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**CHARACTERISTICS OF NATIONAL SCHOOL
LUNCH AND SCHOOL BREAKFAST
PROGRAM PARTICIPANTS**

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EXECUTIVE SUMMARY

The National School Lunch Program (NSLP) and the School Breakfast Program (SBP) are federally sponsored subsidized nutrition programs that operate in the nation's schools. All public and private nonprofit elementary and secondary schools are eligible to participate. A student attending a participating institution is eligible to receive free or reduced-price school meals if his or her family income is no greater than 130 or 185 percent of the poverty level, respectively. To receive these benefits, the student's parent or guardian must submit an application, and the student must be certified by school officials, or the student can be certified by direct certification. Students whose household income does not meet these income criteria, as well as low-income students who do not become certified, may still participate in the USDA meal programs but must purchase "full-price" meals. Even full-price meals receive USDA subsidies in the form of cash (\$0.1725 per meal) and commodities (at least \$0.1425 worth per meal).

This report presents the characteristics of schools and students by their school meal program participation and certification status in the spring of 1992. The analysis is based on data from the most recent school nutrition data collection effort, the 1992 School Nutrition Dietary Assessment (SNDA) survey. First, we compare the demographic and economic characteristics of schools that offer both the NSLP and the SBP to schools that offer only the NSLP and schools that offer neither meal program. Second, we compare the attributes of students certified to receive free meals to those certified to receive reduced-price meals and those not certified. We also examine differences between participating and nonparticipating students.

Characteristics of Participating and Nonparticipating Schools

More than 90 percent of eligible U.S. schools participated in the NSLP in the spring of 1992. Just over half (52 percent) of participating schools offered only the NSLP, and just under half (48 percent) offered the SBP as well as the NSLP. No schools offered the SBP without also offering the NSLP.

The SBP was originally established to provide breakfasts to children in low-income areas and areas where children had to travel long distances to school, although it has since expanded to include non-low income schools. Consequently, schools that offer both the NSLP and the SBP are more likely to serve needy students. Schools offering both programs are largely public schools located in urban or rural areas, rather than in the suburbs. Approximately a third of the enrollment in a typical NSLP and SBP school is minority. On average, over 40 percent of students attending these institutions are certified to receive free or reduced-price meals.

NSLP-only schools tend to be public and parochial schools located in the suburbs. These schools are predominantly white; on average, just 16 percent of their enrollment is minority. The percentage of students certified for free or reduced-price meals in these institutions is lower than that of schools that offer both the SBP and the NSLP; on average, about 20 percent of students in NSLP-only schools are certified for free or reduced-price meals.

Schools that offer neither program tend to be relatively small, private and parochial, elementary institutions. Most are urban schools, and over a third are located in the Midwest. These nonparticipating

institutions are predominantly white and non-Hispanic; on average just 2 percent of the enrollment is black and 4 percent is Hispanic.

Characteristics of Certified and Noncertified Students

Fewer than a third of students in USDA-participating elementary and secondary nonprofit schools are certified to receive free or reduced-price school meals. Of the 11.5 million students certified in the spring of 1992, 85 percent were certified to received free meals.

The demographic and socioeconomic characteristics of students certified for the school meal programs differ markedly from those of noncertified students. On average, students certified for free or reduced-price meals are younger and attend a lower grade than those not certified. Unlike noncertified students, certified students are disproportionately black and Hispanic. Certified students are more likely than noncertified students to live in either urban or rural areas, rather than in the suburbs. The local unemployment rate is higher, on average, in the areas where certified students live than in the areas where noncertified students live.

Students who are certified for free or reduced-price meals have lower family incomes than students who are not certified. Over 40 percent of children who are certified for free meals come from families earning under \$10,000 a year, compared to just 5 percent of students certified for reduced-price meals, and 3 percent of noncertified students. A third of the students certified for free meals receive Aid to Families with Dependent Children (AFDC) or another form of welfare income, and nearly half participate in the Food Stamp Program (FSP). Because of eligibility requirements, few students certified for reduced-price or full-price meals come from families that receive welfare or food stamps.

Characteristics of Participating and Nonparticipating Students

Not all students who are eligible to receive free or reduced-price meals become certified to do so, and not all certified students participate. Less than three-quarters of students who are eligible for free meals on the basis of their family income become certified, and only one-fifth of students who are eligible for reduced-price meals become certified. Rates of participation by certified students decline as the price a student must pay increases: on a given day, 79 percent of students who are certified to receive a free lunch and 71 percent of students certified to receive a reduced-price lunch actually do so, while less than half of noncertified students who must pay full-price for a meal purchase a USDA lunch. For every certification category, participation rates are substantially higher for the NSLP than for the SBP.

The characteristics of participants differ from those of nonparticipants, especially in terms of age, grade, and family income. For every certification category, the average participant is younger and in a lower grade than the average nonparticipant. Certified free participants have lower family incomes than certified free nonparticipants, and participants are more likely to be poor than nonparticipants.

I. INTRODUCTION

The National School Lunch Program (NSLP) and the School Breakfast Program (SBP) are federally sponsored nutrition programs that operate in the nation's schools. All public and private nonprofit elementary and secondary schools and Residential Child Care Institutions (RCCIs) are eligible to participate. Congress authorized the NSLP, the oldest and largest of the school nutrition programs, in 1946 to "safeguard the health and well-being of the nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other foods." The United States Department of Agriculture (USDA) subsidizes school lunches by providing cash reimbursements and commodities to schools that serve lunches meeting required nutritional standards. The SBP, which now operates in conjunction with the NSLP, was established through the Child Nutrition Act of 1966 as a pilot program to provide breakfasts to children in low-income areas and areas where children had to travel long distances to school. The program received permanent funding in 1975, and subsequent legislation has expanded its coverage. As with the NSLP, USDA subsidizes breakfasts that meet the mandated nutritional guidelines.

Because the NSLP and SBP are available to all nonprofit schools and to all students that attend participating institutions, regardless of their income, USDA school meal programs serve a broad spectrum of America's school children. For several years, however, the Food and Consumer Service's (FCS) capacity to analyze what types of schools and students are participating--analyses that are critical to evaluating school meal programs' target efficiency--has been severely constrained by the absence of a timely and otherwise appropriate database. The low response rate to the 1987-88 Nationwide Food Consumption Survey effectively precluded FCS from switching analyses of school meal programs to that database from the 1983-84 National Evaluation of School Nutrition Programs-2 (NESNP-2) database. As a result, the most current participant characteristics report, *Characteristics of the National School Lunch and School Breakfast Program Participants* (Urban Institute, 1988), is based on these NESNP-2

data, which are over 10 years old. Changes in the characteristics of participating students and schools during that period, resulting from the substantial increase in the number of schools offering the SBP and the growing percentage of total lunches served that are free or reduced-price, are thus not reflected in that characteristics report.

This report, which is based on data from the most recent school nutrition data collection effort--the 1992 School Nutrition Dietary Assessment (SNDA) study--updates the 1988 Urban Institute report on student participant characteristics and also provides information on the characteristics of U.S. schools by their NSLP and SBP participation status. The SNDA survey was conducted during the 1991-92 school year by Mathematica Policy Research (MPR) and its subcontractors to provide FCS with current information on meals being offered in schools, the dietary status of school children, the dietary effects of the NSLP and the SBP, and school meal program participation. Here we use SNDA data on the socioeconomic and demographic characteristics of schools and students to develop spring 1992 profiles of U.S. schools and school children by their meal program participation or certification status. Chapter II provides an overview of the school meal program, including an historical portrait of program participation from 1969 to 1994. Chapter III describes the data and methodology used in the analysis. Chapters IV and V present our findings: Chapter IV presents the characteristics of U.S. schools by their NSLP and SBP participation status, and Chapter V presents the demographic and socioeconomic characteristics of U.S. students by their school meal program certification status. The final chapter summarizes the findings. The appendices include supplemental student-level tables by certification and participation status, relevant SNDA questionnaires, detailed information on the sample weights used in our analyses, and data tables for each of the charts included in the report.

II. OVERVIEW OF THE NATIONAL SCHOOL LUNCH AND SCHOOL BREAKFAST PROGRAMS

On a typical school day, nearly 26 million children at over 94,000 schools eat an NSLP lunch, and over 6 million students at over 65,000 schools eat a USDA breakfast. The FCS operates the NSLP and SBP, which together in fiscal year (FY) 1995 cost approximately 6.1 billion dollars. This chapter provides an overview of the NSLP and SBP. The first section explains how the programs operate at the school and student levels. The second section, which presents a brief historical portrait of school and student participation in the NSLP and SBP over the past 25 years, is intended to provide context for the discussion of school and student participant characteristics to follow in Chapters IV and V.

A. OPERATION OF THE NSLP AND SBP

All public or private nonprofit elementary and secondary schools are eligible to participate in the SBP and NSLP.¹ In fiscal year 1994, the NSLP operated in about 81,900 public schools (98 percent of such schools) and about 6,300 private schools (24 percent of such schools) and was available to 44.2 million school children. The SBP operated in about 55,500 schools (66 percent of schools) and was available to 29.1 million schoolchildren.

The NSLP and SBP are administered through the seven regional FCS offices, which provide technical assistance to the states. State agencies--generally state education agencies--administer the fiscal elements of the program and provide technical assistance to local school food authorities (SFAs). At the school-district level, the school board administers the program, and the district SFA supervises local participating schools. In many districts the SFA also plans menus and purchases the food.

¹Residential institutions for children are also eligible to participate in the NSLP and SBP, but because the SNDA data upon which we base our findings do not include information on residential institutions for children, we will not discuss them in the context of this report. The participation figures provided include only elementary and secondary public and private nonprofit schools.

All students attending schools that offer the NSLP and/or the SBP are eligible to participate. Low-income students may become certified to receive free or reduced-price meals if their household income falls below a specified threshold and their parent or guardian completes an application or they may be certified by direct certification. Children whose family incomes are no greater than 130 percent of the poverty guidelines are eligible for free meals at lunch and breakfast; those whose family incomes are between 130 and 185 percent of poverty thresholds are eligible for reduced-price meals. If a child's family receives benefits through the Aid to Families with Dependant Children program (AFDC) or the Food Stamp Program (FSP), the child is automatically eligible to receive free meals. Children are certified using the parent's AFDC or FSP caseload number provided on the application. Another means of approving children for free meals is direct certification: school authorities contact AFDC or FS offices, identify students receiving FS or AFDC benefits, and certify the students so identified for free meals. Students whose household income does not meet these income criteria, as well as low-income students whose families do not complete an application, may still participate in the USDA meal programs but must purchase full-price meals.

USDA subsidizes the school lunch and breakfast programs by providing cash reimbursements and commodities to schools that serve meals that meet required nutritional standards. Individual subsidies depend on the meal price certification status of the child that eats the meal. As shown in Table II.1, the USDA reimbursement rates in SY 1995-96 are: \$0.1725 for a full-price lunch, \$1.3950 for a reduced-price lunch, and \$1.7950 for a free lunch. Schools in which at least 60 percent of lunches served are free or reduced-price in the second prior year receive an additional subsidy of \$0.02 per lunch served. In addition, all schools may receive entitlement commodities, valued at an average of \$0.1425 per lunch. The SY 1995-96 school breakfast reimbursement rates were: \$0.1950 for a full-price breakfast, \$0.6975 for a reduced-price breakfast, and \$0.9975 for a free breakfast. The SY 1995-96 breakfast reimbursement rates for severe-need schools, schools which served 40 percent or more of the second prior year lunches

TABLE II.1
FEDERAL SUBSIDIES PER NSLP AND SBP MEAL, SCHOOL YEAR 1995-96
(Reimbursement Rates in Cents)

	Free	Reduced-Price	Full-Price
NSLP			
Cash Subsidy	179.50	139.50	17.25
Entitlement Commodity	14.25	14.25	14.25
60% or More Supplemental Reimbursement	2.00	2.00	2.00
SBP			
Non Severe-Need	99.75	69.75	19.50
Severe-Need	118.50	88.50	19.50

SOURCE: FCS administrative data.

as free or at reduced price and which can document that their breakfast preparation costs exceed regular reimbursement rates, were \$0.195, \$0.885, and \$1.185 for paid, reduced-price, and free breakfasts, respectively. The cash reimbursement rates are updated annually based on the Consumer Price Index Update for Food Away from Home.

USDA designed the nutritional guidelines that meals must meet to receive reimbursement so that, on average, school lunches will contain approximately one-third of the Recommended Dietary Allowance (RDA) for specific nutrients. A USDA lunch must serve: one serving of meat or meat alternative, two or more servings of vegetables and/or fruits, one serving of whole grain or enriched bread or bread alternative, and one serving of milk. Minimum quantities of each meal component are specified for children of

different age and grade groups. In response to criticism that food was being wasted in the schools, Congress established an offer-versus-serve (OVS) option in the 1970s. Under OVS guidelines, secondary school students may refuse up to two items. Subsequent legislation has allowed local SFAs to institute the OVS option in elementary as well as secondary schools.

SBP breakfasts are designed to provide, on average, one-quarter of the RDA for essential nutrients. A USDA-reimbursable breakfast must serve: one serving of fluid milk, one serving of a fruit or vegetable or full-strength fruit or vegetable juice, and two servings of either bread or meat or their alternatives or one serving each of a bread/bread alternative and a meat/meat alternative. The OVS option for the SBP allows children to refuse one item.

