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# THE BREAKFAST CLUB

A Cost/Benefit Analysis on the breakfast program at  
Douglas Road Elementary School

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In partnership with:



Beedie | Development Group

*This report provides a cost/benefit analysis of a free, open access breakfast program called the Breakfast Club offered at Douglas Road Elementary School.*

# Executive Summary

This report provides a cost/benefit analysis of a breakfast program called the “Breakfast Club” offered at Douglas Road Elementary School. Douglas Road Elementary is a 250-student school serving kindergarten through grade 7 in Burnaby, British Columbia. The Breakfast Club offers daily breakfast free of charge to all students from kindergarten to grade 7. As of December 2015, 83 students, or 33% of the students, are registered in the program and approximately 25% of the registrants attended the Breakfast Club on any given day.

The Breakfast Club was founded in October, 2014, with support from the Principal, Mrs. Mary-Ann Brown, the Burnaby School District and a private donation organized by employees of Beedie Development Group through the Vancouver Sun’s Adopt-A-School program. Canada is the only G8 country without a national school meal program and therefore partnerships such as this are key to successful meal programs.

The purpose of this research study is to understand what benefits and impacts a program such as the Breakfast Club can have on students, teachers, and the school. This research also aims to provide insight into how other schools can leverage their resources into starting similar breakfast programs in the future.

This study reviewed the direct cash costs and the indirect non-cash costs of the Breakfast Club. The direct cash costs, which was funded by the private donation, was \$0.44 per meal; when the value of food donated by local grocers is included, the calculated cost was \$0.86 per meal. To obtain an understanding of the true economic cost of delivering the Breakfast Club, the indirect non-cash support costs including volunteer staffing, space utilization, setup costs, and supplies was estimated to be \$4,661 per year; these indirect non-cash costs are supported by the general operating budget of Douglas Road Elementary and the Burnaby School District. The cost data suggests that, based on current attendance, as little as \$1,628 per year in external financial support can fund a breakfast program for a school such as Douglas Road Elementary.

Benefits of the program were considered from student and teacher/staff perspectives. The student impacts were highly positive, including a 22% reduction in overall late attendance for Breakfast Club members. Breakfast Club members also noted that they were more likely to participate in school activities as a result of the Breakfast Club. Many of the staff/teacher respondents indicated the Breakfast Club had a significant positive impact on students, with 100% of the volunteers reporting they were likely to return to the club the following year. In regard to school community, 86% of the staff and teachers indicated that the club had increased the school’s sense of connectedness.

The benefits outlined in this study indicate that the Breakfast Club at Douglas Road Elementary provides a positive experience at a reasonable cost that can contribute to student success. The Breakfast Club not only helps prepare children for learning through adequate nutrition, but it is also a social experience with the potential to build the school’s sense of community. The club was shown to increase social ties, rapport between teachers and students, and serve as a gateway for students to participate in other school activities. This study shows that, breakfast programs are powerful tools for generating positive change for students.

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# A Brief History of Breakfast Programs

## 100 Years of School Breakfasts

Over the last 100 years, governments in many countries have experimented with providing breakfast at schools. These breakfasts were initially administered to feed the disadvantaged children of parents who may not have been able to provide a nutritious morning meal at home. While socioeconomic arguments for breakfast programs persist, it is widely recognized that the most effective breakfast programs support youth from all socioeconomic categories. This allows for total social inclusion within schools by eliminating the stigmatization that would occur if breakfast programs targeted only the lowest socioeconomic class.

One of the first well-known breakfast programs was the Oslo Breakfast, designed by Carl Schjøtz, which took place in Norway in the late 1920s. It was eventually offered as a free, universal meal to all Norwegian school children starting in 1932 to ensure good nutrition and remove the stigmatization of breakfast at school for disadvantaged youth. The meal consisted of specific proportions of bread, cheese, yogurt, milk, apples and oranges. It was designed in response to earlier, less standardized lunch and breakfast programs that were criticized for lack of nutrition. The Oslo Breakfast was adopted in multiple European countries, and even spread to Australia and Canada. The breakfast program was served until the late 1950s when Norwegian authorities decided there was no reason to continue providing school meals when economic prosperity had risen dramatically.

In the United States, the federally subsidized School Breakfast Program (SBP) is the longest running and most highly researched breakfast program in the world. The SBP began in 1966 and currently provides breakfasts to 16 million children across 89,000 schools and institutions at a cost of \$3.3 billion. Federal funding is provided on a per-meal reimbursement. Families with incomes at or below 130% of the poverty level pay nothing in the SBP, while families with higher household incomes pay \$2.30 per meal.

