*	64.5%	45	57.8%	*	17	\$ 4,439
FORT COBB-BROXTON	77.7%	78	43.9%	74.7%	69	42.2%	-2%	62	\$ 15,134
FORT GIBSON	45.0%	231	40.9%	50.5%	287	44.8%	4%	226	\$ 60,793
FORT SUPPLY	51.0%	46	83.5%	52.9%	44	76.0%	-7%	2	\$ 545
FORT TOWSON	75.1%	92	42.3%	85.1%	216	85.6%	43%	-	\$ -
FOX	76.8%	131	70.0%	79.5%	141	70.2%	0%	20	\$ 4,292
FOYIL	76.0%	138	48.2%	78.9%	132	46.5%	-2%	95	\$ 22,818
FREDERICK	77.3%	401	91.1%	76.4%	382	88.1%	-3%	-	\$ -
FREEDOM	48.8%	27	79.3%	65.8%	29	85.2%	6%	-	\$ -

District	2015-2016			2016-2017			Change in Ratio of SBP to NSLP Participation	Additional Students if 80% Met	Additional Dollars if 80% Met
	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP			
FRIEND	58.5%	78	60.0%	59.3%	78	56.1%	-4%	33	\$ 8,406
FRINK-CHAMBERS	57.5%	200	114.9%	54.3%	203	107.1%	-8%	-	\$ -
FRONTIER	76.0%	186	72.8%	62.7%	151	73.1%	0%	14	\$ 3,456
GAGE	76.3%	56	98.7%	*	*	*	*	*	*
GANS	86.7%	156	50.0%	89.6%	137	43.5%	-7%	116	\$ 31,220
GARBER	49.5%	82	58.7%	62.4%	103	59.0%	0%	37	\$ 9,158
GARY MILLER CANADIAN CO. CHILD	84.7%	34	101.1%	84.5%	32	90.6%	-11%	-	\$ -
GEARY	93.1%	275	92.2%	93.0%	242	86.4%	-6%	-	\$ -
GERONIMO	70.6%	166	88.6%	67.3%	165	84.0%	-5%	-	\$ -
GLENCOE	70.1%	126	59.0%	63.8%	181	106.2%	47%	-	\$ -
GLENPOOL	55.2%	309	32.2%	46.5%	327	34.7%	3%	426	\$ 114,909
GLOVER	100.0%	59	100.0%	100.0%	63	99.1%	-1%	-	\$ -
GOODWELL	35.7%	35	54.7%	36.9%	29	46.0%	-9%	21	\$ 5,617
GORE	67.7%	114	49.4%	68.9%	126	48.1%	-1%	84	\$ 20,395
GRACEMONT	66.9%	61	71.9%	76.2%	80	75.8%	4%	4	\$ 964
GRAHAM-DUSTIN	84.4%	116	81.3%	84.1%	108	77.7%	-4%	3	\$ 723
GRAND VIEW	84.0%	237	53.1%	86.1%	242	57.4%	4%	95	\$ 20,832
GRANDFIELD	84.1%	105	70.3%	86.1%	89	63.2%	-7%	24	\$ 6,185
GRANDVIEW	68.9%	67	79.7%	*	*	*	*	*	*
GRANITE	66.8%	84	60.8%	71.4%	66	54.2%	-7%	32	\$ 6,715
GRANT	*	*	*	*	*	*	*	*	*
GREASY	*	*	*	96.2%	67	84.4%	*	-	\$ -
GREENVILLE	83.2%	108	101.1%	79.5%	112	100.0%	-1%	-	\$ -
GROVE	60.0%	795	67.3%	61.4%	800	65.5%	-2%	177	\$ 43,753
GROVE	23.3%	-	0.0%	24.0%	-	0.0%	0%	73	\$ 19,136
GUTHRIE	60.4%	710	54.0%	57.6%	704	52.6%	-1%	367	\$ 100,878
GUYMON	77.1%	631	36.8%	77.6%	553	31.5%	-5%	852	\$ 227,532
GYPSY	88.5%	54	91.6%	*	*	*	*	*	*
HAILEYVILLE	80.9%	197	86.4%	84.5%	180	87.7%	1%	-	\$ -
HAMMON	57.4%	49	45.4%	64.3%	62	49.6%	4%	38	\$ 9,652
HANNA	82.3%	38	52.3%	82.4%	40	71.8%	20%	5	\$ 1,083
HARDESTY	70.3%	36	60.5%	78.1%	42	65.9%	5%	9	\$ 2,398
HARMONY	83.0%	74	53.3%	82.1%	97	69.5%	16%	15	\$ 3,055
HARRAH	51.9%	428	52.8%	49.9%	446	58.5%	6%	164	\$ 42,050
HARTSHORNE	61.9%	178	47.1%	71.0%	240	59.3%	12%	84	\$ 20,711
HASKELL	70.5%	191	45.1%	73.9%	180	41.8%	-3%	164	\$ 43,058
HAWORTH	80.2%	157	54.7%	77.9%	135	46.4%	-8%	98	\$ 21,074
HAYWOOD	*	*	*	*	*	*	*	*	*
HEALDTON	67.0%	79	41.5%	69.8%	131	63.5%	22%	34	\$ 8,434
HEAVENER	72.5%	177	33.3%	73.6%	169	33.7%	0%	232	\$ 57,448
HENNESSEY	83.9%	387	56.8%	85.6%	387	55.6%	-1%	170	\$ 44,693
HENRYETTA	71.6%	428	57.2%	71.7%	421	56.4%	-1%	176	\$ 41,066
HILLDALE	52.0%	254	35.6%	50.3%	270	39.2%	4%	281	\$ 74,895
HINTON	61.0%	91	38.6%	67.2%	110	46.0%	7%	81	\$ 21,191
HOBART	70.7%	141	37.2%	81.8%	169	38.4%	1%	183	\$ 47,743
HODGEN	82.3%	90	50.9%	*	*	*	*	*	*
HOLDENVILLE	79.0%	383	59.7%	80.3%	387	59.4%	0%	134	\$ 33,269
HOLLIS	72.3%	128	52.3%	76.3%	125	48.1%	-4%	83	\$ 20,604
HOLLY CREEK	71.2%	124	83.4%	90.6%	162	87.1%	4%	-	\$ -
HOMINY	78.1%	161	49.3%	80.0%	159	49.1%	0%	100	\$ 24,695
HOOKER	61.5%	88	30.2%	61.8%	93	33.5%	3%	129	\$ 33,655
HOWE	73.0%	162	49.8%	83.1%	166	44.3%	-5%	134	\$ 32,483
HUGO	91.2%	661	77.9%	92.6%	747	77.4%	-1%	25	\$ 5,591
HULBERT	69.7%	175	61.4%	73.4%	243	74.9%	13%	17	\$ 4,301
HYDRO-EAKLY	58.5%	103	66.0%	58.8%	111	58.2%	-8%	42	\$ 10,111
IDABEL	100.0%	1,084	90.6%	100.0%	1,070	92.1%	1%	-	\$ -
INDIAHOMA	69.2%	71	64.3%	79.2%	63	63.8%	0%	16	\$ 3,743