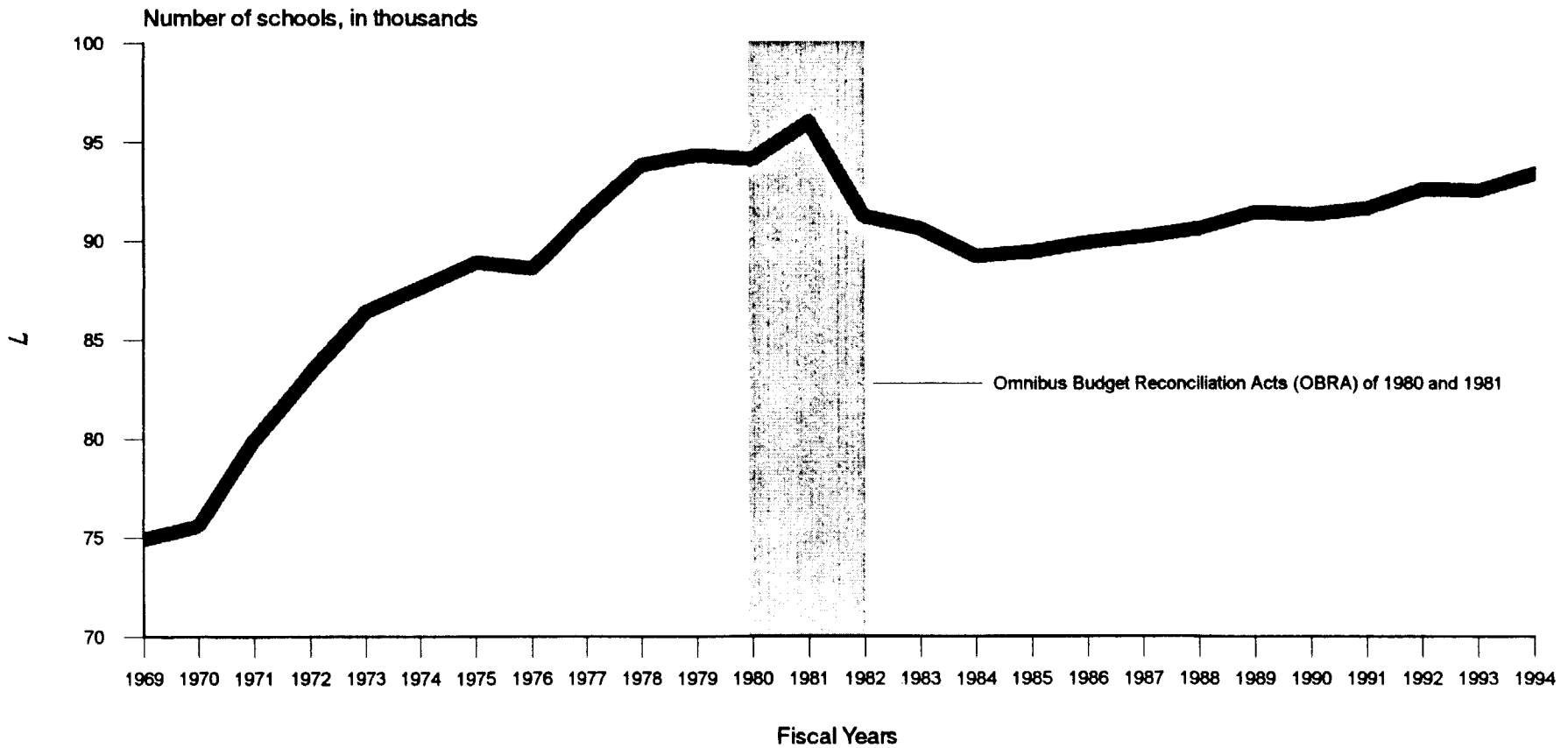
B. TRENDS IN PROGRAM PARTICIPATION

To provide context for the profiles of participating schools and students that will be presented in Chapters IV and V of this report, the following section presents a series of charts that depict the school meal program participation levels for schools and participation rates for students during the 25-year period from 1969 to 1994. Because the Omnibus Budget Reconciliation Acts of 1980 and 1981 (OBRA I and II) had a substantial impact on eligibility and participation in the NSLP and SBP, the period in which these laws were enacted is highlighted on each figure.

Figures II.1 and II.2 depict the number of schools that participated in the NSLP and SBP, respectively, from 1969 to 1994. Participation in both programs climbed steadily between 1969 and 1981, significantly leveling off and dropping only when the OBRA statutes reduced lunch and breakfast reimbursement rates and modified eligibility requirements. Between 1989 and 1994 USDA awarded \$23 million in federal grants for school districts to establish USDA breakfast programs. The corresponding increase in the number of schools participating in the SBP during this period is clearly demonstrated in Figure II.2.

FIGURE II.1

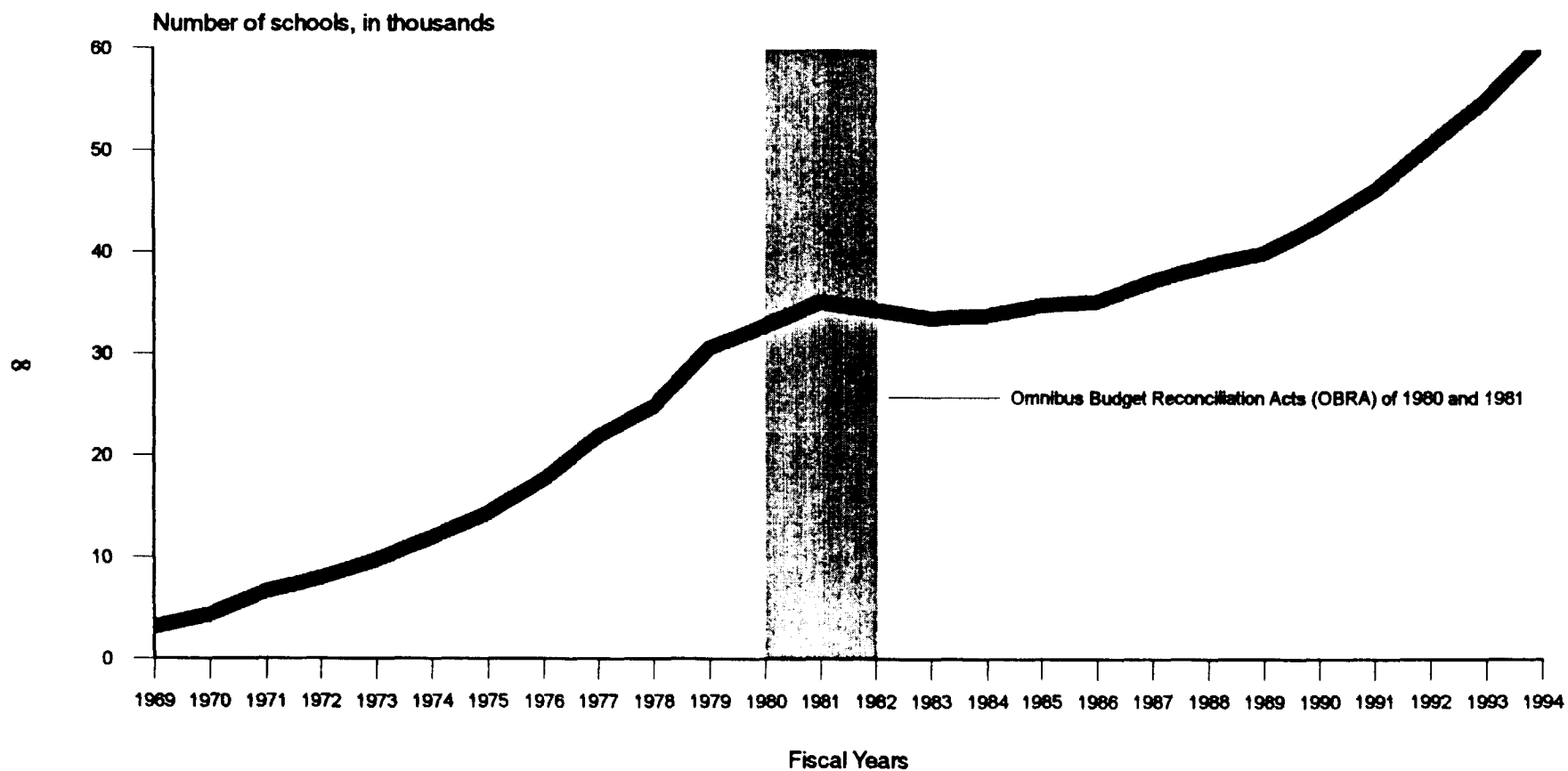
NUMBER OF SCHOOLS PARTICIPATING IN THE NSLP, 1969-1994



SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

NOTE: Residential Child Care Institutions (RCCIs) are included.

FIGURE II.2
NUMBER OF SCHOOLS PARTICIPATING IN THE SBP, 1969-1994



SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
 1992-1994 data: FCS Program Information Division, Keydata Reports.

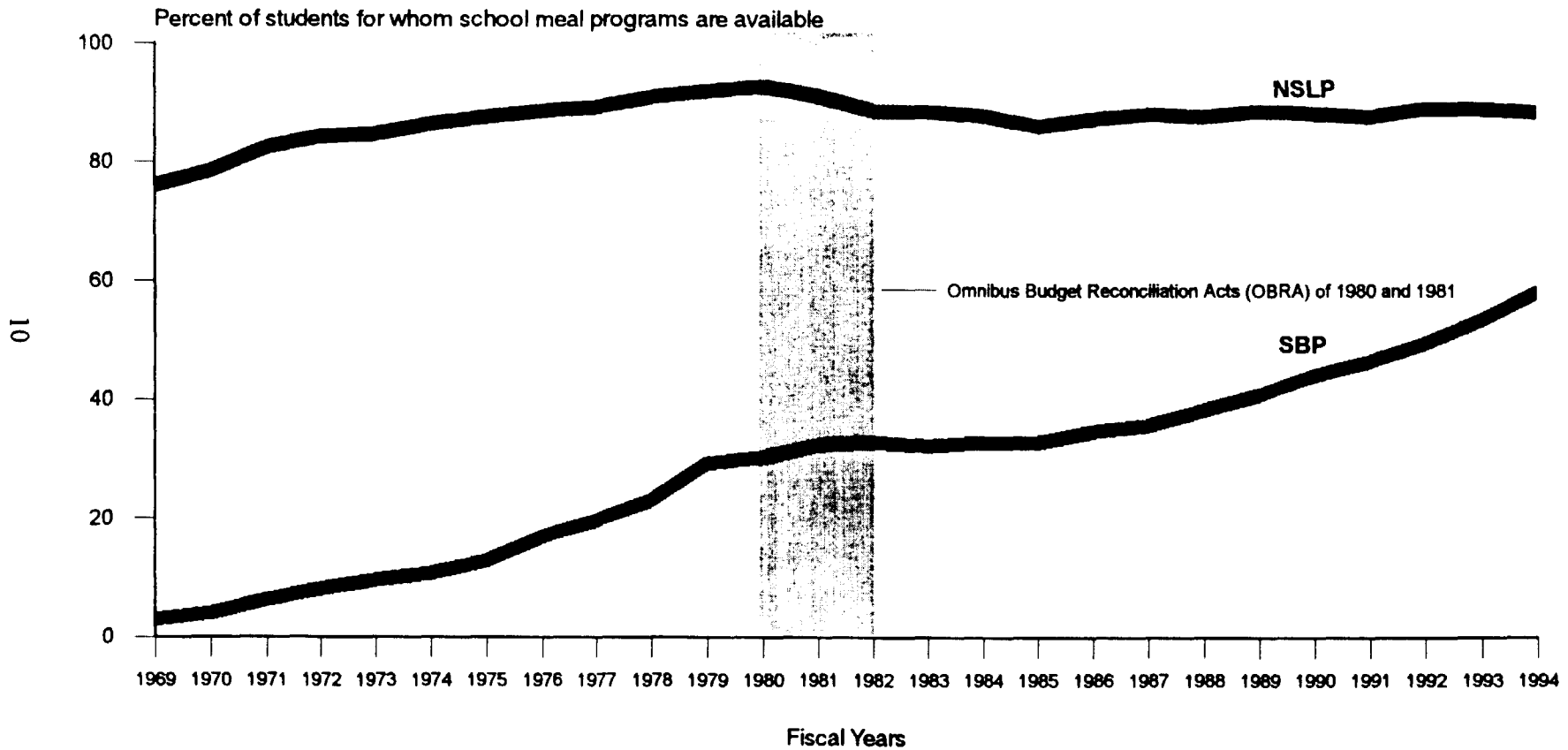
NOTE: Residential Child Care Institutions (RCCIs) are included.

Figure II.3 shows the percentage of students that attended schools offering the NSLP and SBP from 1969 to 1994. By 1994, the NSLP and SBP were available to 89 and 58 percent of students, respectively.

Figure II.4 shows the total number of USDA lunches served, by price category and year. The percentage of total lunches purchased that are free or reduced-price has risen dramatically over time. This shift toward free and reduced-price meals may be the result of changes in the economy, heightened publicity about school meal programs, or an increase in the number of school districts that use direct certification. Figure II.5, which depicts the total number of breakfasts served by year, shows a generally steady increase in the number of breakfasts served over time, with a particularly sharp rise in recent years, most likely corresponding to the distribution of the 1989-1994 SBP start-up grants.

Figure II.6 shows annual student participation rates for the two meal programs over the past 25 years. Although participation rates in both programs have remained fairly steady over time, there were significant declines in the percentages of students participating in both the NSLP and SBP immediately following the enactment of OBRA II in 1982. Figures II.7 and II.8 depict trends in participation rates for the NSLP and SBP, by year and meal price category. The participation rate for students certified for free lunches has risen slightly in recent years, while the participation rate for students who pay the reduced or full price has fallen slightly. The participation rate for students certified to receive free breakfasts has risen dramatically over the past 10 years.