Other developed countries have long established school breakfast and lunch programs, most notably France, Japan, Finland, Italy and Sweden. Most of the breakfast programs are federally subsidized and have regional influences. Providing breakfast remains an important consideration for school administrators around the world. For example, the UK has recently expanded its national breakfast program as it is estimated that 14% of UK schoolchildren do not have breakfast (Hoyland et al, 2012). The US has done the same with its breakfast and lunch programs.

Canada currently stands as the only G8 member and only member of the 34-nation Organization for Economic Cooperation and Development (OECD) without a national school meal program. In Canada, school meals are organized through provincial authority and vary across regions. In British Columbia (BC), there are local school breakfast offerings but no standardized provincial programs. Many elementary schools in BC and across Canada were designed without kitchens or cafeteria space to run school meal programs. Therefore, it is vital that local communities unite and support the school system to implement programs such as the Breakfast Club. Currently, schools may not have sufficient funding to support these essential programs and as such, private donors and corporations will need to step in and not only assist financially, but also help to raise awareness as pillars of their community.

## Effects of Breakfast Programs on Students

A substantial amount of research has been done to better understand the effects of school breakfast programs on students. Summaries of research studies indicate there are positive effects on student's nutrition, cognition, and behaviour. Studies have shown that nutrition levels are improved for students in a breakfast program (Bhattacharya et al, 2006), and students in breakfast programs show a lower propensity towards obesity (Millimet et al 2009).

In regard to cognition and academic performance, research generally indicates that participation in school breakfast programs increases ability in cognitive tasks through increased memory retention and fewer errors in attention related activities, especially later in the morning (Hoyland et al, 2009).

In regard to behaviour, students in breakfast programs have been shown to have lower levels of absenteeism and higher levels of on-task behaviour, particularly in mathematics and arithmetic scores (Adolphus et al, 2013). Importantly, these behavioural effects were observed in children whether they were well-nourished or undernourished before the program began, or whether they were from families with high or low socioeconomic status. Research shows that breakfast programs have positive effects on students regardless of their socioeconomic background.

These positive results are supported in a 2013 Deloitte study on Maryland elementary schools (Augustine-Thottungal et al 2013) that suggests students who participated in school breakfast programs scored on average 17% higher on standardized math tests. Students were also shown to have attended 1.5 more days of school annually. Attending school more frequently and scoring higher on standardized testing translates directly into increased student graduation rates. In the Deloitte study, it was estimated that raising participation in breakfast programs to 70% would result in approximately 14,000 additional high school graduations per year in the state of Maryland.

## Effects of Breakfast Programs on Schools, Teachers and Staff

While considerable research is available on the effects of breakfast programs on students, less research has been developed on the effects these programs can have on learning environments and the general school community. Studies have noted that breakfast programs are associated with decreased disciplinary referrals, an improved sense of community in the school and increased student responsibility (Hasley et al 2014; Rainville and Carr 2008). In support of this perspective, a CBC report (CBC Report 2013) noted a Manitoba school where a correlation was found between the introduction of a breakfast program and a significant reduction in violent incidents at the school being observed. In the report, the social aspect of a daily breakfast where children interacted with each other was credited with helping to facilitate an amicable environment within the school.

Reports such as these suggest that breakfast programs can add more to a school than simply an early meal and improved attendance. Breakfast programs can grow to become community-building experiences that help to create a sense of belonging in students and enable the development of relationships between students, teachers, and staff.

## Purpose and Approaches/Methods

This research study uses a combination of both qualitative and quantitative analysis to determine all benefits of the Breakfast Club at Douglas Road Elementary school. A cost/benefit analysis was undertaken to better understand the direct and indirect costs and benefits associated with the Breakfast Club. The direct costs relate to purchasing and serving the food. These direct cash costs are funded through a private donation organized by employees of Beedie Development Group, and food donations sourced by Mrs. Brown from local grocers. Indirect costs include support and infrastructure costs that are provided through Douglas Road Elementary and the Burnaby School District. These indirect costs do not require a cash expense but are recognized as a necessary part of delivering the program. These indirect non-cash costs include the cost of preparing a kitchen and facility, non-food items and supplies, and staffing costs. It is important to consider both direct cash costs and indirect non-cash costs to realize the contributions necessary from all parties to make a breakfast program successful.