SCHOOL BREAKFAST PARTICIPATION BY DISTRICT

District	2015-2016			2016-2017			Change in Ratio of SBP to NSLP Participation	Additional Students if 80% Met	Additional Dollars if 80% Met
	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP			
INDIANOLA	67.6%	111	86.2%	78.6%	130	85.9%	0%	-	\$ -
INOLA	50.3%	237	46.3%	53.8%	215	42.6%	-4%	188	\$ 37,297
JAY	77.8%	522	50.1%	78.5%	564	55.4%	5%	250	\$ 60,534
JENKS	34.9%	914	29.7%	36.2%	982	31.5%	2%	1,509	\$ 413,062
JENNINGS	77.3%	140	96.2%	77.4%	132	97.5%	1%	-	\$ -
JOHN W REX CHARTER ELEMENTARY	39.9%	51	43.2%	36.2%	64	47.7%	4%	43	\$ 11,184
JONES	55.5%	237	57.5%	54.0%	236	58.7%	1%	85	\$ 22,850
JONES ACADEMY	100.0%	127	271.0%	100.0%	131	268.4%	-3%	-	\$ -
JUSTICE	97.8%	159	96.9%	100.0%	174	98.1%	1%	-	\$ -
JUSTUS-TIAWAH	34.1%	51	36.5%	38.4%	56	35.2%	-1%	71	\$ 18,046
KANSAS	77.3%	346	63.7%	89.6%	388	64.3%	1%	94	\$ 23,979
KELLYVILLE	63.7%	447	83.6%	68.4%	270	54.5%	-29%	126	\$ 32,088
KENWOOD	*	*	*	74.5%	54	83.6%	*	-	\$ -
KEOTA	83.5%	261	100.9%	90.1%	321	109.5%	9%	-	\$ -
KETCHUM	68.2%	158	60.2%	72.6%	188	56.8%	-3%	77	\$ 19,391
KEYES	60.9%	21	50.2%	65.5%	23	53.5%	3%	12	\$ 2,488
KEYS	67.2%	166	40.1%	67.4%	143	36.4%	-4%	171	\$ 36,138
KEYSTONE	70.5%	146	83.8%	74.2%	170	86.8%	3%	-	\$ -
KIEFER	47.9%	108	49.4%	47.8%	115	51.2%	2%	65	\$ 15,925
KILDARE	69.2%	41	82.4%	65.6%	45	83.0%	1%	-	\$ -
KINGFISHER	52.4%	247	42.5%	52.8%	232	40.0%	-3%	231	\$ 59,713
KINGSTON	94.8%	842	84.4%	95.3%	741	76.2%	-8%	37	\$ 9,691
KINTA	100.0%	191	99.0%	100.0%	164	99.3%	0%	-	\$ -
KIOWA	59.4%	126	85.0%	61.4%	122	81.8%	-3%	-	\$ -
KONAWA	73.4%	228	63.9%	72.7%	230	67.1%	3%	44	\$ 11,057
KREBS	70.7%	213	93.5%	68.7%	227	93.6%	0%	-	\$ -
KREMLIN-HILLSDALE	38.9%	59	61.5%	37.4%	42	53.9%	-8%	20	\$ 4,987
LANE	74.1%	149	91.0%	77.7%	154	90.2%	-1%	-	\$ -
LANGSTON HUGHES ACAD ARTS-TECH	*	*	*	*	*	*	*	*	*
LATTA	45.5%	163	56.4%	43.4%	142	55.1%	-1%	64	\$ 16,690
LAVERNE	50.0%	-	0.0%	54.1%	-	0.0%	0%	159	\$ 38,498
LAWTON	66.1%	5,516	74.7%	67.0%	5,420	75.2%	0%	349	\$ 87,083
LE FLORE	73.6%	119	92.4%	89.6%	85	52.1%	-40%	45	\$ 9,076
LEACH	72.2%	84	89.3%	73.2%	84	85.4%	-4%	-	\$ -
LEEDEY	29.5%	39	70.3%	35.1%	39	66.7%	-4%	8	\$ 1,912
LEXINGTON	63.8%	215	61.3%	65.9%	201	54.5%	-7%	94	\$ 23,038
LIBERTY	66.3%	77	51.4%	83.6%	106	52.6%	1%	56	\$ 15,111
LIBERTY	58.1%	55	28.0%	67.6%	73	30.7%	3%	117	\$ 25,724
LINDSAY	55.7%	257	65.0%	53.8%	223	58.3%	-7%	83	\$ 21,701
LITTLE AXE	69.3%	264	45.6%	77.5%	278	47.0%	1%	196	\$ 42,764
LOCUST GROVE	96.6%	591	55.1%	97.3%	599	56.0%	1%	257	\$ 57,201
LOMEGA	72.0%	137	85.3%	73.9%	126	91.4%	6%	-	\$ -
LONE GROVE	48.0%	172	37.0%	50.6%	180	41.0%	4%	171	\$ 43,722
LONE STAR	52.0%	150	39.2%	49.7%	133	41.9%	3%	120	\$ 30,181
LONE WOLF	75.0%	25	34.1%	79.8%	35	41.4%	7%	32	\$ 7,097
LOOKEBA SICKLES	80.0%	115	77.4%	74.4%	119	76.2%	-1%	6	\$ 1,441
LOWREY	84.0%	69	71.1%	78.3%	64	64.9%	-6%	15	\$ 3,784
LUKFATA	59.8%	123	66.3%	58.0%	117	63.7%	-3%	30	\$ 7,225
LUTHER	57.4%	226	61.2%	56.9%	188	66.5%	5%	38	\$ 9,413
MACOMB	86.2%	207	108.1%	88.4%	194	103.4%	-5%	-	\$ -
MADILL	70.4%	306	38.2%	75.3%	330	38.8%	1%	350	\$ 89,216
MANGUM	70.2%	198	57.7%	68.1%	168	50.1%	-8%	100	\$ 25,910
MANNFORD	59.3%	335	52.6%	58.9%	347	53.7%	1%	170	\$ 44,291
MANNSVILLE	85.4%	52	72.6%	88.7%	59	83.2%	11%	-	\$ -
MAPLE	31.3%	29	75.3%	23.6%	22	71.9%	-3%	3	\$ 607
MARBLE CITY	83.0%	66	95.8%	82.1%	49	93.9%	-2%	-	\$ -
MARIETTA	74.0%	232	40.7%	71.3%	222	39.9%	-1%	223	\$ 55,853