FIGURE II.3
SCHOOL MEAL PROGRAM AVAILABILITY, 1969-1994

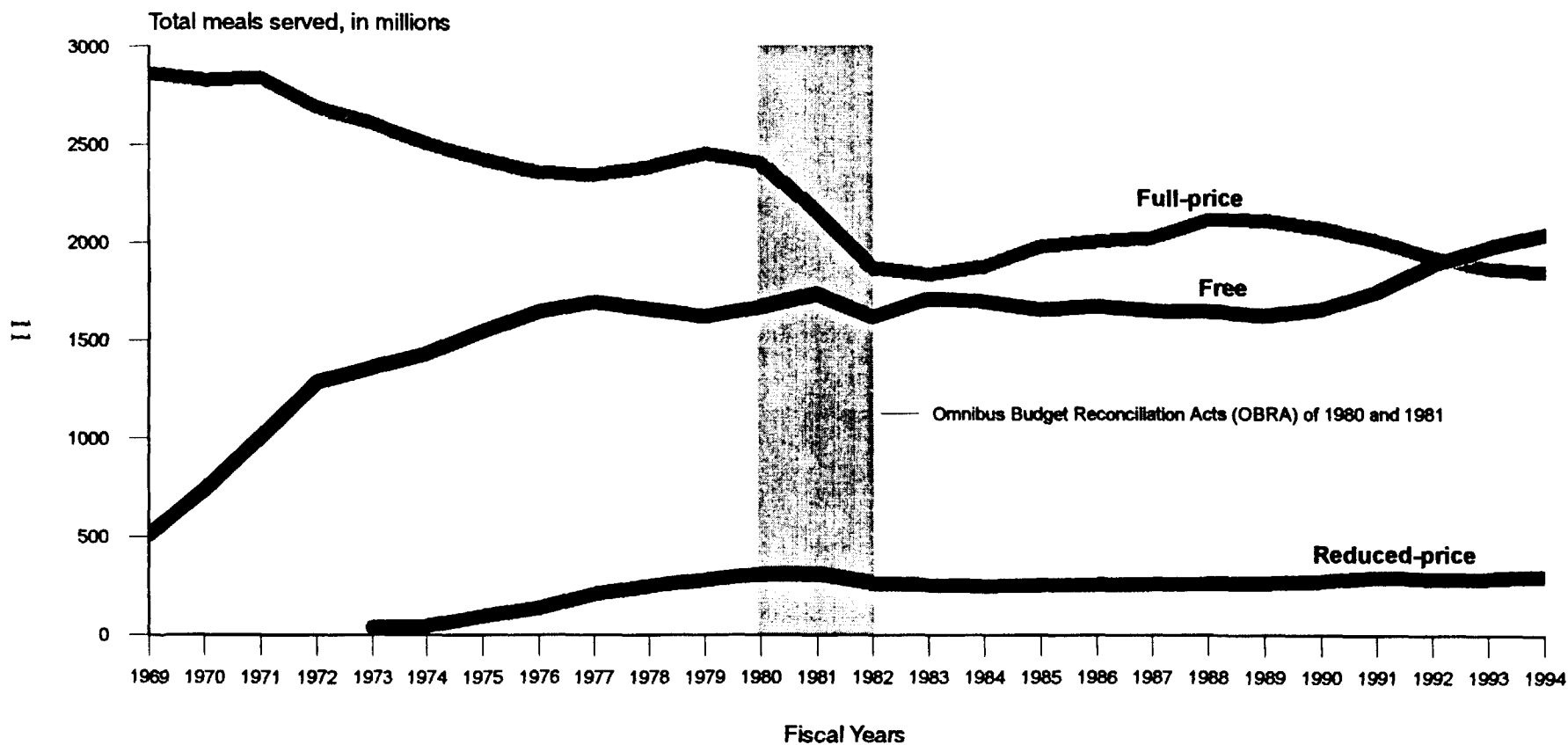


SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
 1994 data: FCS Program Information Division, 9/22/95 Keydata Report and National Center for Education Statistics program data.

NOTE: Totals are averaged; fiscal year computations are based on October thru May plus September.

FIGURE II.4

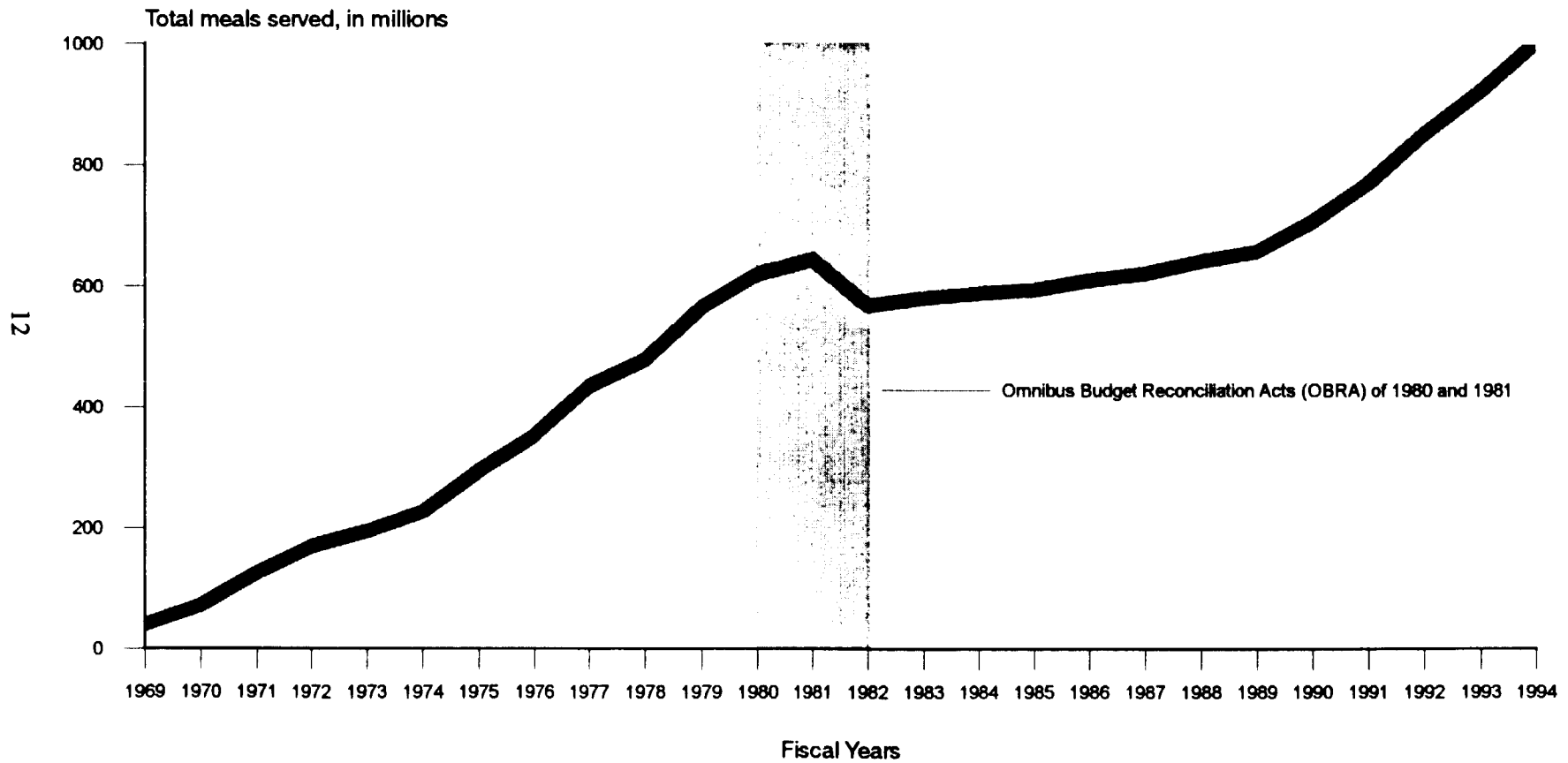
NUMBER OF USDA LUNCHES SERVED, BY PRICE CATEGORY, 1969-1994



SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

FIGURE II.5

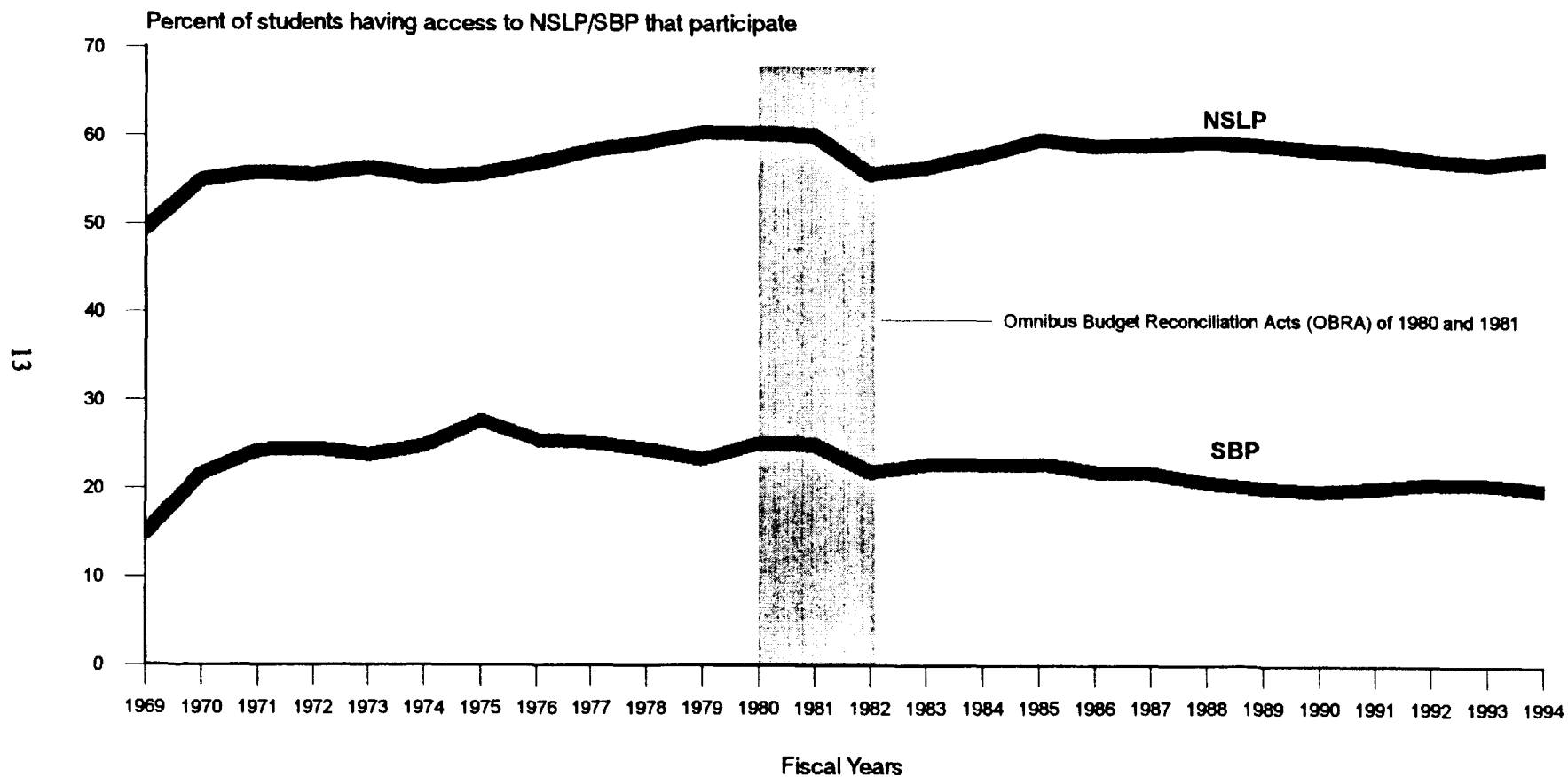
NUMBER OF USDA BREAKFASTS SERVED, 1969-1994



SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

FIGURE II.6

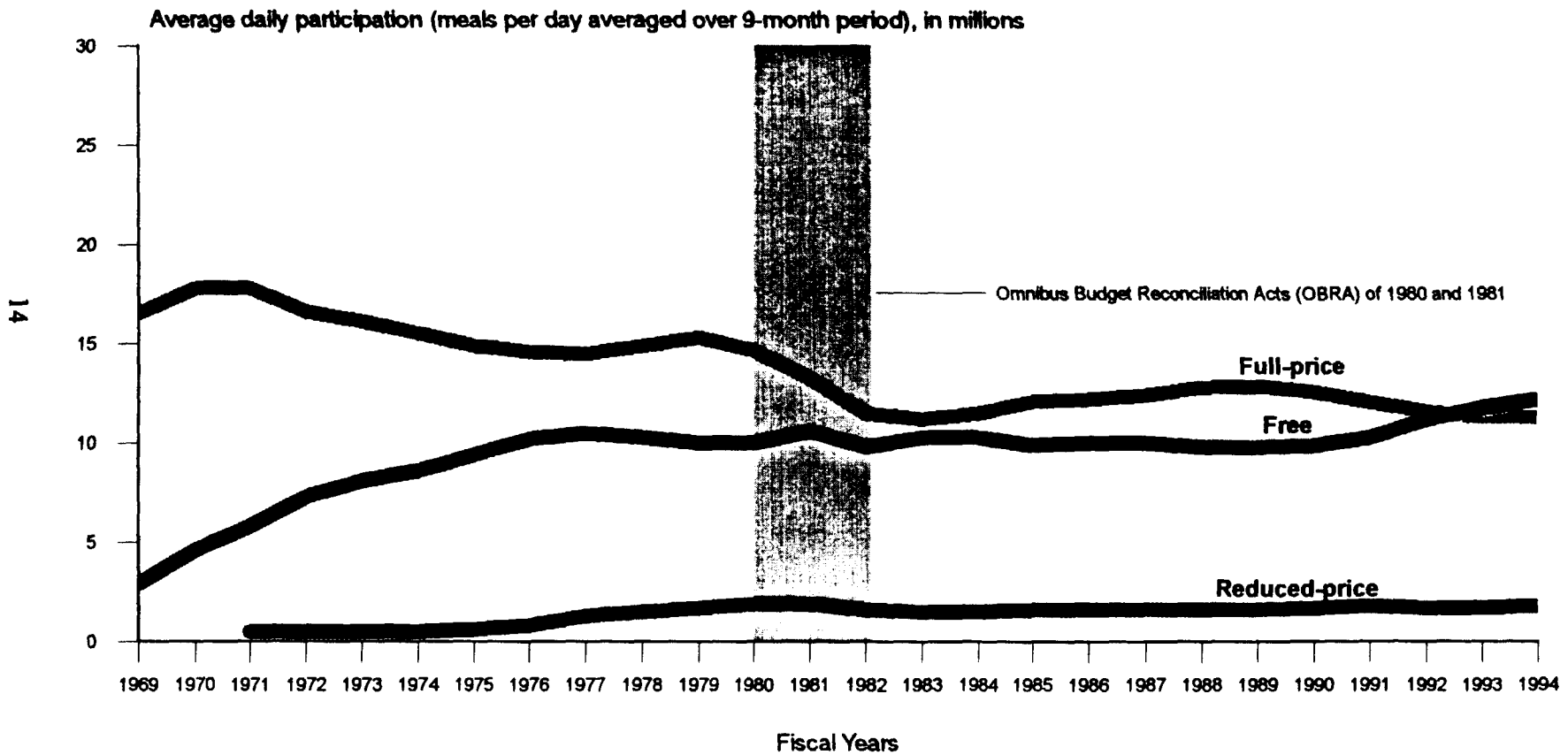
STUDENT PARTICIPATION RATES, BY MEAL PROGRAM, 1969-1994



SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1994 data: FCS Program Information Division, 9/22/95 Keydata Report.