The direct benefits of the Breakfast Club were estimated based on quantitative analysis of on-time attendance for club members and non-members. In addition, the qualitative direct benefits perceived by students were collected through surveys of students. The indirect benefits to students and the school as a whole were estimated by surveying teachers and program staff working with the program.

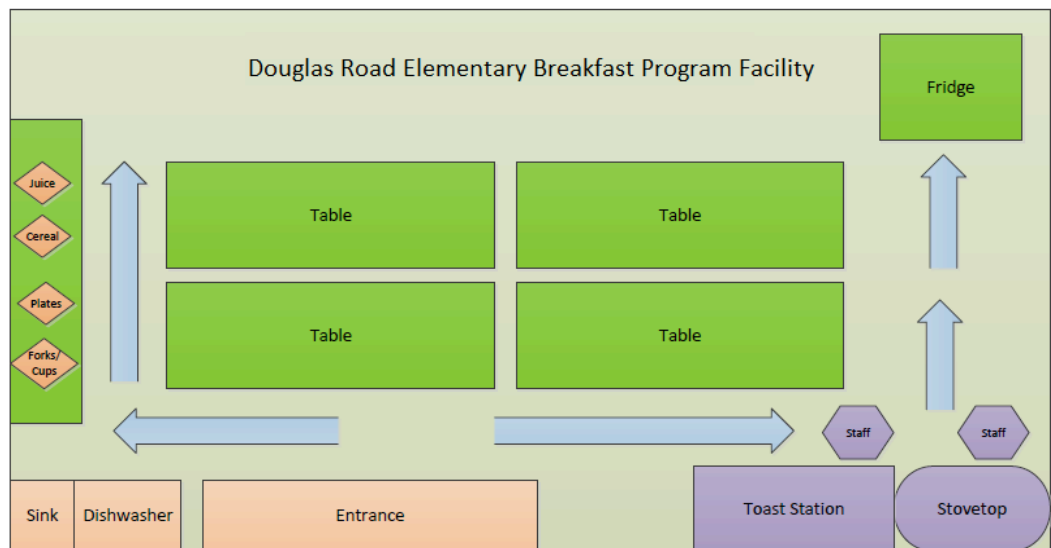
# Douglas Road Elementary School Breakfast Club

## Overview

Douglas Road Elementary is a 250-student school offering kindergarten to grade 7 located in Burnaby, BC. The school has a highly diverse student population that reflects the diverse demographics of the SD41 Burnaby School District. The Breakfast Club at Douglas Road Elementary is in its second year of operation and has been running since the end of October 2014. The club, which is called the Breakfast Club, was started with support from the Principal, Mary-Ann Brown, the Burnaby SD41 School District and a private donation through the Vancouver Sun's Adopt-A-School program organized by employees of Beedie Development Group (Bellet 2014). The club offers breakfast meals free of charge that are open to all students from kindergarten to grade 7. As of December 2015, 83 students are registered in the Breakfast Club that serves an average of 12 breakfasts per day.

Since there was neither a cafeteria nor a kitchen in the school, the teachers and staff generously provided their staff room to run the Breakfast Club. Figure 1 demonstrates the floor map for the Breakfast Club as shown below. The Breakfast Club runs from 8:30am – 8:55am Monday through Friday.