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MARLOW	47.6%	231	53.3%	48.3%	234	53.5%	0%	116	\$ 30,472
MARYETTA	78.0%	312	63.4%	79.8%	323	64.5%	1%	78	\$ 19,625
MASON	76.0%	95	54.1%	72.8%	103	60.1%	6%	34	\$ 8,297
MAUD	88.1%	172	76.0%	90.3%	189	84.4%	8%	-	\$ -
MAYSVILLE	74.4%	137	91.5%	83.4%	138	92.9%	1%	-	\$ -
MCALESTER	66.3%	1,392	81.1%	75.9%	1,522	81.2%	0%	-	\$ -
MCCORD	54.9%	75	56.2%	63.2%	85	47.6%	-9%	58	\$ 14,950
MCCURTAIN	*	*	*	80.6%	95	81.8%	*	-	\$ -
MICLOUD	57.0%	561	67.5%	56.9%	515	67.1%	0%	99	\$ 25,885
MEDFORD	59.2%	73	54.6%	53.5%	78	66.6%	12%	16	\$ 3,887
MEEKER	59.1%	236	70.3%	58.5%	224	63.3%	-7%	59	\$ 14,985
MERRITT	64.1%	160	48.5%	63.6%	161	48.1%	0%	107	\$ 27,005
MIAMI	69.4%	675	58.1%	69.7%	601	53.3%	-5%	300	\$ 78,839
MIDDLEBERG	48.5%	63	82.2%	43.7%	59	77.0%	-5%	2	\$ 597
MIDWAY	84.2%	123	83.2%	94.1%	150	75.3%	-8%	9	\$ 2,073
MIDWEST CITY-DEL CITY	69.9%	3,655	52.7%	70.1%	3,369	53.1%	0%	1,707	\$ 453,285
MILBURN	78.9%	121	91.2%	79.0%	122	90.7%	-1%	-	\$ -
MILL CREEK	74.7%	67	65.5%	75.7%	71	64.6%	-1%	17	\$ 3,576
MILLWOOD	75.9%	361	59.3%	71.2%	380	69.1%	10%	60	\$ 15,808
MINCO	53.1%	111	52.6%	54.0%	120	54.5%	2%	56	\$ 13,883
MOFFETT	88.7%	243	77.9%	88.6%	249	80.8%	3%	-	\$ -
MONROE	73.3%	53	83.0%	82.2%	53	71.1%	-12%	7	\$ 1,725
MOORE	44.2%	3,008	44.9%	42.1%	3,139	45.2%	0%	2,421	\$ 651,037
MOORELAND	55.0%	-	0.0%	52.0%	-	0.0%	0%	141	\$ 35,917
MORRIS	63.1%	381	78.6%	65.4%	401	79.0%	0%	5	\$ 1,298
MORRISON	53.1%	143	62.5%	57.3%	173	65.5%	3%	38	\$ 8,462
MOSELEY	67.8%	89	66.1%	69.4%	77	66.2%	0%	16	\$ 3,951
MOSS	59.7%	90	67.9%	54.9%	115	86.4%	18%	-	\$ -
MOUNDS	71.1%	177	54.6%	72.3%	317	94.3%	40%	-	\$ -
MOUNTAIN VIEW-GOTEBO	67.0%	107	84.4%	59.0%	81	76.8%	-8%	3	\$ 850
MOYERS	74.5%	109	100.4%	75.2%	106	102.9%	2%	-	\$ -
MULDROW	70.9%	456	50.4%	71.5%	383	48.5%	-2%	250	\$ 67,579
MULHALL-ORLANDO	56.6%	72	63.3%	58.6%	78	65.3%	2%	18	\$ 4,459
MUSKOGEE	74.0%	1,928	54.3%	76.9%	1,993	51.5%	-3%	1,102	\$ 300,579
MUSTANG	34.7%	1,008	38.1%	35.0%	1,036	38.8%	1%	1,103	\$ 288,102
NASHOBA	79.4%	34	88.8%	100.0%	36	90.7%	2%	-	\$ -
NAVAJO	39.0%	-	0.0%	42.0%	-	0.0%	0%	120	\$ 30,150
NEW LIMA	82.5%	164	75.1%	83.3%	157	76.5%	1%	7	\$ 1,760
NEWCASTLE	32.3%	191	42.4%	32.7%	216	45.9%	4%	160	\$ 35,760
NEWKIRK	64.2%	209	52.0%	63.9%	186	51.7%	0%	102	\$ 25,345
NINNEKAH	67.1%	345	128.2%	66.8%	338	130.0%	2%	-	\$ -
NOBLE	58.7%	413	35.6%	64.1%	417	36.0%	0%	508	\$ 116,679
NORMAN	45.3%	2,202	48.2%	45.3%	2,216	48.8%	1%	1,417	\$ 379,316
NORTH ROCK CREEK	49.8%	144	62.9%	45.1%	137	64.6%	2%	33	\$ 8,525
NORWOOD	89.7%	130	89.8%	*	*	*	*	*	*
NOWATA	70.1%	288	63.2%	70.4%	248	54.6%	-9%	115	\$ 29,161
OAK GROVE	54.1%	46	61.5%	55.8%	36	52.7%	-9%	19	\$ 4,289
OAKDALE	*	*	*	*	*	*	*	*	*
OAKS-MISSION	78.0%	162	91.9%	82.5%	136	80.0%	-12%	-	\$ -
OILTON	80.0%	144	77.0%	79.9%	136	93.2%	16%	-	\$ -
OKARCHE	19.3%	-	0.0%	20.9%	-	0.0%	0%	46	\$ 11,287
OKAY	69.0%	105	51.1%	68.6%	101	48.3%	-3%	66	\$ 14,362
OKC CHARTER: DOVE SCIENCE ACAD	83.2%	59	22.2%	84.6%	70	23.1%	1%	171	\$ 41,858
OKC CHARTER: DOVE SCIENCE ES	72.2%	55	34.0%	78.2%	77	38.8%	5%	81	\$ 19,846
OKC CHARTER: HARDING CHARTER	51.6%	62	44.9%	48.6%	71	49.4%	5%	44	\$ 11,025
OKC CHARTER: HARDING FINE ARTS	54.1%	31	26.3%	59.8%	49	36.1%	10%	59	\$ 12,938
OKC CHARTER: HARPER ACADEMY	*	*	*	100.0%	45	66.0%	*	10	\$ 2,250