FIGURE II.7

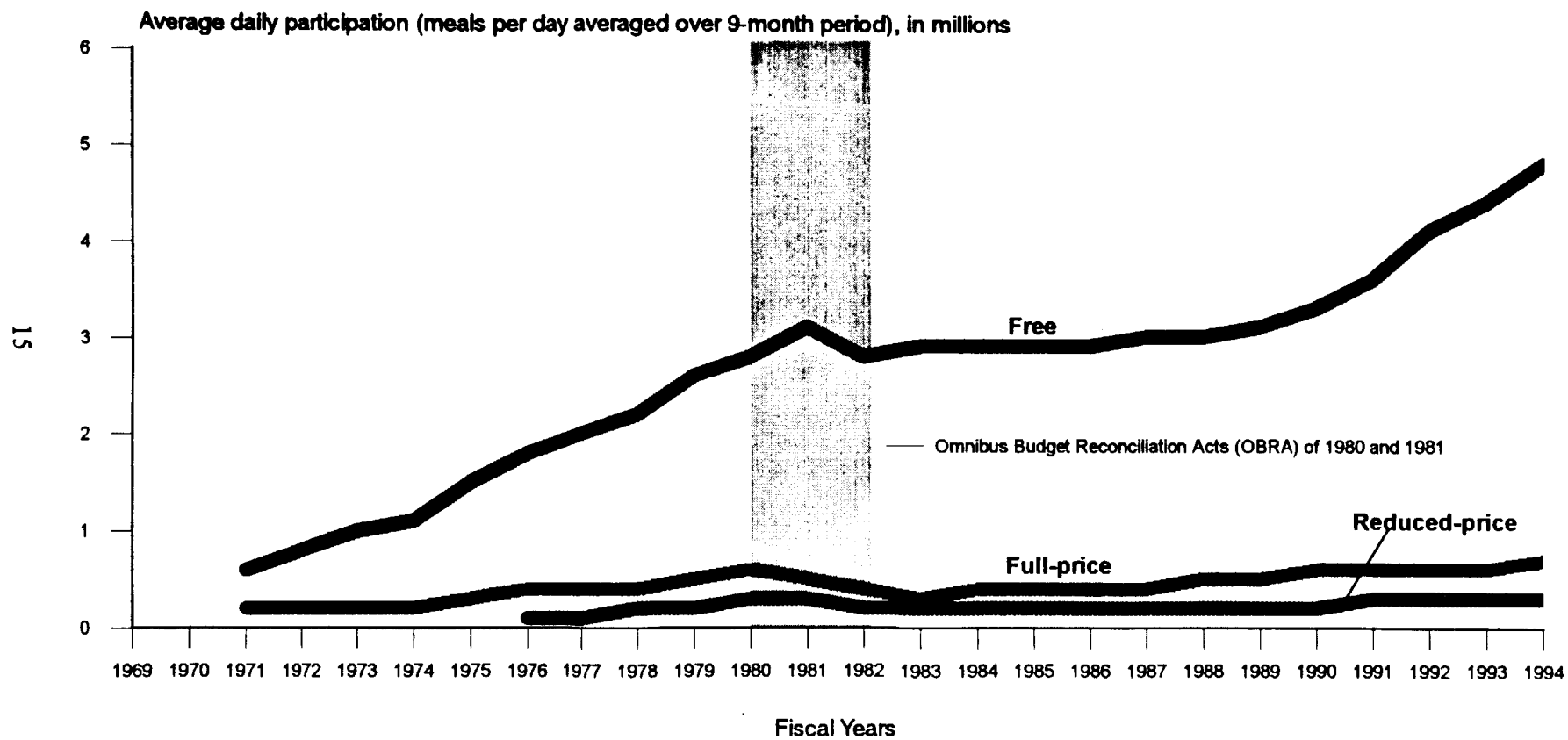
NSLP AVERAGE DAILY PARTICIPATION, BY PRICE CATEGORY, 1969-1994



SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

FIGURE II.8

SBP AVERAGE DAILY PARTICIPATION, BY PRICE CATEGORY, 1969-1994



SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

III. DATA AND METHODOLOGY

This study uses the 1992 SNDA data to describe the characteristics of NSLP and SBP participants. This chapter describes the SNDA data and the methodology used in our analysis. After briefly introducing the SNDA data in Section A, we discuss in Section B our methods of analysis, including the definitions used to determine school participation and student certification status. Section C presents some limitations of the data used in this study.

A. THE SNDA DATA

The SNDA dataset is based on a nationally representative sample of 3,381 students in grades 1 through 12 attending a nationally representative sample of 545 schools. The data were collected and processed in the spring of 1992 by MPR and its subcontractors, the National Opinion Research Center (NORC) and the Nutrition Coordinating Center at the University of Minnesota. The survey collected detailed data on the characteristics of students, their families, and the schools they attend. Information was also collected on the students' dietary intake and school meal service characteristics.

The SNDA data are weighted to adjust for differences between the composition of the sample and the composition of the population of interest. These differences arose by design (e.g., differential sampling rates for schools of different sizes) as well as by differences in response rates. The SNDA weights, computed by MPR's subcontractor NORC, compensate for both types of differences between the samples and the target populations. (Tables summarizing the distribution of sample weights are included in Appendix D.) The weighted total of students refers to the number of nonhandicapped schoolchildren in grades 1 through 12 in the 48 contiguous states and the District of Columbia in the spring of 1992. The weighted total of schools equals the number of non-special-education schools in the 48 contiguous states and the District of Columbia in the spring of 1992.

To obtain information from schools, MPR randomly split the sampled schools into two groups: in-person schools and meals-offered-only schools. For the 330 in-person schools, interviewing teams administered questionnaires to school officials and randomly selected students (interviewing procedures for students are discussed later in this section). The school principal or school coordinator was asked about school demographic characteristics and participation in USDA school meal programs, the cafeteria manager was asked about characteristics of the school's meal programs, and the SFA director was asked about school meal program organization and district policies relating to school nutrition programs. Detailed information was also collected on all foods offered by meal for each day of the current school week. For the 215 meals-offered-only schools, similar information on school characteristics was solicited through a mail survey with telephone follow-up.

The SNDA survey collected information from students on their demographic characteristics, perceptions of the NSLP and SBP, and foods selected and consumed during the previous 24 hours. In addition, a questionnaire was also mailed to the parents of SNDA students, requesting information on family income, household size, ethnicity of the student, and the parent's knowledge and perceptions of the SBP and NSLP. If a parent did not return the questionnaire within two weeks after the completion date of the dietary intake interview, study staff attempted to complete the mail questionnaire by telephone.

B. STUDY METHODOLOGY

This section describes how we defined the school- and student-level comparison groups upon which we based our analysis of participant characteristics.

1. Classifying Schools Based on their NSLP and SBP Participation Status

To identify the differences between schools that do and do not participate in USDA school meal programs, we divided the 545 schools in the SNDA sample into three categories based on their participation status:

- Schools that participate in both the NSLP and SBP,
- Schools that participate in the NSLP only, and
- Schools that do not participate in either program.

Information on whether schools participate in the NSLP, SBP, or both was obtained from both the school cafeteria manager and the school principal or coordinator. As discussed in Section C.1 of this chapter, when the responses of the two respondents conflicted, we used the information provided by the cafeteria manager.

2. Classifying Students Based on Their Certification and Participation Status

To compare the characteristics of students who are certified to receive free or reduced-price meals to those of noncertified students, we disaggregated the 3,040 SNDA students who attend a USDA-operating school and for whom we have certification information into three distinct groups:

- Students certified for free meals,
- Students certified for reduced-price meals, and
- Students not certified (and therefore eligible for full-price meals).

We classified the students based on the certification information provided to SNDA interviewers by each student's school. We excluded the 111 students for whom certification status was not known.

In addition, we further classified each student as an NSLP participant or nonparticipant. Combining a student's certification and participation classifications yields six distinct analysis groups:

- Certified free participants,
- Certified free nonparticipants,
- Certified reduced-price participants,
- Certified reduced-price nonparticipants,

- Full-price (non-certified) participants, and
- Full-price (non-certified) nonparticipants.

We determined a student's NSLP participation status by examining what the student ate for lunch during the recall period and where these items were obtained. Students who did not eat a school lunch were nonparticipants. For students who did eat a school lunch, we tabulated the number of USDA-required food items consumed, and those who ate at least three USDA-required food items were classified as participants. We classified students who ate a school lunch but consumed fewer than three USDA-required food items as nonparticipants.

3. Comparisons Among the School Participation and Student Certification Groups

Our analysis of participant characteristics is largely based on comparisons between the groups of schools and students defined above. To develop a profile of schools by participation status we compared the characteristics of schools offering both the NSLP and the SBP to those of schools offering just the NSLP and schools that offer neither program. As an additional point of comparison, the school-level tables also display the aggregate characteristics of all schools. For the student-level analysis we compared the demographic and socioeconomic attributes of students certified to receive free meals to those certified to receive reduced-price meals and those not certified. As with schools, we include a column representing the characteristics of all students, to allow comparisons with the total student population. For both the school- and student-level analyses, the characteristics are expressed in terms of means, proportions, and frequency distributions, depending on the character of the data.² Sample sizes and total weighted counts are provided in each table.

²Although we have not used statistical techniques to test whether the observed differences between the school and student analysis groups are statistically significant, we could include such an analysis in a later draft of this report.

C. LIMITATIONS OF THE DATA AND METHODOLOGY

The results of this study should be interpreted in light of four data and methodological limitations:

1. School-level NSLP and SBP Participation Discrepancies

SNDA collected information on school participation in USDA meal programs from both school principals or coordinators and school cafeteria managers. In 532 of the 545 schools sampled, the information provided by both respondents was consistent. However, in the remaining 13 schools, the principal or coordinator responded differently than the cafeteria manager regarding the school's participation in either the NSLP or the SBP. Instead of excluding these schools from our analysis, we classified them according to the response provided by the cafeteria manager.

2. Income and Program Eligibility Data

SNDA collected data on the family income of SNDA students by means of a mail survey with telephone follow-up for students in grades 3-12, and through in-person interviews with the parents of students in grades 1 and 2. The parents were asked to identify the range in which their current income fell. Two data limitations result from this design:

a. Underestimation of family income

Relative to data collection methods that request detailed information on various sources of income, this type of simple global estimate is likely to underestimate total family income. As a result, analysis of the SNDA income data may overstate the proportion of students whose family incomes are less than 185 percent of the poverty level. Direct comparisons of poverty rates in the SNDA study sample and in the 1990 census confirm that the study sample does indeed understate family income and overstate the proportion of students who are from low-income families. Approximately 22 percent of SNDA students

are poor, compared with just 17 percent of U.S. children between the ages of 5 and 17 years according to the 1990 census (Burghardt et al. 1993). This means that our estimates of the number of students eligible for free or reduced-price lunches on the basis of their family income may be overestimated, and thus the participation rates within the free and reduced-price categories may be underestimated.

b. Use of income ranges

A second limitation of the income data is that since it was collected as a range, rather than as a precise estimate, our calculations of a student's poverty level, program eligibility, and mean family income are based on the midpoint of a \$2,000 income range. For example, students whose parent or guardian indicated that their annual family income is between \$20,000 and \$22,000 are coded as having a family income of \$21,000. Students whose parent or guardian indicated that their annual family income is less than \$8,000 are coded as having a family income of \$4,000, and those whose parent or guardian indicated that their income is greater than \$50,000 are coded as having a family income of \$75,000. Because our estimates of a poverty level, program eligibility, and mean family income are based on these arbitrary midpoint assignments, rather than on precise income data, these results should be interpreted with some caution.