**Figure 1: Breakfast Program Facility Floorplan**

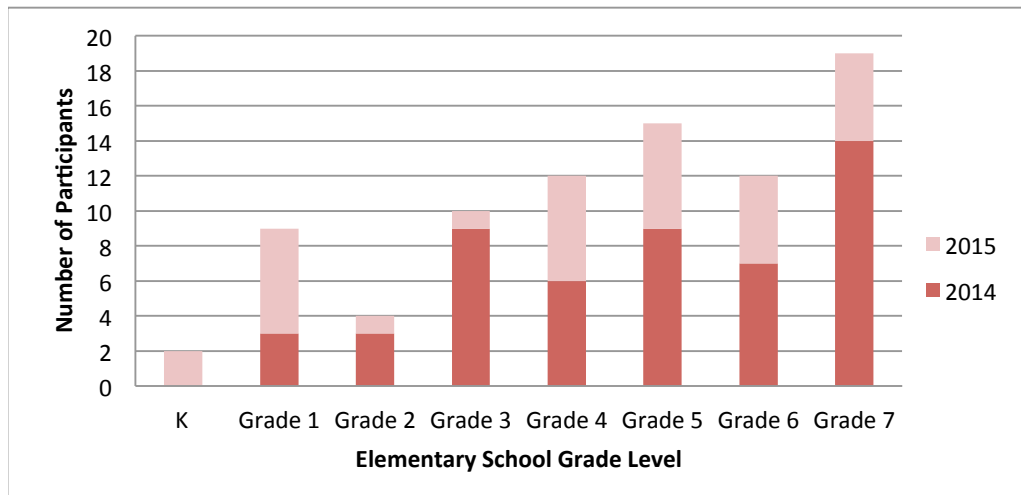


## Student Participation in the Breakfast Program

Students sign in for the Breakfast Club and attendance records are summarized each week. In 2014, the first year of the club, there were 51 registered participants. In 2015, the participation grew by 32 students resulting in a total of 83 students attending the Breakfast Club. This is approximately 33% of the school population. The number of students from kindergarten through grade 7 in the program is provided in Figure 2.

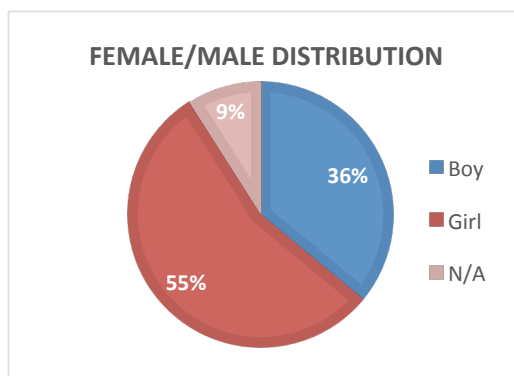
An average of 12 students per day attended the Breakfast Club in the first year of operation from October 2014 – June 2015. With 51 members, this shows that 25% of Breakfast Club members attended the Breakfast Club on any given day. Gender, grade level and overall academic performance of attendees were reviewed over a random 2-day period. The female/male attendance for the representative 2-day period is shown in Figure 3. The distribution of students between kindergarten and grade 7 provided in Figure 4 shows an increased participation among students in the later grades (Grades 4, 5, 6, and 7) over the 2-day period.

**Figure 2: Program Growth - Members from 2014 and New Members for 2015**

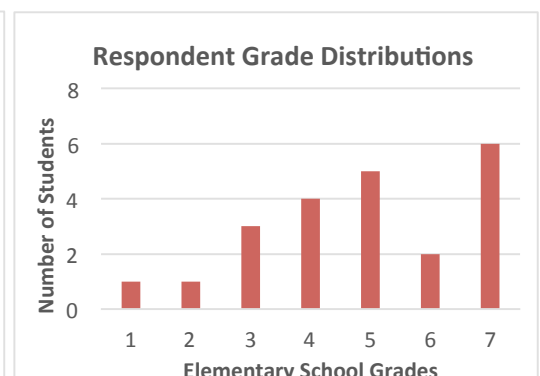


An analysis of academic performance for attendees in the Breakfast Club indicates that the club attracts students with a wide range of academic performance that is representative of the school as a whole.

**Figure 3: Female/Male Distribution over representative 2-day period**



**Figure 4: Distribution of Grade levels over representative 2-day period**





## Summary of Student Participation in the Program

In the first year of operation, 51 students (approximately 20% of the student population at the school) participated in the Breakfast Club. On any given day, 25% of these 51 students participated in the club. In the second year, participation grew 67% to 83 students (or 33% of the overall student population). The data provides a clear picture which shows that a complementary, open-access breakfast club attracts female and male students across multiple grade levels and across all levels of academic performance.

# Costs Analysis of the Breakfast Club

## Overview

In developing these estimates, Breakfast Club costs were collected from October 25th, 2014 to June 5th, 2015. Over this period, 1,820 meals were served to Breakfast Club members at Douglas Road Elementary. It is estimated that the Breakfast Club runs 38 weeks per year to offer approximately 185 breakfast days per year. Each breakfast requires two volunteers for 30 minutes a day to manage the program.

## Comprehensive Cost Breakdown

Cost management is critical for a successful program. To better understand the different types of costs, we have broken down the expenses into two categories: direct food costs and indirect non-cash costs.