SCHOOL BREAKFAST PARTICIPATION BY DISTRICT

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OKC CHARTER: HUPFELD/W VILLAGE	85.5%	131	56.9%	93.4%	150	56.4%	0%	63	\$ 16,590
OKC CHARTER: INDEPENDENCE MS	56.2%	63	42.8%	63.5%	64	38.1%	-5%	70	\$ 18,350
OKC CHARTER: KIPP REACH COLL.	71.8%	60	39.3%	89.7%	107	47.3%	8%	74	\$ 19,344
OKC CHARTER: LIGHTHOUSE OKC	87.8%	137	79.6%	88.9%	109	52.7%	-27%	57	\$ 15,860
OKC CHARTER: SANTA FE SOUTH HS	88.9%	114	34.9%	*	*	*	*	*	*
OKC CHARTER: SANTA FE SOUTH MS	95.1%	189	53.5%	*	*	*	*	*	*
OKC CHARTER: SEEWORTH ACADEMY	*	*	*	*	*	*	*	*	*
OKEENE	57.4%	60	39.4%	57.8%	52	35.3%	-4%	66	\$ 16,091
OKEMAH	76.7%	375	67.9%	78.6%	381	71.1%	3%	48	\$ 12,535
OKLA CO. JUV. DETENT. CTR #811	100.0%	59	99.2%	100.0%	59	100.4%	1%	-	\$ -
OKLAHOMA CITY	82.9%	15,934	55.6%	82.3%	15,622	55.3%	0%	6,958	\$ 1,764,397
OKLAHOMA SCHOOL FOR THE BLIND	81.0%	56	93.9%	89.0%	57	90.6%	-3%	-	\$ -
OKLAHOMA SCHOOL FOR THE DEAF	76.2%	54	86.7%	75.2%	44	83.0%	-4%	-	\$ -
OKLAHOMA UNION	51.2%	128	46.9%	52.0%	142	50.1%	3%	85	\$ 20,048
OKLAHOMA YOUTH ACADEMY	100.0%	137	100.0%	100.0%	128	100.0%	0%	-	\$ -
OKLAHOMA YOUTH CENTER	100.0%	23	74.4%	100.0%	23	69.4%	-5%	3	\$ 1,605
OKMULGEE	92.0%	697	60.2%	93.6%	790	68.7%	9%	130	\$ 33,866
OKTAHA	71.7%	131	38.3%	77.8%	135	33.1%	-5%	192	\$ 40,590
OLIVE	64.2%	96	53.8%	60.4%	86	52.1%	-2%	46	\$ 10,830
OLUSTEE	80.6%	61	62.7%	82.2%	50	64.5%	2%	12	\$ 3,134
OOLOGAH-TALALA	42.9%	220	40.4%	40.2%	194	38.6%	-2%	208	\$ 54,859
OPTIMA	84.3%	55	102.7%	91.3%	53	103.6%	1%	-	\$ -
OSAGE	64.1%	59	85.2%	65.0%	56	83.1%	-2%	-	\$ -
OSAGE HILLS	54.7%	26	33.6%	53.8%	41	53.5%	20%	20	\$ 5,181
OWASSO	30.5%	808	38.5%	31.1%	817	38.5%	0%	879	\$ 236,235
PADEN	65.7%	78	52.4%	71.2%	74	52.4%	0%	39	\$ 8,996
PANAMA	83.8%	252	55.9%	82.9%	524	99.3%	43%	-	\$ -
PANOLA	74.3%	60	72.7%	78.1%	61	69.3%	-3%	9	\$ 2,299
PAOLI	74.1%	98	92.6%	86.0%	121	97.4%	5%	-	\$ -
PAULS VALLEY	66.2%	392	64.8%	67.2%	387	63.6%	-1%	100	\$ 25,847
PAWHUSKA	71.4%	241	62.6%	73.7%	220	57.5%	-5%	86	\$ 21,711
PAWNEE	68.4%	135	40.0%	85.7%	302	77.6%	38%	10	\$ 2,464
PEAVINE	90.5%	105	99.1%	100.0%	108	98.9%	0%	-	\$ -
PECKHAM	85.7%	66	85.1%	89.8%	57	84.7%	0%	-	\$ -
PEGGS	77.0%	131	85.2%	77.2%	135	84.0%	-1%	-	\$ -
PERKINS-TRYON	42.2%	217	57.9%	46.3%	227	60.0%	2%	75	\$ 18,999
PERRY	52.1%	207	53.2%	49.5%	195	53.4%	0%	97	\$ 24,982
PIEDMONT	19.6%	161	36.9%	19.5%	170	36.3%	-1%	204	\$ 53,979
PIONEER	46.5%	80	52.4%	54.1%	78	51.9%	-1%	42	\$ 11,330
PIONEER-PLEASANT VALE	57.4%	118	46.3%	58.3%	122	45.6%	-1%	92	\$ 22,307
PITTSBURG	70.4%	87	102.5%	66.9%	68	92.9%	-10%	-	\$ -
PLAINVIEW	32.4%	193	54.1%	35.0%	206	52.4%	-2%	109	\$ 28,337
PLEASANT GROVE	100.0%	196	76.5%	100.0%	188	75.0%	-1%	12	\$ 3,291
POCOLA	66.3%	167	46.7%	69.1%	207	50.7%	4%	119	\$ 30,033
PONCA CITY	66.7%	1,418	50.2%	64.9%	1,349	49.3%	-1%	839	\$ 224,713
POND CREEK-HUNTER	59.2%	101	64.6%	58.9%	102	74.5%	10%	7	\$ 1,709
PORTER CONSOLIDATED	62.9%	109	40.7%	61.8%	102	42.4%	2%	90	\$ 23,453
PORUM	72.0%	190	65.4%	74.3%	186	64.8%	-1%	44	\$ 11,110
POTEAU	54.1%	671	65.7%	69.4%	683	64.9%	-1%	159	\$ 42,679
PRAGUE	58.9%	169	51.5%	57.0%	171	54.1%	3%	82	\$ 21,565
PRESTON	56.5%	93	38.5%	55.4%	84	38.6%	0%	90	\$ 22,487
PRETTY WATER	65.1%	92	67.6%	55.4%	78	65.5%	-2%	17	\$ 4,105
PRUE	91.5%	118	52.5%	88.9%	141	57.5%	5%	55	\$ 11,546
PRYOR	56.8%	629	53.3%	54.8%	613	55.3%	2%	274	\$ 72,153
PURCELL	55.9%	269	50.7%	59.1%	256	49.1%	-2%	161	\$ 41,187
PUTNAM CITY	69.2%	4,895	47.6%	69.0%	5,051	48.9%	1%	3,211	\$ 869,686
QUAPAW	73.5%	211	62.1%	74.0%	230	64.7%	3%	55	\$ 13,792