3. Discrepancies between Student Eligibility and Certification Data

Information on whether students are certified for free or reduced-price meals was provided by the school officials or cafeteria personnel. The certification status of SNDA students does not always correspond with the student's eligibility status as determined by reported family income. Of the 2,499 SNDA students for whom both certification and eligibility status is known, 88 seemingly income-ineligible students are certified to receive free meals, and 34 seemingly income-ineligible students are certified to receive reduced-price meals. Although these students appear to be ineligible for meals

at these prices according to the income data provided by their parent or guardian, we have classified these students according to the certification information provided by the schools.

4. Missing Certification Data

Of the 3,151 students that attend schools that offer the NSLP, certification status is unknown for 111 students (4 percent). Because we had no basis on which to impute their certification status, we have excluded these students from the analysis. By merely eliminating these students, we assume that their personal characteristics do not differ significantly from those of the sample as a whole. If this assumption is not correct, our estimates may be biased by the exclusion of these students from our sample.

5. Differential Item Nonresponse

Survey responses were incomplete for several of the characteristics analyzed in the school- and student-level analyses. In order to preserve as large a sample as possible for the remainder of the analyses, we excluded schools and students for which specific characteristics are unknown or missing, but only for the analysis of that particular variable. As a result, sample sizes differ from table to table, and the degree to which differential nonresponse introduces bias into our various estimates is not known.

IV. CHARACTERISTICS OF PARTICIPATING AND NONPARTICIPATING SCHOOLS

This chapter presents a profile of U.S. schools by their NSLP and SBP participation status. Section A examines the number and percentage of schools that offer USDA meal programs. Section B presents an overview of the characteristics of participating and nonparticipating schools. Section C presents a series of detailed tables that highlight the differences between all schools, schools that offer both the NSLP and the SBP, schools that offer only the NSLP, and schools that offer neither program.

A. USDA MEAL PROGRAM PARTICIPATION

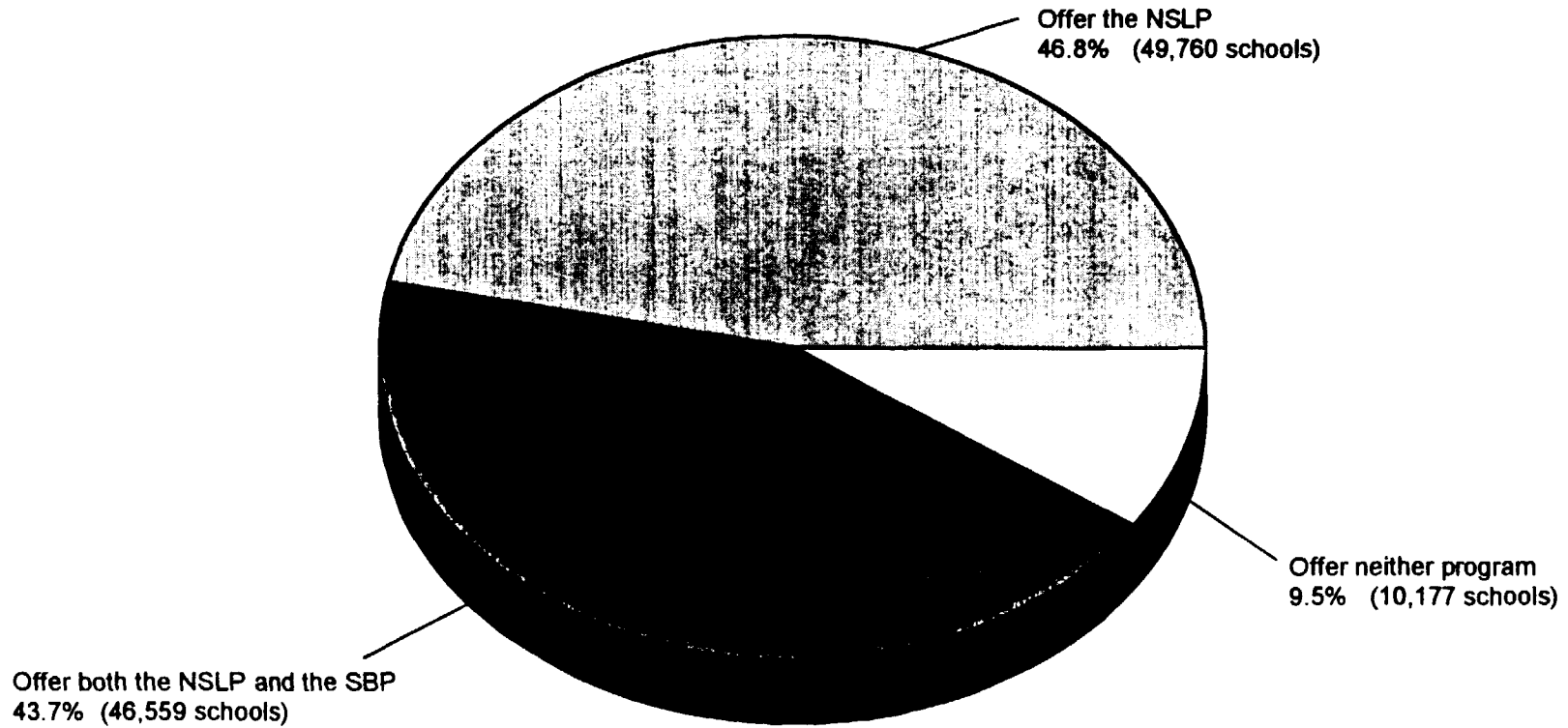
All U.S. elementary and secondary nonprofit schools are eligible to participate in USDA-subsidized meal programs. As shown in Figure IV.1, of the 106,496 schools represented by the SNDA data, over 90 percent participated in the NSLP or the NSLP and the SBP. Of these 96,319 participating schools, just over half (52 percent) offered the NSLP only, and just under half (48 percent) offered both programs. There are no schools that participate in the SBP only. Fewer than 10 percent of U.S. schools did not participate in the NSLP.

B. OVERVIEW

Schools that offer both the NSLP and the SBP are more likely to be needy, because, as discussed in Chapter I, the SBP was originally established to provide breakfasts to children in low-income areas and areas where children had to travel long distances to school. Consequently, SBP schools are predominantly public schools located in rural areas or central cities. Approximately a third of the enrollment in a typical NSLP and SBP school is nonwhite (black, Hispanic, Asian or Pacific-Islander, American Indian or Alaskan Native, or other race) and on average over 40 percent of attending students are certified to receive free or reduced-price meals.

FIGURE IV.1

NSLP AND SBP PARTICIPATION STATUS OF U.S. SCHOOLS



SOURCE: Tabulations of the 1992 SNDA data.

Schools that offer the NSLP only tend to be public and parochial schools located in the suburbs. These schools are largely white; on average, just 16 percent of their enrollment is nonwhite. The percentage of students certified for free or reduced-price meals in these institutions is lower than that of schools that offer the SBP as well as the NSLP; in a typical NSLP-only school, about 15 percent of students are certified.

Schools that offer neither program tend to be small private and parochial urban elementary schools. Over a third are located in the Midwest. These nonparticipating institutions are predominantly white; on average just 6 percent of their enrollment is nonwhite.

C. PROFILE OF SCHOOLS BY PARTICIPATION STATUS

This section highlights the differences between participating and nonparticipating schools as well as between schools that offer both the NSLP and the SBP and schools that offer the NSLP only. First we compare the aggregate demographic characteristics of schools by their NSLP and SBP participation status. Second we examine USDA meal program characteristics--prices of USDA lunches and breakfasts, receipt of severe-needs reimbursements, and the percentage of students certified for free and reduced-price meals.

1. Aggregate Demographic Characteristics

Tables IV.1 through IV.3 present the demographic characteristics of all schools, schools that offer the NSLP and the SBP, schools that offer the NSLP only, and schools that offer neither program.

As shown in Table IV.1, schools that offer both the SBP and NSLP are disproportionately public, and nonparticipating schools are disproportionately private and parochial. Although about eight in 10 (84 percent) of all schools are public, nearly all schools that offer the NSLP and the SBP are public (99 percent). Just over 1 percent of these schools are parochial schools, and none are private. Schools that offer the NSLP only are also largely public (86 percent), but a larger share is parochial and private (13 and

TABLE IV.1
SCHOOL CHARACTERISTICS BY NSLP AND SBP
PARTICIPATION STATUS

Characteristic	All Schools	Schools That Offer The NSLP and SBP	Schools That Offer Only NSLP	Schools That Offer Neither
School Type				
Public	84.0	98.6	86.0	7.6
Private	6.9	0.0	0.7	68.6
Parochial	9.1	1.4	13.3	23.9
Total	100.0	100.0	100.0	100.0
School Grade Level				
Elementary	71.0	73.0	63.7	97.2
Middle	13.6	14.3	15.7	0.5
High	15.4	12.7	20.6	2.3
Total	100.0	100.0	100.0	100.0
Enrollment				
0 - 499	61.7	58.4	58.9	90.0
500 - 999	31.1	34.9	32.2	8.3
1000 - 2500	7.0	6.2	8.8	1.3
2500+	0.3	0.5	0.0	0.5
Total	100.0	100.0	100.0	100.0
Mean Enrollment	502.2	522.1	535.0	250.8
Sample Size	545	287	228	30
Total Weighted Count	106,496	46,559	49,760	10,177

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE IV.2
SCHOOL GEOGRAPHICAL CHARACTERISTICS BY NSLP AND SBP
PARTICIPATION STATUS

Characteristic	All Schools	Schools That Offer The NSLP and SBP	Schools That Offer Only NSLP	Schools That Offer Neither
Metropolitan Status				
Urban	29.2	33.3	18.0	65.6
Suburban	39.7	25.8	53.8	34.4
Rural	31.0	40.9	28.1	0.0
Total	100.0	100.0	100.0	100.0
FCS Region*				
Northeast	11.8	9.8	14.1	9.1
Mid-Atlantic	12.9	18.4	9.1	6.5
Midwest	22.1	12.8	27.8	37.0
Southeast	12.0	18.0	8.1	4.0
Southwest	14.7	22.9	4.0	29.4
Mountain Plains	12.5	7.9	18.7	3.1
West	14.0	10.2	18.2	11.0
Total	100.0	100.0	100.0	100.0
<hr/>				
Sample Size	545	287	228	30
Total Weighted Count	106,496	46,559	49,760	10,177

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

*FCS regions are defined as follows: The Northeast is comprised of Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island and Vermont; the Mid-Atlantic of Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia and West Virginia; the Southeast of Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina and Tennessee; the Midwest of Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin; the Southwest of Arkansas, Louisiana, New Mexico, Oklahoma and Texas; the Mountain Plains of Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah and Wyoming; and the West of Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon and Washington.

TABLE IV.3

SCHOOL ETHNICITY CHARACTERISTICS BY NSLP AND SBP
PARTICIPATION STATUS

Characteristic	All Schools	Schools That Offer The NSLP and SBP	Schools That Offer Only NSLP	Schools That Offer Neither
Percentage of School Enrollment That Is White				
None	2.2	2.6	2.1	0.0
1 - 49	12.9	21.4	6.3	1.5
50 - 74	16.3	23.5	11.7	1.2
75 - 89	14.4	12.2	17.3	10.2
90 - 100	54.3	40.2	62.6	87.1
Total	100.0	100.0	100.0	100.0
Mean Percent White Enrollment	77.6	68.6	83.9	93.9
Percentage of School Enrollment That Is Black				
None	29.5	20.2	37.1	38.6
1 - 10	43.6	36.2	48.3	59.5
11 - 25	9.8	11.9	9.1	2.0
26 - 50	9.6	18.6	2.2	0.0
51 - 100	7.6	13.1	3.4	0.0
Total	100.0	100.0	100.0	100.0
Mean Percent Black Enrollment	12.9	20.4	7.3	2.1
Percentage of School Enrollment That Is American Indian or Alaskan Native				
None	79.1	85.0	69.5	100.0
1-5	19.5	13.1	29.2	0.0
6-100	1.5	1.9	1.3	0.0
Total	100.0	100.0	100.0	100.0
Mean Percent American Indian or Alaskan Native Enrollment	0.6	0.5	0.8	0.0
Percentage of School Enrollment That Is Asian or Pacific-Islander				
None	58.3	66.7	46.2	79.9
1-5	35.8	27.5	47.2	18.2
6-10	2.6	1.8	3.6	1.9
11-30	2.2	2.2	2.6	0.0
31-100	1.0	1.8	0.4	0.0
Total	100.0	100.0	100.0	100.0
Mean Percent Asian or Pacific- Islander Enrollment	1.7	1.7	2.0	0.5

TABLE IV.3 (continued)

Characteristic	All Schools	Schools That Offer The NSLP and SBP	Schools That Offer Only NSLP	Schools That Offer Neither
Percentage of School Enrollment That Is Hispanic				
None	46.3	47.7	45.6	41.6
1 - 10	37.6	31.0	41.0	55.6
11 - 25	8.9	11.4	7.6	1.3
26 - 50	3.7	4.5	3.6	0.0
51 - 100	3.6	5.4	2.1	1.5
Total	100.0	100.0	100.0	100.0
Mean Percent Hispanic Enrollment	6.8	8.5	5.6	3.5
Percentage of School Enrollment That Is Other Race				
None	88.6	91.7	84.5	93.7
1 - 10	10.7	6.6	15.5	6.3
11 - 100	0.8	1.7	0.0	0.0
Total	100.0	100.0	100.0	100.0
Mean Percent Other Enrollment	0.4	0.4	0.4	0.1
Percentage of School Enrollment That Is Nonwhite*				
None	11.6	16.3	9.0	0.0
1 - 10	42.7	24.0	53.7	87.1
11 - 25	14.3	12.2	17.2	10.2
26 - 50	16.3	23.5	11.7	1.2
51 - 100	15.1	24.0	8.4	1.5
Total	100.0	100.0	100.0	100.0
Mean Percent Nonwhite Enrollment	22.4	31.4	16.1	6.1
Sample Size	420	233	168	19
Total Weighted Count	84,940	39,077	39,073	6,830

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

*Nonwhite students include black, Hispanic, Asian or Pacific-Islander, American Indian or Alaskan native, and other-race students.

percent, respectively) than are NSLP and SBP schools. Nearly all (92 percent) of nonparticipating schools are private and parochial, compared to just 16 percent of all schools.