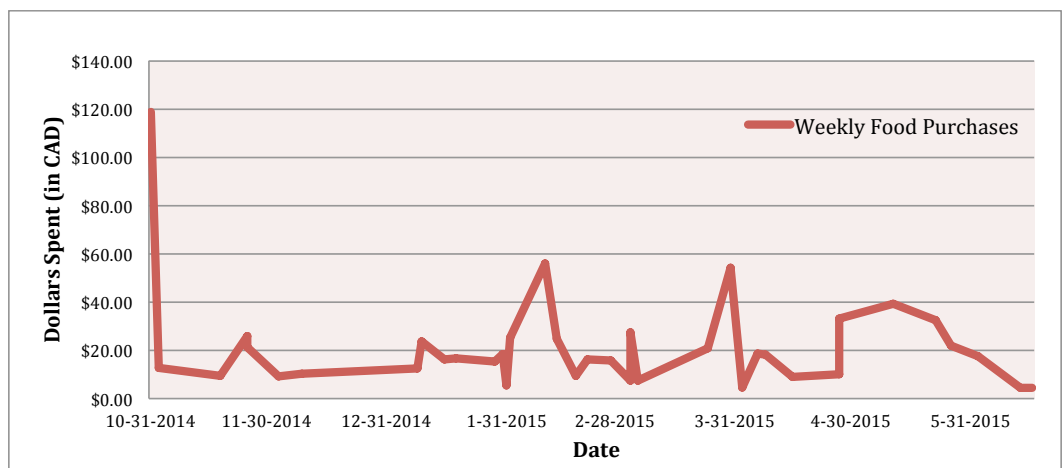
### Direct Food Costs

#### Food Purchases

**Estimate: \$795**

The total food purchases over the eight-month period were \$795. This included purchasing milk, eggs, yogurt, toast (jam and butter), cereal (Cheerios, Corn Flakes, and oatmeal), pancake mix and juice. Not all items are served for every breakfast. The principal, Mary-Ann Brown, coordinates the breakfast meals and purchases the food weekly at stores in Burnaby including Costco, Superstore, Wholesale Club and Safeway. The weekly purchases are provided in Figure 5.

**Figure 5: Food Purchases throughout the Year**



### ***Food Donations***

**Estimate: \$765**

In addition to food purchases, several local stores, such as Safeway, provide small donations of bread (six to eight loaves) and other food items on a weekly basis. Not all breakfast programs are able to secure food donations and as such, food donations should be included in the calculated food cost. For the purpose of the cost calculation, the donation is estimated at seven loaves per week (assuming \$2.50 per loaf) for a total of \$17.50 per week or \$665 per year. Other donations are collected periodically through the year and are estimated at approximately \$100 per year.

### ***Indirect Food Costs***

#### ***Program Services (Staffing)***

**Estimate: \$2,560**

There are two volunteers who each work for 30 minutes per day for a total of 5 hours per week, which amounts to 185 hours per year. Even at minimum wage (\$10.45/hour), this service would be estimated at \$1,933 per year. In addition, the Principal purchases the required food, organizes the meal itinerary and does the club's accounting. An educational assistant also picks up food donations twice a week. This service is estimated at 60 hours over the course of one year. If minimum wage is offered for providing these services it amounts to \$627 per year. The total club related service is the sum of these estimates for an estimated total of \$2,560 per year.

#### ***Program Set-up Costs***

**Estimate: \$14,852 (\$1,485 per year amortized over 10 years)**

The Breakfast Club utilizes the staff room at Douglas Road Elementary that has an existing refrigerator, stove, dishwasher, and utensils. These appliances are essential to running the club. If these appliances were purchased and installed in a room at the school, an estimated \$6,000 would be required (including labour for installations). In addition, the necessary counter, cabinets, and sink would add \$4,000 (including labour) to the setup infrastructure. Four children-sized collapsible tables and seats for 30 children would add an additional \$4,800 in costs. The club also requires the purchase of smaller items such as a toaster, plates, serving utensils, cutting board and various items. The total cost of these start-up items was \$52. This suggests the total program set-up costs are approximately \$14,852.

If we assume the set-up equipment has a useful life of 10 years, the set-up costs could then be amortized over 10 years to match the benefit of the equipment with the delivery of the program. This suggests that \$1,485 per year in program set-up costs should be added as an annual program cost.

## ***Non-Food Cots and Supplies***

**Estimate: \$616**

Electricity to run the refrigerator, stove and dishwasher are estimated at \$241 per year using current BC Hydro rates (Basic Charge at \$0.1764 per day and Step 1 energy charge at \$0.0797 per kWh). We assume the breakfast room will be lighted and heated at no additional cost. Other annual miscellaneous non-food purchases (napkins at \$100, paper towels at \$75, dishwashing detergent and soap at a combined \$150, and other cleaning supplies at \$50) are estimated for a total of \$375 per year. Combining these provides non-food expenses totals of \$616.