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QUINTON	80.7%	264	91.8%	69.9%	288	97.5%	6%	-	\$ -
RATTAN	62.7%	274	105.1%	63.9%	304	106.2%	1%	-	\$ -
RAVIA	*	*	*	*	*	*	*	*	*
RED OAK	77.0%	68	50.6%	74.5%	82	56.6%	6%	34	\$ 7,350
REYDON	48.8%	42	75.1%	50.8%	39	73.1%	-2%	4	\$ 846
RINGLING	72.7%	131	70.3%	68.5%	126	70.9%	1%	16	\$ 4,032
RINGWOOD	55.8%	73	45.4%	61.0%	77	41.5%	-4%	71	\$ 18,134
RIPLEY	72.2%	256	84.5%	68.4%	227	85.2%	1%	-	\$ -
RIVERSIDE	74.9%	80	82.4%	71.1%	72	73.3%	-9%	7	\$ 1,674
RIVERSIDE INDIAN SCHOOL	*	*	*	*	*	*	*	*	*
ROBIN HILL	39.1%	35	44.9%	40.5%	36	45.0%	0%	28	\$ 7,114
ROCK CREEK	73.5%	319	100.6%	74.3%	332	100.9%	0%	-	\$ -
ROCKY MOUNTAIN	76.0%	105	87.8%	94.3%	130	83.2%	-5%	-	\$ -
ROFF	73.0%	194	91.3%	72.8%	193	88.9%	-2%	-	\$ -
ROLAND	77.0%	299	50.8%	75.1%	381	66.1%	15%	80	\$ 21,514
RUSH SPRINGS	60.7%	286	127.3%	65.4%	288	131.6%	4%	-	\$ -
RYAL	88.5%	29	56.9%	100.0%	52	95.8%	39%	-	\$ -
RYAN	69.4%	60	60.0%	70.5%	62	61.9%	2%	18	\$ 4,818
SAC & FOX NATION	100.0%	13	101.8%	100.0%	14	103.6%	2%	-	\$ -
SALINA	81.4%	193	37.0%	84.4%	213	39.9%	3%	214	\$ 56,387
SALLISAW	80.5%	734	60.2%	84.0%	764	60.2%	0%	251	\$ 67,378
SAND SPRINGS	60.0%	870	42.4%	59.1%	868	44.1%	2%	706	\$ 192,574
SANKOFA MIDDLE SCHL (CHARTER)	*	*	*	*	*	*	*	*	*
SANTA FE SOUTH ES (CHARTER)	90.6%	215	44.7%	*	*	*	*	*	*
SAPULPA	67.8%	806	47.5%	57.4%	827	48.2%	1%	545	\$ 137,711
SASAKWA	*	*	*	*	*	*	*	*	*
SAVANNA	64.7%	203	112.4%	65.3%	237	119.4%	7%	-	\$ -
SAYRE	64.1%	179	59.3%	62.0%	173	57.8%	-1%	66	\$ 17,127
SCHULTER	*	*	*	*	*	*	*	*	*
SEILING	51.7%	87	46.9%	50.8%	96	54.5%	8%	45	\$ 11,800
SEMINOLE	65.9%	458	52.0%	69.2%	424	47.9%	-4%	285	\$ 74,176
SENTINEL	65.8%	100	59.5%	65.0%	92	60.6%	1%	30	\$ 7,616
SEQUOYAH	41.8%	256	52.9%	42.8%	207	44.0%	-9%	170	\$ 43,487
SEQUOYAH HIGH SCHOOL	38.9%	33	40.2%	32.6%	31	50.1%	10%	18	\$ 4,668
SHADY GROVE	81.4%	82	74.0%	82.3%	81	70.0%	-4%	12	\$ 2,868
SHADY POINT	88.4%	74	70.4%	96.5%	78	62.9%	-8%	21	\$ 5,391
SHARON-MUTUAL	40.6%	70	72.2%	38.6%	61	65.8%	-6%	13	\$ 3,012
SHATTUCK	46.7%	66	54.1%	40.2%	55	51.8%	-2%	30	\$ 7,404
SHAWNEE	86.8%	1,677	65.9%	89.8%	1,616	59.0%	-7%	575	\$ 154,854
SHIDLER	63.5%	84	66.8%	66.1%	103	76.5%	10%	5	\$ 1,032
SILO	69.9%	394	89.3%	70.5%	409	86.5%	-3%	-	\$ -
SKIATOOK	49.2%	378	40.8%	48.1%	365	41.2%	0%	344	\$ 93,035
SMITHVILLE	81.7%	104	58.8%	82.2%	106	59.2%	0%	37	\$ 8,852
SNYDER	73.3%	136	58.1%	75.8%	131	57.2%	-1%	52	\$ 13,200
SOPER	64.8%	139	88.5%	64.3%	104	67.0%	-22%	20	\$ 4,287
SOUTH COFFEYVILLE	65.6%	55	46.3%	66.5%	47	49.9%	4%	28	\$ 7,091
SOUTH ROCK CREEK	37.8%	-	0.0%	36.0%	-	0.0%	0%	92	\$ 23,527
SPAVINAW	86.4%	43	80.0%	*	*	*	*	*	*
SPERRY	55.1%	476	105.1%	61.2%	460	99.7%	-5%	-	\$ -
SPIRO	76.4%	198	38.2%	80.1%	225	38.9%	1%	238	\$ 59,370
SPRINGER	73.9%	90	72.9%	75.1%	100	70.9%	-2%	13	\$ 3,292
STERLING	50.5%	77	47.5%	50.1%	120	77.4%	30%	4	\$ 875
STIDHAM	87.7%	55	71.6%	88.6%	62	73.3%	2%	6	\$ 1,313
STIGLER	68.1%	273	45.4%	73.1%	317	49.0%	4%	201	\$ 52,564
STILLWATER	47.4%	1,514	76.7%	41.1%	1,456	77.0%	0%	56	\$ 15,123
STILWELL	89.5%	541	60.9%	90.4%	492	57.0%	-4%	199	\$ 52,142
STONEWALL	72.8%	211	65.9%	80.5%	161	54.3%	-12%	76	\$ 16,360