As Table IV.1 shows, NSLP-only schools are more likely to be high schools than those offering both the NSLP and the SBP (21 percent versus 13 percent). Both groups consist of nearly equal proportions of middle schools, but NSLP-only schools are less likely to be elementary schools (64 versus 73 percent). The group of nonparticipating schools is almost entirely elementary schools (97.2 percent).

Although school size does not vary significantly between schools that offer both the NSLP and the SBP and schools that offer the NSLP only, schools that participate are larger, on average, than schools that do not participate (Table IV.1). The average enrollment of nonparticipating schools is 251 students, compared to over 500 students for schools that participate in USDA meal programs. In fact, 90 percent of all nonparticipating schools enroll fewer than 500 students. This is most likely because nonparticipating schools are largely private, parochial, and elementary.

As discussed in Chapter I, the SBP was established to provide breakfasts to children in low-income areas, and areas where children had to travel long distances to school. Thus it is not surprising that schools offering the SBP are more likely than NSLP-only schools to be located in both rural and urban areas, as shown in Table IV.2. Over 40 percent of schools that offer both programs are rural, compared to just 28 percent of NSLP-only schools. A full third of SBP and NSLP schools are located in urban areas, compared to just 18 percent of schools offering the NSLP only. Most NSLP schools (54 percent) are suburban. Schools that offer neither program are disproportionately urban; compared to all schools, 29 percent of which are urban, two-thirds (66 percent) of nonparticipating schools are located in urban areas. All rural schools participate in the school lunch program.

Compared to U.S. schools as a whole, schools that offer both the NSLP and the SBP are disproportionately concentrated in the Mid-Atlantic states, and in the Southeast and Southwest as defined by FCS. Schools that offer the NSLP only are concentrated in the Northeast, the Midwest, the Mountain

states, and the West. Nonparticipating schools are located largely in the Midwest (37 percent) and Southwest (about 30 percent).

Schools that offer both the NSLP and the SBP enroll a higher percentage of nonwhite students than do NSLP-only schools (Table IV.3). On average, blacks make up 20 percent of the enrollment of NSLP and SBP schools, compared to just 7 percent in schools offering the NSLP only. Schools offering both programs are also slightly more likely to have Hispanic students than those offering just the NSLP--9 percent compared to 6 percent. In total, in nearly a quarter (24 percent) of schools that offer both programs, over half of the enrollment is nonwhite but just 8 percent of NSLP-only schools have a student population that is at least 50 percent black.

Although fewer nonwhites attend NSLP-only schools than schools with both programs, nonparticipating schools enroll even fewer nonwhite students. In fact, the average nonparticipating school is 94 percent white. On average, the enrollments of schools that offer both meal programs are nearly a third (31 percent) nonwhite, compared to 16 percent at NSLP-only schools and 6 percent at nonparticipating schools.

2. USDA Meal Program Characteristics

Tables IV.4 through IV.9 examine USDA meal program characteristics--meal prices, percentage of students certified, and receipt of severe-needs reimbursements--for all schools, schools that offer the NSLP and the SBP, and schools that offer the NSLP only.

Table IV.4 shows that schools that offer only the NSLP charge a higher price, on average, for both full-price and reduced-price lunches than do schools that offer both the NSLP and the SBP. Greater than two-thirds (69 percent) of schools charge more than \$1.00 for a full-price lunch in NSLP-only schools, compared to just less than half (48 percent) of schools that offer both programs. The average full price for a USDA lunch is \$1.22 in schools offering the NSLP only and \$1.06 in schools offering both programs.

TABLE IV.4
NSLP PRICES BY NSLP AND SBP PARTICIPATION STATUS

Characteristic	All Schools that offer NSLP	Schools That Offer The NSLP and SBP	Schools That Offer Only NSLP
Full-Price Lunch			
\$.30 - .75	6.9	11.2	2.8
\$.76 - 1.00	34.4	40.6	28.7
\$1.01 - 1.25	35.2	36.1	34.4
\$1.26 - 1.75	22.5	12.2	32.0
\$1.76 - 2.30	1.1	0.0	2.1
Total	100.0	100.0	100.0
Mean Full-Price Lunch	\$1.14	\$1.06	\$1.22
Mean Full-Price Per Lunch Served ^a	\$1.18	\$1.06	\$1.22
Reduced-Price Lunch			
\$.10 to .30	11.2	14.7	8.0
\$.31 - .39	1.1	0.8	1.3
\$.40 ^b	87.1	83.7	90.3
\$.41 - .80 ^c	0.4	0.3	0.4
Total	100.0	100.0	100.0
Mean Reduced-Price Lunch	\$.38	\$.38	\$.39
Mean Reduced-Price Lunch Per Lunch Served ^d	\$.37	\$.37	\$.39
Sample Size	511	283	228
Total Weighted Count	383,887	183,057	200,830

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

^aWeighted by number of full-price lunches served by each school during the survey week

^bForty cents is the legislative maximum price for an NSLP reduced-price lunch.

^cBecause \$0.40 is the legislative maximum price for an NSLP reduced-price lunch, this information may be misreported for these five schools.

^dWeighted by number of reduced-price lunches served by each school during the survey week

TABLE IV.5

SBP PRICES

Characteristic	Schools That Offer SBP
Full-Price Breakfast	
\$.20 - .50	36.0
\$.51 - .75	56.4
\$.76 - 1.00	6.8
\$1.01 - 1.25	0.8
Total	100.0
Mean Full-Price Breakfast	\$\$.60
Mean Full-Price Breakfast Per Breakfast Served ^a	\$\$.60
Reduce-Price Breakfast	
less than \$.10	2.7
\$.11 to .20	10.4
\$.21 - .29	1.3
\$.30 ^b	72.4
\$.31 - .40 ^c	3.2
Total	100.0
Mean Reduced-Price Breakfast	\$\$.28
Mean Reduced Price Breakfasts Per Breakfast Served ^d	\$\$.28
Sample Size	283
Total Weighted Count	46,116

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

^aWeighted by number of full-price breakfasts served by each school during the survey week.

^bThirty cents is the legislative maximum price for an SBP reduced-price breakfast.

^cBecause \$0.30 is the legislative maximum price for an SBP reduced-price breakfast, this information may be misreported for these six schools.

^dWeighted by number of reduced-price breakfasts served by each school during the survey week

TABLE IV.6
SEVERE NEED STATUS OF SBP SCHOOLS

Characteristic	Schools That Offer SBP
School Receives Severe Need Reimbursement*	
Yes	16.1
No	82.4
Unknown	1.4
Total	100.0
<hr/>	
Sample Size	282
Total Weighted Count	45,889

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

*Ad-hoc work completed by MPR has shown that receipt of severe needs reimbursement may be underreported in SNDA.

TABLE IV.7

PERCENT OF ENROLLMENT CERTIFIED FOR FREE MEALS
BY NSLP AND SBP PARTICIPATION STATUS OF SCHOOL

	All Participating Schools	Schools That Offer The NSLP and SBP	Schools That Offer Only NSLP
Percent Certified			
0-10	30.3	11.6	47.9
11-20	21.4	15.4	27.1
21-30	15.3	20.3	10.6
31-40	10.0	13.8	6.4
41-50	10.1	16.4	4.2
51-60	4.7	8.1	1.5
61-70	2.3	3.8	0.8
71-80	1.9	2.6	1.2
81-90	2.5	4.9	0.2
91-100	1.6	3.1	0.1
Total	100.0	100.0	100.0
Mean Percent Certified	26.1	36.7	16.2
Sample Size			
Sample Size	513	286	227
Total Weighted Count			
Total Weighted Count	95,989	46,541	49,448

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE IV.8

PERCENT OF ENROLLMENT CERTIFIED FOR REDUCED-PRICE MEALS
BY NSLP AND SBP PARTICIPATION STATUS OF SCHOOL

	All Participating Schools	Schools That Offer The NSLP and SBP	Schools That Offer Only NSLP
Percent Certified			
0-5	51.0	41.2	58.4
6-10	41.4	45.5	37.5
11-20	8.3	13.1	3.8
21-30	0.3	0.3	0.3
31-100	0.0	0.0	0.0
Total	100.0	100.0	100.0
Mean Percent Certified	5.8	6.6	5.1
Sample Size	513	285	228
Total Weighted Count	96,224	46,465	49,750

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE IV.9

PERCENT OF ENROLLMENT CERTIFIED FOR FREE OR REDUCED-PRICE MEALS
BY NSLP AND SBP ENROLLMENT STATUS OF SCHOOL

	All Participating Schools	Schools That Offer The NSLP and SBP	Schools That Offer Only NSLP
Percent Certified			
0-10	16.1	2.3	29.1
11-20	24.0	16.3	31.3
21-30	18.2	19.1	17.3
31-40	11.1	13.8	8.7
41-50	10.2	12.9	7.6
51-60	7.6	14.2	1.3
61-70	5.1	7.8	2.6
71-80	2.5	4.5	0.6
81-90	2.3	3.3	1.2
91-100	3.0	5.8	0.3
Total	100.0	100.0	100.0
Mean Percent Certified	32.0	43.2	21.4
Sample Size	512	285	227
Total Weighted Count	95,912	46,465	49,448

SOURCE: Special tabulations on the 1992 SNDA data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

Congress has legislated that the maximum price that schools may charge more for a reduced-price lunch is \$0.40. Schools that offer both the NSLP and the SBP are more likely to charge less than this ceiling amount than are NSLP-only schools--15 percent compared to 9 percent. The average cost of a reduced-price USDA lunch is \$0.39 in schools offering the NSLP only and \$0.37 in schools offering both programs. Interestingly, five SNDA schools (0.4 percent) reported that they charged more than the legislative maximum price for reduced-price meals.

The average cost of a full-price SBP breakfast is \$0.60 (Table IV.5). Less than 1 percent of schools offering the breakfast program charge more than \$1.00 for a full-price breakfast. The legislative maximum price for a reduced-price breakfast is \$0.30. The majority of schools (72 percent) charge this amount; slightly more than 3 percent charge more.

Schools are eligible for the severe-need reimbursement rates (see Table II.1) if (1) they offer the SBP, (2) at least 40 percent of USDA lunches served in the second prior year are free or reduced-price, and (3) do cost accounting which demonstrates that their costs of production exceed the "regular" SBP reimbursement. According to the data provided by SNDA school principals and school cafeteria managers and presented in Table IV.6, 16 percent of schools that participate in the SBP are eligible for these additional subsidies.³

Table IV.7 shows the percentage of students in USDA-operating schools that are certified to receive free meals. Students can be certified for free meals either by direct certification, or if their family income is below 130 percent of the poverty level and their parent or guardian completes an application. A

³Previous analysis of the severe-needs variable has suggested that the receipt of these reimbursements may be underreported in SNDA. Further, Table IV.9, which is discussed below, shows that at least 40 percent of students are certified to receive free or reduced-price meals in 49 percent of schools that offer both programs. Although the percent of students certified for free or reduced-price meals does not measure the percent of lunches served that are free or reduced-price, these data do present further evidence that the receipt of severe-needs reimbursements may be underreported in SNDA.

significantly higher proportion of students are certified for free meals in schools that offer both the SBP and the NSLP than in schools that offer the NSLP only. On average, more than a third (37 percent) of students in schools that participate in both programs are certified for free meals, compared to just 16 percent of students in schools that offer the NSLP only. This finding is not surprising, because the SBP was originally established in 1966 to serve low-income areas. This targeting has continued; as discussed in Chapter II.B, USDA awarded \$23 million over five years in federal grants beginning in 1989 for school districts to establish breakfast programs. These grants were targeted to low-income districts, which accounts for the higher percentage of students currently certified for free meals in SBP schools than in NSLP-only schools.

Table IV.8 shows the percentage of students certified to receive reduced-price meals by school participation status. Students can be certified for reduced-price meals if their family income is between 130 and 185 percent of the poverty level and their parent or guardian completes an application. On average, the percentage of students certified to receive reduced-price meals in NSLP and SBP schools does not differ substantially from that of NSLP-only schools--7 percent compared to 5 percent. Table IV.9 shows the total percentage of students certified for either free or reduced-price meals in participating schools. More than 4 in 10 students (43 percent) are certified to receive free or reduced-price meals in the average school that participates in both programs, compared to 21 percent of students in schools that offer just the NSLP.

V. CHARACTERISTICS OF NSLP- AND SBP-CERTIFIED CHILDREN

This chapter presents a demographic and socioeconomic profile of U.S. school children certified to receive free or reduced-price school meals, as compared to those who are not certified. We examine the relationship between eligibility and certification and actual participation in the meal programs. The schools attended by certified children are compared to those of noncertified children, as are the age, race, and residence of the two groups. The chapter concludes with a comparison of family income between certified and noncertified children.⁴

A. ELIGIBILITY, CERTIFICATION, AND PARTICIPATION

The fact that a student is eligible for a school meal program does not necessarily mean that he or she will become certified. Similarly, being certified does not guarantee that a student will participate in the NSLP or SBP. Of students whose family incomes make them eligible for free meals, almost three-quarters become certified to receive them; two-fifths of students who are eligible for reduced-price meals become certified, 21 percent for reduced-price meals and another 17 percent for free meals (Table V.1). Thus some children are incorrectly certified free rather than reduced-price, and vice-versa. However, the more common occurrence is that students eligible for free or reduced-price meals are not certified at all. This is expected to some degree because in most cases (in which direct certification was not used) parents must fill out an application for their children to become certified and often do not do so.