**Table 1: Total Estimated Annual Costs of a Breakfast Program**

<b>Cost Item</b>	<b>Cost for 1,820 Meals</b>	<b>Cost Per Meal</b>	<b>Percentage of Total</b>
<b><i>Food Costs (funded by private donation &amp; local grocery store)</i></b>			
Food Purchases	\$ 795	\$0.44	51%
Food Donations	\$ 765	\$0.42	49%
<b>Total Food Costs per Meal</b>	<b>\$1,560</b>	<b>\$0.86</b>	<b>100%</b>
<b><i>Indirect Non-Cash Costs (supported by Douglas Road Elementary &amp; Burnaby SD41 District)</i></b>			
Program Services Costs (Staffing)	\$2,560	\$1.41	55%
Program Set-up Costs	\$1,485	\$0.82	32%
Non-food costs and supplies	\$616	\$0.34	13%
<b>Total Indirect Costs per Meal</b>	<b>\$ 4,661</b>	<b>\$2.57</b>	<b>100%</b>

## **Summary of Cost Analysis**

The cost of serving a breakfast when the food is sourced in an effective and efficient manner is \$0.86 per meal. If local grocery stores donate certain food items, as is the case for the Breakfast Club, the cash required to fund the program can be reduced to as low as \$0.44 per meal. Based on the Breakfast Club's 83 members, and assuming a 25% attendance rate, this data suggests that as little as \$1,628 per year in external financial support can fund a breakfast program for a school such as Douglas Road Elementary.

When the economic costs of running the program are considered, including the notional costs associated with providing an area to serve the meals, staff time and indirect supplies, an additional \$2.57 per meal should be added to the \$0.86 in food costs. Douglas Road has done a superior job lowering the actual cost of each meal by effectively utilizing the existing school infrastructure, supplies and volunteer time to run the program, providing a net annual benefit of \$4,661, or \$2.57 per meal, to the Breakfast Club.

# Benefits and Impact of the Breakfast Program

## Improvements in On-time Attendance

K-12 education in British Columbia is moving towards the development and assessment of broader competencies and away from traditional and relatively narrow definitions of academic performance. Academic success is expanding to consider factors such as attendance, classroom participation and engagement as more important than traditional grades. Programs like the Breakfast Club will become increasingly necessary if they can encourage on-time attendance and improve the readiness of students to participate in the classroom.

Since there is a strong connection between classroom engagement and showing up on -time to class, we studied the correlation between students attending the Breakfast Club at Douglas Road Elementary school and on -time behavior. In the most recent term available, the School comprised of 255 students observed 482 late arrivals. This translates to an average of 1.89 late arrivals per student (that is, on average, a student will be late almost two days in a school term). Comparing these numbers to students attending the Breakfast Club, we found that the 83 students at the Breakfast Club reported only 122 late arrivals for a given period, which translates to an average late arrivals score of 1.47. This represents a 22% reduction in the total number of late arrivals for students in the Breakfast Club. Figure 6 below summarizes this data:

**Figure 6: Comparison Between On-Time Behaviors of Students**

<b>On-Time Analysis</b>	<b>Breakfasat Club</b>	<b>Non-Breakfast Club</b>
Total Number of Late Arrivals	122	482
Total Number of Students	83	255
<b>Average Late Arrivals Per Student</b>	<b>1.47</b>	<b>1.89</b>

## Survey Collection Methods

We undertook two anonymous surveys: one directed at students in the Breakfast Club and the other at Breakfast Club teachers/staff volunteers. The surveys were collected over a one week period in December 2015 and included 22 student responses and 7 teacher/staff responses. In addition, two student-based focus groups were organized to capture open-ended responses to participation in extracurricular activities and motivations for participating in the program. Finally, summary information on Breakfast Club attendance, classroom attendance and exceptional academic performance information was also gathered for analysis.

## Student Perspective on Benefits

The students' thoughts on the program were collected through participation in a short survey, along with two focus group meetings held at the end of the breakfast session. The questions were focused on the reasons they joined the program, what students liked about the program and how students heard about the program.