SCHOOL BREAKFAST PARTICIPATION BY DISTRICT

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STRAIGHT	41.5%	-	0.0%	*	*	*	*	*	*
STRATFORD	73.7%	125	42.2%	72.5%	125	41.7%	-1%	115	\$ 27,493
STRINGTOWN	78.5%	147	97.1%	79.3%	130	88.8%	-8%	-	\$ -
STROTHER	65.6%	144	64.6%	68.8%	152	68.9%	4%	25	\$ 5,962
STROUD	58.8%	198	71.6%	59.2%	177	65.3%	-6%	40	\$ 10,175
STUART	73.9%	125	68.2%	75.2%	167	92.5%	24%	-	\$ -
SULPHUR	57.6%	228	42.7%	48.9%	225	40.7%	-2%	217	\$ 53,938
SWEETWATER	84.3%	89	87.8%	83.9%	90	90.5%	3%	-	\$ -
SWINK	91.8%	89	67.8%	93.7%	84	69.4%	2%	13	\$ 2,858
TAHLEQUAH	75.0%	1,154	55.0%	79.0%	1,191	58.2%	3%	446	\$ 116,212
TALIHINA	65.8%	192	63.9%	69.7%	184	67.1%	3%	35	\$ 8,003
TALOGA	67.0%	50	80.2%	58.2%	36	90.5%	10%	-	\$ -
TANNEHILL	75.6%	72	75.7%	67.3%	66	80.0%	4%	0	\$ 2
TECUMSEH	60.6%	904	85.3%	66.1%	941	87.4%	2%	-	\$ -
TEMPLE	78.1%	80	83.1%	87.0%	75	66.6%	-17%	15	\$ 3,740
TENKILLER	79.8%	181	80.0%	79.6%	179	80.3%	0%	-	\$ -
TERRAL	*	*	*	*	*	*	*	*	*
TEXAS CO. JUVENILE DETENT. CTR	100.0%	5	100.1%	100.0%	5	101.7%	2%	-	\$ -
TEXHOMA	65.9%	32	35.3%	63.6%	19	23.0%	-12%	46	\$ 11,744
THACKERVILLE	67.3%	137	88.4%	67.3%	143	86.4%	-2%	-	\$ -
THOMAS-FAY-CUSTER UNIFIED DIST	48.6%	107	56.6%	54.9%	117	54.5%	-2%	55	\$ 14,088
THUNDERBIRD YOUTH ACADEMY	65.5%	69	103.7%	72.7%	72	104.7%	1%	-	\$ -
TIMBERLAKE	51.3%	86	74.0%	60.8%	87	75.5%	1%	5	\$ 1,324
TIPTON	69.5%	148	108.7%	72.1%	161	114.8%	6%	-	\$ -
TISHOMINGO	66.0%	349	66.6%	77.2%	370	64.5%	-2%	89	\$ 22,369
TONKAWA	57.0%	164	54.2%	65.7%	220	63.6%	9%	57	\$ 14,437
TULSA	89.5%	18,305	76.7%	80.1%	16,155	72.4%	-4%	1,705	\$ 462,988
TULSA CHARTER: COLLEGE BOUND	95.8%	77	99.8%	92.7%	173	106.0%	6%	-	\$ -
TULSA CHARTER: COLLEGIATE HALL	82.7%	71	87.9%	84.0%	111	94.7%	7%	-	\$ -
TULSA CHARTER: HONOR ACADEMY	*	*	*	94.2%	161	96.5%	*	-	\$ -
TULSA CHARTER: KIPP TULSA	83.7%	170	82.5%	85.4%	97	45.7%	-37%	73	\$ 19,093
TULSA CHARTER: SCHL ARTS/SCI.	40.3%	58	68.6%	49.6%	82	59.0%	-10%	29	\$ 7,870
TULSA CNTY JUV. DETENTION HOME	100.0%	49	100.2%	100.0%	47	100.2%	0%	-	\$ -
TULSA LEGACY CHARTER SCHL INC	93.2%	351	86.3%	95.7%	343	79.7%	-7%	1	\$ 372
TUPELO	74.2%	120	82.8%	86.0%	136	79.6%	-3%	1	\$ 171
TURKEY FORD	69.1%	50	91.9%	82.3%	63	92.8%	1%	-	\$ -
TURNER	51.6%	73	60.9%	64.3%	68	53.7%	-7%	33	\$ 8,449
TURPIN	58.5%	107	45.3%	63.6%	116	46.6%	1%	83	\$ 21,278
TUSHKA	63.4%	162	72.0%	63.4%	105	50.1%	-22%	62	\$ 14,713
TUSKAHOMA	87.3%	68	98.5%	75.5%	60	98.1%	0%	-	\$ -
TUTTLE	25.4%	125	46.2%	25.7%	118	44.6%	-2%	93	\$ 22,793
TWIN HILLS	69.8%	158	68.2%	82.7%	209	74.9%	7%	14	\$ 3,601
TYRONE	63.5%	21	20.1%	65.0%	40	35.5%	15%	50	\$ 12,766
UNION	61.7%	5,211	67.8%	62.1%	5,154	66.9%	-1%	1,006	\$ 272,244
UNION CITY	50.5%	87	73.8%	54.1%	81	72.1%	-2%	9	\$ 2,189
VALLIANT	75.2%	195	40.2%	71.9%	184	39.9%	0%	186	\$ 38,580
VANOSS	66.7%	147	57.9%	67.1%	144	56.8%	-1%	59	\$ 12,784
VARNUM	70.8%	102	63.3%	71.4%	100	63.7%	0%	26	\$ 6,301
VELMA-ALMA	44.6%	76	63.9%	45.0%	71	57.9%	-6%	27	\$ 7,168
VERDEN	69.2%	97	69.7%	70.4%	83	64.8%	-5%	19	\$ 4,375
VERDIGRIS	27.2%	-	0.0%	26.8%	-	0.0%	0%	177	\$ 42,721
VIAN	75.4%	296	59.9%	88.6%	304	53.8%	-6%	148	\$ 39,228
VICI	49.9%	73	59.5%	49.0%	79	64.6%	5%	19	\$ 4,585
VINITA	67.1%	335	42.0%	67.0%	323	41.2%	-1%	304	\$ 77,339
WAGONER	72.1%	746	56.2%	73.7%	817	59.6%	3%	279	\$ 61,990
WAINWRIGHT	82.4%	41	56.8%	90.3%	44	65.1%	8%	10	\$ 2,641
WALTERS	57.6%	84	34.0%	61.9%	71	29.8%	-4%	119	\$ 31,560