⁴Several tables in this chapter display the student characteristics by their certification status and then by both certification and participation status. Additional tables that describe certification and participation status that are not discussed in this chapter are presented in Appendix C.

TABLE V.1
STUDENT CERTIFICATION STATUS BY ELIGIBILITY TYPE

	Income-Eligible Free	Income-Eligible Reduced Price	Income-Eligible Full Price	Income-Eligibility Unknown	Percent of All Students Surveyed	Total Weighted Count
Certified Free	72.1	16.8	2.3	35.2	27.8	9,794,725
Certified Reduced Price	6.0	21.9	2.1	2.7	5.0	1,766,352
Not Certified	21.9	61.3	95.6	62.1	67.2	23,594,608
Total	100.0	100.0	100.0	100.0	100.0	100.0
Sample Size	811	269	1,419	541	3,040	3,040
Total Weighted Count	9,355,925	3,183,266	16,662,774	5,908,720	35,110,685	35,110,685

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

Figure V.1 presents data on the certification status of students in NSLP schools.⁵ Over 67 percent of students are not certified, while 28 percent are certified for free meals and 5 percent are certified for reduced-price meals.⁶

Children certified for USDA meals are more likely to participate if they are in the free-meal rather than the reduced-price program, and those in the reduced-price program are more likely to participate than those who have to pay full price for the school meals (Tables V.2 and V.3). In the NSLP, 80 percent of students certified for free meals and 70 percent of students certified for reduced-price meals participated on a given day. By contrast, only 46 percent of those not certified chose to purchase a USDA lunch on a given day. The participation rate is significantly lower for the SBP than for the NSLP in every certification category.

B. CHARACTERISTICS OF SCHOOLS ATTENDED BY NSLP AND SBP STUDENTS

Nearly all students certified for free or reduced-price meals attend public schools (Table V.4). The schools are typically elementary schools that tend to enroll fewer than 1,000 students. Students who are certified attend smaller schools, on average, than students who are not certified.

In every certification category, participants in the NSLP attend smaller schools than do nonparticipants (Table V.4a). For example, among those certified for free meals, participants attend schools with an average enrollment of 629; nonparticipants attend schools with an average enrollment of about 900.

C. DEMOGRAPHIC CHARACTERISTICS OF NSLP AND SBP STUDENTS

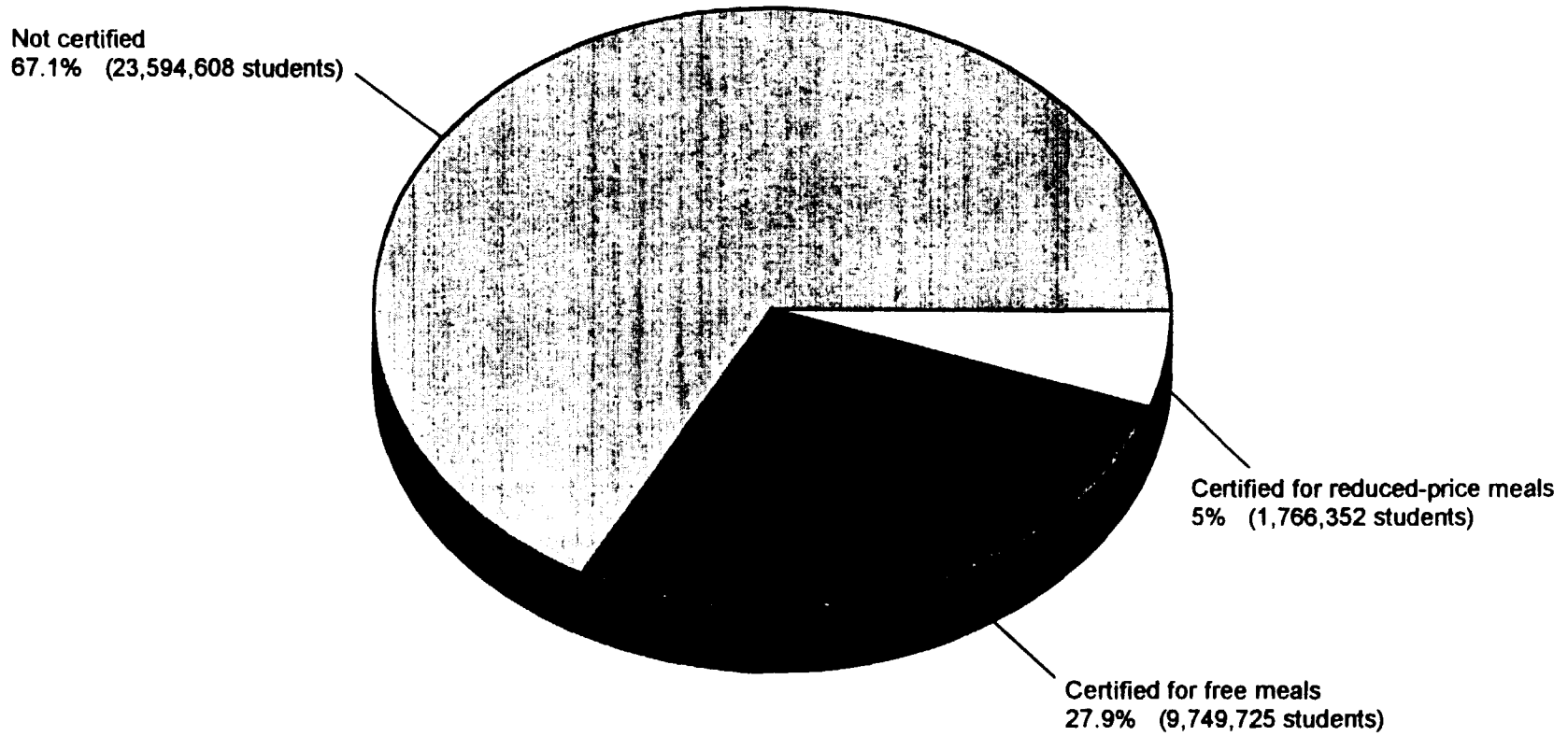
Students certified for the school meal programs differ markedly from noncertified students in terms of age, race, and place of residence. Students certified for free and reduced-price meals tend to be

⁵As discussed in Chapter III.C.2, the SNDA income data likely underestimates family income. Thus, the number of eligible students may be overstated in Table V.1, and the proportion of certified students may be underestimated.

⁶In SNDA, data on participation in the NSLP and SBP for a single day was gathered. The figures are based on this information.

FIGURE V.1

CERTIFICATION STATUS OF STUDENTS IN NSLP SCHOOLS



SOURCE: Tabulations of the 1992 SNDA data.

TABLE V.2
 SCHOOL BREAKFAST PROGRAM PARTICIPATION RATES
 BY CERTIFICATION STATUS AND GRADE LEVEL

Grade	All Students	Certified Fee	Certified Reduced-Price	Not Certified
First or Second	0.55	0.57	0.29	0.07
Third or Fourth	0.45	0.47	0.21	0.07
Fifth or Sixth	0.20	0.43	0.07	0.05
Seventh or Eighth	0.08	0.17	0.06	0.03
Ninth or Tenth	0.07	0.15	0.08	0.04
Eleventh or Twelfth	0.05	0.10	0.19	0.03
Mean Participation Rate	0.30	0.40	0.20	0.05
Sample Size	1,752	647	102	944
Total Weighted Count	19,978,433	7,176,019	1,168,572	11,109,548

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

TABLE V.3

NATIONAL SCHOOL LUNCH PROGRAM PARTICIPATION RATES
BY CERTIFICATION STATUS AND GRADE LEVEL

Grade	All Students	Certified Fee	Certified Reduced-Price	Not Certified
First or Second	0.69	0.90	0.90	0.52
Third or Fourth	0.66	0.86	0.81	0.51
Fifth or Sixth	0.63	0.84	0.60	0.54
Seventh or Eighth	0.47	0.67	0.58	0.40
Ninth or Tenth	0.45	0.65	0.58	0.40
Eleventh or Twelfth	0.35	0.45	0.51	0.33
Mean Participation Rate	0.60	0.80	0.70	0.46
Sample Size	1,027	873	154	2,013
Total Weighted Count	36,221,916	9,794,725	1,766,352	23,594,608

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

TABLE V.4

STUDENT CHARACTERISTICS BY NSLP AND SBP CERTIFICATION STATUS

	All Students	Certified Free	Certified Reduced-Price	Not Certified
School Type				
Public	91.5	99.5	98.0	96.7
Private	2.3	0.2	0.0	0.5
Parochial	6.1	0.4	2.0	2.8
Total	100.0	100.0	100.0	100.0
School Grade Level				
Elementary	54.9	67.3	60.6	47.6
Middle	18.1	15.2	19.8	19.6
High	27.0	17.5	19.6	32.8
Total	100.0	100.0	100.0	100.0
Enrollment				
0 - 499	36.1	39.4	31.6	30.8
500 - 999	45.3	48.1	52.7	46.8
1,000 - 2,500	17.1	10.5	14.2	21.0
2,501 +	1.5	1.9	1.5	1.4
Total	100.0	100.0	100.0	100.0
Mean enrollment	726.7	686.0	692.3	774.9
Sample Size	3,381	873	154	2,013
Total Weighted Count	38,926,376	9,749,725	1,766,352	23,594,608

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE V.4a

STUDENT CHARACTERISTICS BY NSLP AND SBP CERTIFICATION AND PARTICIPATION STATUS

	All Students	Certified Free		Certified Reduced-Price		Not Certified	
		Participants	Nonparticipants	Participants	Nonparticipants	Participants	Nonparticipants
School Type							
Public	91.5	99.5	99.4	99.0	95.7	95.2	97.9
Private	2.3	0.1	0.6	0.0	0.0	0.4	0.7
Parochial	6.1	0.5	0.0	1.1	4.3	4.5	1.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
School Grade Level							
Elementary	54.9	74.7	39.4	68.4	41.2	55.1	41.4
Middle	18.1	13.1	23.3	16.4	28.3	18.0	21.0
High	27.0	12.2	37.3	15.3	30.5	26.9	37.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Enrollment							
0 - 499	36.1	42.5	27.8	32.6	29.1	36.1	26.4
500 - 999	45.3	49.0	45.1	55.6	45.5	50.2	44.1
1,000 - 2,500	17.1	7.4	22.5	10.9	22.4	13.1	27.5
2,500 +	1.5	1.2	4.6	0.9	3.1	0.6	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean enrollment	726.7	629.3	899.1	653.8	788.4	659.3	870.6
Sample Size							
Sample Size	3,381	676	197	109	45	918	1,095
Total Weighted Count							
Total Weighted Count	38,926,376	7,699,065	2,055,660	1,261,335	505,016	10,682,214	12,912,394

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

younger and in lower grades than those not certified (Table V.5). In fact, three-quarters of certified students are 13 years old or younger, compared with less than two-thirds of noncertified students.

We have seen that for both the NSLP and SBP, as grade level rises, the participation rate falls (Tables V.2 and V.3). Thus, it is not surprising that for every certification category, the average participant is younger than the average nonparticipant (Table V.5a).

Black, Hispanic, and American Indian or Alaskan Native students are disproportionately represented in the certified free group, and blacks and American Indians or Alaskan Natives are also disproportionately represented in the reduced-price certification category (Table V.6). While 17 percent of all students are black, 39 percent of students who are certified for free meals and 24 percent of students certified for reduced-price meals are black. Hispanics account for 4 percent of all school children, but 9 percent of students certified for free meals are Hispanic. On the other hand, although three-quarters of all students are white, less than half of those certified for free meals and just over two-thirds of those certified for reduced-price meals are white.

More certified students live in urban or rural areas than in suburban areas, and they disproportionately reside in the Southeast and Southwest (Table V.7). These two regions are home to about half of certified students, but 35 percent of the total student population. The local unemployment rate is higher, on average, in the areas where students certified for free and reduced-price meals reside. However, the local unemployment rate does not appear to affect whether these children actually receive subsidized meals (Table V.7a).