### **What Students Liked About the Breakfast Club**

The quotes below provides the many reasons for student participation in the Breakfast Club, in their own words:

*"I joined because I don't get proper breakfast in the morning having to help get my sisters ready"*

*"I joined when my stomach was empty and I wanted TOAST"*

*"I joined because when I am at home having breakfast I am usually late for school but now I can come early have breakfast at school and not be late"*

*"I joined because I can eat bread there"*

### **What Students Liked About the Breakfast Club**

Students really enjoyed being part of the Breakfast Club. The best way to understand what students liked about the program is to hear it in their own words.

#### **The Food:**

*"I go to breakfast club to have delicious food in the morning =)"*

*"The cereal is yummy"*

*"I like it because the food is good"*

*"It's good and I come here because sometimes I do not eat breakfast"*

#### **The People:**

*"Lots of my friends go to breakfast club"*

*"Because the people are nice"*

### **The Energy:**

*"It gives energy"*

*"I like breakfast because it gives me energy to go throughout the day"*

*"...The food because one I have a full stomach I can think better"*

### **The Options:**

*"You get to choose what kind of breakfast you can eat"*

*"It's healthy and there are many options"*

### **The Convenience:**

*"If there is no good breakfast at home I could come here"*

*"Because when I don't have bread or butter I can go to breakfast club"*

*"I like the concept of breakfast club that I can eat at school if I didn't at home"*

### **How Students Heard About the Program**

Simple messages are the best way to advertise the Breakfast Club. The most effective method of advertisement was the mention of the club in the daily announcements. Word-of-mouth is also critical, especially in the early days of the program's launch.

### **From Announcements:**

*"I found out by the announcements"*

*"The morning announcement"*

*"I heard about breakfast club from the morning announcements"*

**From Friends:**

*"My friend told me about and my school had an assembly about it"*

*"I heard people talking about the breakfast club and I asked what is the breakfast club and where was it."*

**From Others:**

*"One of the teachers they told us that their was breakfast club in the staff room"*

*"My mom showed me"*

*"I found out about the breakfast club by the teacher giving a form"*

*"Saw a sign that said breakfast club"*

*"My sister's friend told her"*

## Staff/Teacher Volunteers' Perspective on Benefits

The Breakfast Club at Douglas Road relies on teachers and staff who volunteer, on a rotational basis, for the program. The majority of volunteers had a very positive impression of the program and volunteered their time to "give back to the community for a good cause".

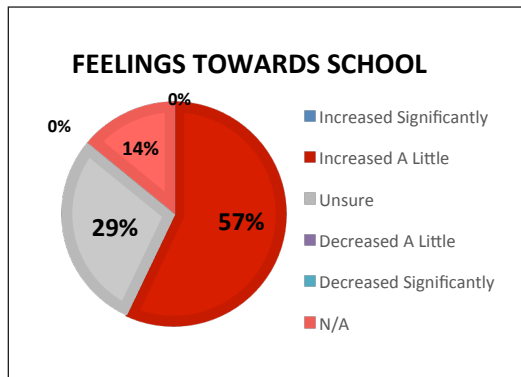
## Benefits to the School Community

The results from our survey show that 71% of the volunteers believe the Breakfast Club had a positive impact on the student's sense of belonging, and 57% state that having the Breakfast Club increased the students' positive feelings towards the school; both of these responses indicate that a breakfast meal program can be an effective community builder. Figure 7 and 8 below are Breakfast Club volunteers' perspective on the effects this Club has on the school and the community.

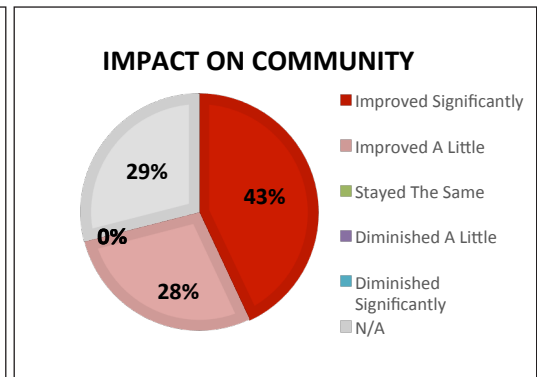
Students in the focus groups shared that they joined additional extracurricular activities after joining the Breakfast Club. When asked what additional activities they participated in as a result of the Breakfast Club, the students mentioned soccer, swimming and other school clubs.