2015-2016

2016-2017

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WANETTE	76.9%	67	62.3%	89.9%	72	74.8%	13%	5	\$ 1,270
WAPANUCKA	71.9%	103	72.6%	61.8%	92	64.8%	-8%	21	\$ 4,704
WARNER	69.0%	226	54.3%	71.5%	240	53.9%	0%	116	\$ 28,736
WASHINGTON	31.2%	112	57.3%	28.6%	115	60.4%	3%	37	\$ 9,472
WATONGA	73.8%	167	43.4%	73.3%	194	49.1%	6%	122	\$ 31,321
WATTS	80.1%	198	93.5%	80.4%	166	96.5%	3%	-	\$ -
WAUKOMIS	53.4%	67	36.3%	57.8%	67	33.1%	-3%	95	\$ 20,024
WAURIKA	72.1%	139	70.3%	73.6%	136	65.2%	-5%	31	\$ 7,925
WAYNE	73.6%	288	96.3%	74.1%	252	92.2%	-4%	-	\$ -
WAYNOKA	29.7%	-	0.0%	34.8%	-	0.0%	0%	56	\$ 14,030
WEATHERFORD	50.0%	414	51.7%	46.5%	357	46.1%	-6%	263	\$ 70,480
WEBBERS FALLS	86.2%	78	40.5%	86.3%	66	37.3%	-3%	76	\$ 18,715
WELCH	51.5%	48	39.2%	48.5%	49	45.4%	6%	37	\$ 8,835
WELEETKA	89.3%	181	57.0%	88.8%	161	54.5%	-3%	75	\$ 18,437
WELLSTON	54.2%	143	61.3%	58.7%	138	59.4%	-2%	48	\$ 11,842
WESTERN HEIGHTS	93.2%	1,314	49.4%	90.0%	1,343	54.1%	5%	645	\$ 173,803
WESTVILLE	77.9%	356	52.7%	81.0%	367	50.5%	-2%	214	\$ 52,555
WETUMKA	79.6%	173	61.3%	76.5%	158	63.0%	2%	43	\$ 10,399
WEWOKA	82.0%	221	55.9%	94.2%	247	49.9%	-6%	149	\$ 34,184
WHITE OAK	87.0%	33	94.6%	83.3%	34	94.6%	0%	-	\$ -
WHITE ROCK	83.2%	52	68.5%	82.3%	55	70.0%	2%	8	\$ 1,649
WHITEBEAD	58.2%	155	83.5%	55.6%	143	83.1%	0%	-	\$ -
WHITEFIELD	65.9%	38	56.2%	66.9%	39	51.2%	-5%	22	\$ 5,515
WHITESBORO	79.0%	99	76.9%	77.1%	93	69.8%	-7%	14	\$ 2,878
WICKLIFFE	80.2%	72	83.7%	79.6%	64	86.6%	3%	-	\$ -
WILBURTON	68.2%	222	49.7%	68.4%	200	46.1%	-4%	147	\$ 34,668
WILSON	79.8%	129	95.4%	87.2%	156	96.7%	1%	-	\$ -
WILSON	76.0%	129	67.3%	74.9%	115	67.5%	0%	21	\$ 4,704
WISTER	65.0%	189	70.3%	66.5%	192	69.5%	-1%	29	\$ 7,266
WOODALL	68.6%	159	61.0%	63.7%	116	48.1%	-13%	77	\$ 18,115
WOODLAND	82.7%	205	75.1%	77.7%	181	72.6%	-2%	18	\$ 4,271
WOODWARD	54.1%	681	59.2%	56.8%	575	52.1%	-7%	307	\$ 80,282
WRIGHT CITY	80.8%	143	44.4%	82.4%	131	40.2%	-4%	130	\$ 32,389
WYANDOTTE	60.4%	155	44.6%	61.6%	197	51.2%	7%	111	\$ 28,481
WYNNEWOOD	59.7%	309	130.7%	65.7%	306	127.3%	-3%	-	\$ -
WYNONA	77.1%	41	68.8%	76.3%	39	68.4%	0%	7	\$ 1,613
YALE	60.5%	116	61.3%	72.7%	140	64.6%	3%	33	\$ 8,144
YARBROUGH	*	*	*	88.6%	63	76.7%	*	3	\$ 694
YUKON	43.0%	1,101	51.2%	44.0%	1,192	49.1%	-2%	751	\$ 195,056
ZANEIS	84.9%	89	50.7%	82.5%	105	51.5%	1%	58	\$ 14,405
ZION	80.7%	185	69.1%	80.7%	182	69.2%	0%	28	\$ 6,996