**Figure 7: Breakfast Club effects on positive feelings toward the school.**



**Figure 8: Impact of Breakfast Club on school and community as a whole.**



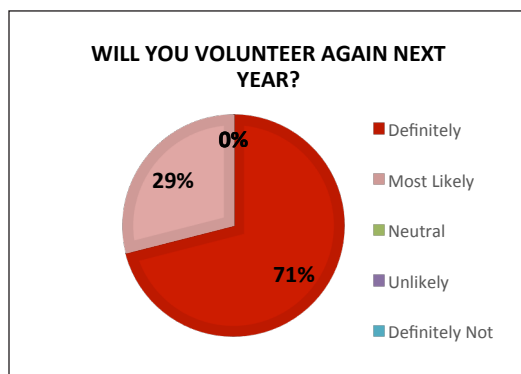
Another noteworthy observation is that as a result of the Breakfast Club, teachers and staff spend an additional 30 minutes with students each day in a safe, welcoming environment. Additionally, students in the Breakfast Club are provided mentorship and guidance at a more personal level than what is normally available in a busy classroom setting. It is clear that teachers and staff are willing to take the time to get to know the students and talk to them about activities in the school that might be of interest to the student, and the Breakfast Club seeks to provide the setting for this to happen. As one volunteer noted, the Breakfast Club “helps set an extra positive, welcoming tone at our school and makes it more like a home, an unmistakably safe, welcoming place where our students belong”.

Although this study does not provide the data necessary to make the direct connection that joining a breakfast program leads students to join additional school activities, it is clear that having teachers and staff interacting with students before school will remove barriers and encourage students to get more involved with school-related clubs and activities in the future.

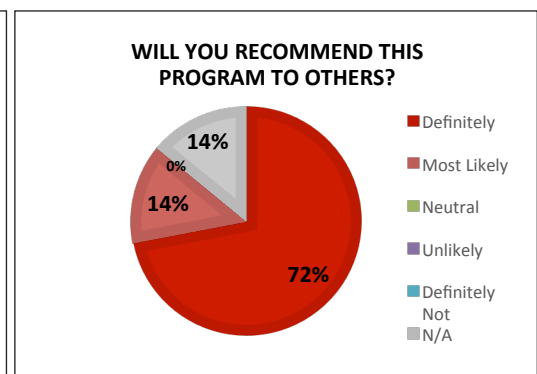
### ***Volunteer Participation and Support for the Program***

As per Figure 9 and 10, the volunteers show a high level of commitment to the program. Over 71% indicated they will definitely return to help in the club next year while the remaining 29% say they will most likely return. When asked if they would recommend the club to other teacher/staff, 86% of participating teachers/staff would either most likely or definitely recommend the club to other teachers and staff.

**Figure 9: Staff willingness to return next year.**



**Figure 10: Staff willing to recommend program.**



When asked how they would describe this Breakfast Club to new staff coming to the school, the volunteers provided the following quotes:

*"A wonderful opportunity to work with staff in a different capacity and helping to foster great connections with students"*

*"It helps set an extra positive, welcoming tone at our school and makes it more like a home, an unmistakably safe, welcoming place where our students belong"*

*"It's a friendly, welcoming environment where the kids can come and enjoy a warm, healthy breakfast"*

# Conclusion

The research outlined in this study indicates that the Breakfast Club at Douglas Road Elementary provides a significant positive impact to students and requires external funding as low as \$0.44 per meal; if food donations are not sourced, the food cost is still only \$0.86 per meal. In serving over 1,800 meals, the club has directly impacted the students by encouraging on-time attendance and providing the nutrition that helped the students effectively learn. There is a clear need for this program, as 31% of participating students reported that they would not have had breakfast without the Breakfast Club. These findings shed light on the misconception that all students in a developed country like Canada, who reside in a relatively affluent municipality such as Burnaby, come to school well-fed and ready to learn. The Breakfast Club aims to ensure that every student at Douglas Road Elementary starts their day with adequate nutrition.

Beyond the impact this program has on student nutrition, the Breakfast Club also provides a social experience that has the potential to maximize school community. The Breakfast Club was shown to increase social ties and provides a gateway to other school activities. The open-access nature of the program is critical to supporting these wider community benefits. It is essential that all students at the school have the option to participate in the Breakfast Club to avoid segregating the students into socio-economic groups.

The relatively low cost and multitude of benefits delivered to students make the Breakfast Club an attractive program. The need for the Club is clear, but the lack of available government funding means that other sources of support are needed. For Douglas Road Elementary, the Breakfast Club would not have been possible without the private donation organized by employees at Beedie Development Group, and involvement of the Vancouver Sun's Adopt-A-School program.

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