School Breakfast Participation by County

County	2015-2016			2016-2017			Change in Ratio of SBP to NSLP Participation	Additional Students if 80% Met	Additional Dollars if 80% Met
	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP			
ADAIR	83.0%	1,989	66.4%	85.7%	1,994	64.6%	-2%	474	\$ 120,590
ALFALFA	50.1%	205	60.9%	55.0%	229	64.8%	4%	54	\$ 13,264
ATOKA	73.8%	1,088	80.5%	74.9%	1,110	83.5%	3%	-	\$ -
BEAVER	55.0%	199	43.4%	57.6%	239	43.8%	0%	198	\$ 50,487
BECKHAM	57.5%	818	54.7%	59.3%	885	56.2%	2%	375	\$ 95,911
BLAINE	72.3%	627	60.1%	73.6%	617	59.3%	-1%	215	\$ 54,286
BRYAN	67.2%	3,080	72.8%	67.1%	3,016	71.9%	-1%	338	\$ 91,925
CADDO	75.7%	1,910	58.6%	76.8%	1,888	57.8%	-1%	727	\$ 182,947
CANADIAN	39.7%	3,452	47.7%	40.1%	3,672	48.4%	1%	2,403	\$ 629,025
CARTER	65.9%	2,325	52.5%	66.8%	2,425	54.1%	2%	1,160	\$ 299,153
CHEROKEE	74.1%	2,680	57.2%	75.1%	2,586	58.0%	1%	981	\$ 240,339
CHOCTAW	81.3%	1,103	70.8%	85.5%	1,275	74.7%	4%	90	\$ 20,022
CIMARRON	58.8%	97	45.8%	68.9%	118	50.2%	4%	70	\$ 16,364
CLEVELAND	46.7%	6,159	45.7%	46.0%	6,309	46.0%	0%	4,668	\$ 1,221,554
COAL	76.6%	403	61.8%	78.0%	399	61.4%	0%	121	\$ 29,204
COMANCHE	59.7%	6,777	70.1%	60.4%	6,744	70.5%	0%	912	\$ 225,713
COTTON	60.2%	220	50.5%	63.5%	196	44.5%	-6%	156	\$ 41,033
CRAIG	65.8%	661	49.4%	66.0%	664	48.8%	-1%	425	\$ 107,331
CREEK	64.6%	3,409	57.7%	61.2%	3,352	58.8%	1%	1,209	\$ 299,758
CUSTER	60.2%	1,915	77.5%	58.3%	1,845	76.7%	-1%	79	\$ 19,605
DELAWARE	70.6%	2,281	62.8%	73.3%	2,477	65.4%	3%	554	\$ 136,353
DEWEY	52.9%	210	56.6%	50.8%	211	62.4%	6%	60	\$ 15,336
ELLIS	55.6%	254	67.9%	50.7%	192	60.9%	-7%	60	\$ 14,959
GARFIELD	64.7%	2,810	45.7%	69.4%	2,693	45.5%	0%	2,039	\$ 554,504
GARVIN	63.5%	1,667	77.4%	65.0%	1,626	74.9%	-3%	112	\$ 29,083
GRADY	53.4%	2,485	71.0%	55.4%	2,482	66.8%	-4%	490	\$ 119,699
GRANT	57.4%	227	62.2%	56.9%	236	70.7%	9%	31	\$ 7,522
GREER	69.3%	283	58.6%	68.9%	234	51.2%	-7%	132	\$ 32,624
HARMON	72.3%	128	52.3%	76.3%	125	48.1%	-4%	83	\$ 20,604
HARPER	52.0%	61	20.3%	56.8%	76	24.1%	4%	176	\$ 42,602
HASKELL	73.9%	762	68.1%	78.4%	937	72.1%	4%	103	\$ 30,483
HUGHES	76.1%	847	63.3%	76.6%	918	69.2%	6%	143	\$ 35,507
JACKSON	59.1%	996	49.5%	58.7%	922	46.1%	-3%	678	\$ 175,357
JEFFERSON	71.7%	331	68.1%	70.9%	323	66.6%	-2%	65	\$ 16,775
JOHNSTON	70.5%	736	70.3%	76.1%	797	71.3%	1%	97	\$ 23,898
KAY	65.6%	2,333	54.1%	65.2%	2,265	54.1%	0%	1,083	\$ 285,693
KINGFISHER	57.2%	848	49.9%	57.2%	864	51.2%	1%	486	\$ 125,327
KIOWA	71.2%	409	50.3%	76.5%	415	48.4%	-2%	270	\$ 68,889
LATIMER	70.5%	403	54.9%	70.6%	404	54.4%	-1%	190	\$ 44,180
LE FLORE	69.6%	2,929	58.8%	75.5%	3,195	62.1%	3%	920	\$ 229,528
LINCOLN	58.9%	1,540	71.6%	59.3%	1,514	69.7%	-2%	225	\$ 56,763
LOGAN	59.5%	1,029	56.4%	58.1%	1,037	56.0%	0%	444	\$ 118,829
LOVE	69.6%	549	57.8%	69.8%	547	56.8%	-1%	224	\$ 56,067
MAJOR	54.5%	292	45.7%	56.9%	293	44.8%	-1%	231	\$ 58,373
MARSHALL	80.3%	1,148	63.8%	83.3%	1,071	58.8%	-5%	387	\$ 98,906
MAYES	69.9%	2,230	55.8%	69.3%	2,232	57.1%	1%	895	\$ 222,990
MCCLAIN	43.9%	1,402	61.2%	44.5%	1,432	62.5%	1%	401	\$ 95,656
MCCURTAIN	79.9%	2,835	64.3%	80.4%	2,889	66.2%	2%	602	\$ 133,056
MCINTOSH	75.9%	1,098	60.1%	76.3%	1,065	60.0%	0%	355	\$ 87,859
MURRAY	55.7%	400	45.2%	52.1%	389	44.3%	-1%	313	\$ 78,040
MUSKOGEE	66.6%	3,395	50.4%	69.4%	3,535	49.1%	-1%	2,223	\$ 584,603
NOBLE	57.8%	581	62.2%	55.0%	559	62.4%	0%	157	\$ 38,861
NOWATA	62.8%	471	55.6%	63.1%	437	52.5%	-3%	229	\$ 56,300
OKFUSKEE	78.0%	885	63.5%	78.7%	877	64.8%	1%	205	\$ 50,379
OKLAHOMA	62.9%	31,704	51.6%	61.4%	30,613	52.3%	1%	16,254	\$ 4,229,710
OKMULGEE	72.6%	2,460	63.9%	74.2%	2,500	65.3%	1%	562	\$ 139,606
OSAGE	70.6%	1,140	57.5%	72.2%	1,171	58.3%	1%	436	\$ 104,530

County	2015-2016			2016-2017			Change in Ratio of SBP to NSLP Participation	Additional Students if 80% Met	Additional Dollars if 80% Met
	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP	% FR Eligible	FR Breakfast ADP	FR Students in SBP per 100 in NSLP			
OTTAWA	69.5%	1,760	56.3%	70.5%	1,704	55.8%	-1%	741	\$ 191,206
PAWNEE	68.8%	723	54.7%	74.7%	922	66.1%	11%	193	\$ 48,496
PAYNE	50.6%	2,802	71.4%	47.6%	2,827	74.9%	3%	194	\$ 51,656
PITTSBURG	69.0%	3,573	83.3%	73.2%	3,768	84.1%	1%	-	\$ -
PONTOTOC	61.9%	1,940	63.3%	62.2%	1,867	60.8%	-2%	588	\$ 144,074
POTTAWATOMIE	65.6%	4,449	67.6%	67.9%	4,427	66.2%	-1%	919	\$ 240,868
PUSHMATAHA	73.3%	1,148	87.4%	73.2%	1,139	85.7%	-2%	-	\$ -
ROGER MILLS	46.7%	295	67.4%	52.0%	309	67.8%	0%	55	\$ 14,156
ROGERS	51.1%	2,411	47.4%	52.4%	2,482	49.7%	2%	1,515	\$ 372,818
SEMINOLE	73.5%	1,701	62.2%	76.9%	1,704	60.4%	-2%	551	\$ 136,847
SEQUOYAH	77.1%	2,974	59.3%	80.2%	2,995	58.8%	0%	1,080	\$ 287,288
STEPHENS	53.7%	1,646	58.6%	56.3%	1,529	52.9%	-6%	785	\$ 208,672
TEXAS	71.0%	903	37.7%	72.4%	897	36.0%	-2%	1,097	\$ 290,914
TILLMAN	77.7%	704	90.5%	77.3%	633	88.4%	-2%	-	\$ -
TULSA	58.9%	32,030	62.9%	56.0%	30,081	60.4%	-2%	9,750	\$ 2,611,230
WAGONER	54.2%	1,484	54.7%	54.4%	1,486	56.5%	2%	617	\$ 147,249
WASHINGTON	51.8%	1,764	53.8%	50.5%	1,957	60.9%	7%	616	\$ 161,130
WASHITA	66.5%	600	56.8%	68.6%	595	57.7%	1%	230	\$ 59,974
WOODS	46.9%	166	39.3%	45.0%	193	46.0%	7%	143	\$ 36,278
WOODWARD	53.1%	796	53.6%	54.8%	681	47.6%	-6%	464	\$ 119,757

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