D. ECONOMIC CHARACTERISTICS OF NSLP AND SBP PARTICIPANTS

Certified students tend to have lower family incomes than students who are not certified. Eighty-six percent of students certified for free meals come from families whose income falls below 130 percent of the poverty level, compared with 33 percent of students certified for reduced-price meals and 21 percent of students who pay full-price (Table V.8). Eighty-one percent of students from families with incomes

TABLE V.5

STUDENT GRADE LEVEL AND AGE CHARACTERISTICS BY CERTIFICATION STATUS

	All Students	Certified Free	Certified Reduced-Price	Not Certified
Grade Level				
First and second	18.4	24.3	25.9	14.7
Third and fourth	20.9	27.4	22.8	18.3
Fifth and sixth	18.0	18.1	14.0	17.2
Seventh and eighth	15.1	12.2	17.7	16.0
Ninth and tenth	15.5	10.0	12.8	18.9
Eleventh and twelfth	12.2	7.9	6.8	14.8
Total	100.0	100.0	100.0	100.0
Mean grade level	6.0	5.0	5.3	6.5
Age				
5 to 7	12.9	17.3	16.2	10.2
8 to 10	30.2	37.8	35.1	26.4
11 to 13	24.8	22.8	23.2	25.2
14 to 15	14.9	10.8	14.4	17.2
16 to 18	16.8	10.4	11.1	20.6
19 to 20	0.5	0.9	0.0	0.4
Total	100.0	100.0	100.0	100.0
Mean Age	11.6	10.8	10.9	12.1
Sample Size				
Sample Size	3,381	873	154	2,013
Total Weighted Count				
Total Weighted Count	38,926,376	9,749,725	1,766,352	23,594,608

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE V.5a

STUDENT GRADE LEVEL AND AGE CHARACTERISTICS BY NSLP AND SBP CERTIFICATION AND PARTICIPATION STATUS

	All Students	Certified Free		Certified Reduced-Price		Not Certified	
		Participants	Nonparticipants	Participants	Nonparticipants	Participants	Nonparticipants
Grade Level							
First or second	18.4	27.6	11.9	32.7	9.0	16.9	12.9
Third or fourth	20.9	29.9	17.8	26.0	14.8	20.8	16.3
Fifth or sixth	18.0	19.2	13.9	11.8	19.7	20.7	14.4
Seventh or eighth	15.1	10.4	19.1	14.3	26.2	14.2	17.5
Ninth or tenth	15.5	8.3	16.6	10.4	18.8	16.8	20.8
Eleventh or twelfth	12.2	4.5	20.7	4.9	11.6	10.7	18.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean grade level	6.0	4.5	6.9	4.7	6.8	6.0	6.9
Age							
5 to 7	12.9	19.2	10.2	21.7	2.6	11.3	9.2
8 to 10	30.2	41.5	23.8	38.7	26.1	29.5	23.9
11 to 13	24.8	22.7	23.1	18.9	34.0	27.6	23.3
14 to 15	14.9	9.4	15.9	12.0	20.2	14.8	19.1
16 to 18	16.8	6.6	24.7	8.7	17.0	16.4	24.1
19 to 20	0.5	.6	2.3	0.0	0.0	0.5	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age	11.6	10.3	12.6	10.3	12.4	11.7	12.5
Sample Size							
	3,381	676	197	109	45	918	1,095
Total Weighted Count							
	38,926,376	7,699,065	2,050,660	1,261,335	505,016	10,682,214	12,912,394

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE V.6

STUDENT GENDER AND ETHNICITY CHARACTERISTICS BY NSLP AND SBP CERTIFICATION STATUS

	All Students	Certified Free	Certified Reduced-Price	Not Certified
Gender				
Male	50.5	50.0	45.8	52.2
Female	49.5	50.0	54.3	47.8
Total	100.0	100.0	100.0	100.0
Sample Size	3,380	873	154	2,013
Total Weighted Count	38,926,376	9,749,725	1,766,352	23,594,608
Race/Ethnicity				
Non-Hispanic White	74.7	48.3	67.2	85.0
Non-Hispanic Black	17.2	39.3	23.5	9.2
Asian or Pacific Islander	1.9	1.0	1.6	1.9
American Indian or Alaskan Native	0.9	1.4	3.5	0.6
Hispanic	4.4	9.0	3.2	2.4
Non-Hispanic Other	0.9	1.1	0.9	0.8
Total	100.0	100.0	100.0	100.0
Sample Size	3,311	848	153	1,975
Total Weighted Count	38,492,662	9,688,926	1,766,352	23,259,254

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE V.7

STUDENT GEOGRAPHICAL CHARACTERISTICS AND LOCAL UNEMPLOYMENT RATE
BY NSLP AND SBP CERTIFICATION STATUS

	All Students	Certified Free	Certified Reduced-Price	Not Certified
Metropolitan Status				
Urban				
Suburban	38.6	49.6	48.8	32.9
Rural	36.9	19.6	20.5	42.7
Total	24.5	30.8	30.7	24.4
	100.0	100.0	100.0	100.0
FNS Region				
Northeast	9.2	4.2	3.6	11.6
Mid-Atlantic	11.6	12.6	8.4	11.7
Midwest	18.8	15.5	15.1	19.2
Southeast	20.4	28.3	25.8	17.4
Southwest	15.4	18.3	24.6	14.9
Mountain	10.0	10.1	10.0	10.4
West	14.6	11.0	12.6	14.9
Total	100.0	100.0	100.0	100.0
Local Unemployment Rate				
Under 4%	3.4	2.3	2.1	3.2
4.1 - 6%	28.6	18.4	20.7	31.5
6.1 - 8%	31.0	28.8	30.6	33.5
8.1 - 10%	20.1	24.5	24.5	19.3
Over 10%	16.8	26.1	22.2	12.6
Total	100.0	100.0	100.0	100.0
Mean Unemployment Rate	7.6	8.4	8.1	7.6
Sample Size				
	3,381	873	154	2,013
Total Weighted Count				
	38,926,376	9,749,725	1,766,352	23,594,608

SOURCE: Special Tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

TABLE V.7a

STUDENT GEOGRAPHICAL CHARACTERISTICS AND LOCAL UNEMPLOYMENT RATE
BY NSLP AND SBP CERTIFICATION AND PARTICIPATION STATUS

	All Students	Certified Free		Certified Reduced-Price		Not Certified	
		Participants	Nonparticipants	Participants	Nonparticipants	Participants	Nonparticipants
Metropolitan Status							
Urban							
Suburban	38.6	48.1	54.7	46.8	53.9	28.7	36.3
Rural	36.9	20.0	18.0	18.5	25.6	40.5	44.6
Total	24.5	31.8	27.3	34.7	20.5	30.9	19.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FNS Region							
Northeast	9.2	4.6	2.5	2.1	7.3	8.7	13.2
Mid-Atlantic	11.6	11.0	18.2	8.2	8.7	10.9	11.8
Midwest	18.8	14.2	20.4	11.8	23.1	17.6	22.1
Southeast	20.4	31.8	14.9	29.6	16.6	21.1	14.6
Southwest	15.4	17.6	21.3	25.7	22.0	19.2	10.0
Mountain	10.0	11.1	6.7	13.1	2.2	12.0	8.4
West	14.6	9.7	15.9	9.5	20.2	10.6	19.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Local Unemployment Rate							
Under 4%	3.4	2.5	1.6	1.9	2.4	4.2	3.8
4.1 - 6%	28.6	19.8	13.0	19.3	24.0	32.0	33.2
6.1 - 8%	31.0	28.3	30.6	28.6	35.4	29.5	33.5
8.1 - 10%	20.1	23.2	29.1	29.3	12.6	21.1	16.3
Over 10%	16.8	26.2	25.6	20.8	25.6	13.2	13.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Unemployment Rate	7.6	8.3	8.7	8.1	7.8	7.3	7.2
Sample Size							
	3,381	676	197	109	45	977	1,377
Total Weighted Count							
	38,926,376	7,699,065	2,050,660	1,261,335	505,016	11,246,205	16,164,094

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE V.8

DISTRIBUTION OF USDA LUNCHES BY CERTIFICATION STATUS
AND HOUSEHOLD INCOME AS A PERCENT OF POVERTY

Family Income as a Percentage of Poverty	All Students	Certified Free	Certified Reduced Price	Not Certified
0-50	2.9	11.3	0.0	0.4
51-100	18.8	61.4	12.6	5.4
101-130	7.3	13.2	20.6	4.2
131-185	12.4	8.5	47.4	11.2
186+	58.6	5.6	19.4	78.9
Total	100.0	100.0	100.0	100.0
Mean Poverty Level	310.5%	96.7%	162.6%	383.1%
Sample Size	2,751	647	138	1,693
Total Weighted Count	32,068,667	7,453,829	1,604,528	19,912,807

SOURCE: Special tabulations on the School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

that are above 185 percent of the poverty level pay the full price for school meals, while 19 percent of these students are certified for reduced price meals and the remaining 6 percent are certified for free meals.

In every certification category, the average participant has a lower family income than the average nonparticipant. In the case of students who are certified for free meals, the mean family income of children who participate is just under the poverty threshold while the mean family income of nonparticipants is just above it. (Table V.8a). The poverty threshold--100 percent of poverty--was \$15,141 for a family of four in FY 1994.

An analysis of actual dollar income reveals the same pattern as seen in Table V.8: certified students have lower incomes than those not certified and students certified for free meals have lower family incomes than those certified for reduced-price meals (Table V.9). In fact, the mean family income level of students certified-free is almost half the mean income of those certified for reduced-price meals. Those certified for reduced-price meals have a mean family income almost half that of those who must pay full-price.

Our analysis shows a strong relationship between students who are certified for free meals and receipt of welfare. One-third of the students certified for free meals live in households that receive AFDC or another form of welfare income, and nearly half participate in the FSP (Table V.10). (Because of program eligibility requirements, few students who are certified for reduced-price meals or not certified come from families that receive AFDC or other welfare, or food stamps.) Students in the certified free category are more likely than those in other categories to attend a school receiving a USDA severe-need reimbursement. This is not surprising because school eligibility for the severe-need reimbursements is based on the percentage of the total school enrollment that is certified for free or reduced-price meals.

Students who are certified for free meals are less likely to have a working mother than children in the other categories (Table V.11). Whether a mother works does not, however, seem to be a significant factor in the decision to participate.

TABLE V.8a

DISTRIBUTION OF USDA LUNCHES BY CERTIFICATION STATUS
AND HOUSEHOLD INCOME AS A PERCENT OF POVERTY

Family Income as a Percentage of Poverty	All Students	Certified Free		Certified Reduced-Price		Not Certified	
		Participants	Nonparticipants	Participants	Nonparticipants	Participants	Nonparticipants
0-50	2.9	12.9	5.4	0.0	0.0	0.7	0.2
51-100	18.8	61.2	62.2	13.2	10.9	5.0	5.7
101-130	7.3	13.5	12.3	20.1	21.8	4.4	4.0
131-185	12.4	7.2	13.3	45.1	53.7	10.7	11.7
186+	58.6	5.3	6.8	21.6	13.6	79.4	78.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Poverty Level	310.5%	91.9%	114.2%	163.2%	375.3%	160.9%	403.7%
Sample Size	2,751	500	147	100	38	769	924
Total Weighted Count	32,068,667	5,842,317	1,611,512	1,175,907	428,621	8,957,611	10,955,196

SOURCE: Special tabulations on the School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

TABLE V.9

DISTRIBUTION OF STUDENTS AND HOUSEHOLD INCOME BY CERTIFICATION STATUS

	All Students	Certified Free	Certified Reduced-Price	Not Certified
Annual Family Income				
Less than \$10,000	12.4	40.8	4.8	2.5
\$10,001 - 14,000	5.7	12.1	13.4	3.0
\$14,001 - 18,000	4.3	7.7	7.5	3.0
\$18,001 - 22,000	6.1	7.2	26.2	4.5
\$22,001 - 26,000	4.9	3.3	9.5	5.5
\$26,001 - 34,000	10.0	3.2	20.8	12.5
\$34,001 - 38,000	4.4	0.5	2.3	6.1
\$38,001 - 42,000	5.5	0.7	3.2	7.7
\$42,001 - 46,000	3.9	0.0	0.9	5.4
\$46,001 - 50,000	5.5	0.1	0.3	8.0
More than \$50,000	19.7	1.0	2.0	26.2
Income Information				
Missing	17.6	23.0	9.2	15.6
Total	100.0	100.0	100.0	100.0
Mean Income*	\$36,807	\$12,113	\$23,076	\$45,092
Sample Size				
Sample Size	3,381	873	154	2,013
Total Weighted Count				
Total Weighted Count	38,926,376	9,749,725	1,766,352	23,594,608

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

*Children with missing family income are excluded.

TABLE V.10

DISTRIBUTION OF STUDENTS AND PARTICIPATION STATUS IN OTHER FEDERAL
ASSISTANCE PROGRAMS BY CERTIFICATION STATUS

	All Students	Certified Free	Certified Reduced- Price	Not Certified
Family Receives AFDC or Other Welfare Income				
Yes	8.6	32.7	1.1	1.4
No	91.4	67.3	98.9	98.6
Total	100.0	100.0	100.0	100.0
Sample Size	2,947	683	143	1,821
Total Weighted Count	34,306,834	7,817,767	1,666,705	21,423,181
Family Receives Food Stamps				
Yes	12.9	48.1	3.8	2.2
No	87.1	51.9	96.2	97.8
Total	100.0	100.0	100.0	100.0
Sample Size	2,949	684	143	1,820
Total Weighted Count	34,330,414	7,829,818	1,666,705	21,412,291
Child's School Receives Severe Needs Reimbursement*				
Yes	10.8	22.1	18.8	6.9
No	40.3	50.6	47.4	40.1
Unknown	49.0	27.3	33.8	53.0
Total	100.0	100.0	100.0	100.0
Sample Size	3,381	873	154	2,013
Total Weighted Count	38,926,376	9,749,725	1,766,352	23,594,608

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

*Receipt of severe needs reimbursement appears to be underreported. See Chapter III.D for more explanation.

TABLE V.11

DISTRIBUTION OF STUDENTS AND MOTHER'S EMPLOYMENT STATUS BY CERTIFICATION STATUS

	All Students	Certified Free	Certified Reduced-Price	Not Certified
Child's Mother Employed				
Yes	62.7	44.8	70.1	68.6
No	37.3	55.2	29.9	31.4
Total	100.0	100.0	100.0	100.0
Sample Size	3,381	873	154	2,013
Total Weighted Count	38,926,376	9,749,725	1,766,352	23,594,608

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

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APPENDIX A
SNDA SCHOOL-LEVEL QUESTIONNAIRES

SCHOOL NUTRITION DIETARY ASSESSMENT

SCHOOL CHARACTERISTICS QUESTIONNAIRE

SCHOOL PRINCIPAL OR SCHOOL COORDINATOR INTERVIEW

DATE: | | | | | | | | | | | | | | | |
 MONTH DAY YEAR

PUT LABEL HERE

<u>RESPONDENT:</u>	<u>CHECK BOX</u>
SCHOOL PRINCIPAL	<input type="checkbox"/>
SCHOOL COORDINATOR	<input type="checkbox"/>
OTHER (SPECIFY NAME AND TITLE)	<input type="checkbox"/>

INTRODUCTION

My name is (TEAM LEADER'S/INTERVIEWER'S NAME). We are conducting the School Nutrition Dietary Assessment study for the U.S. Department of Agriculture.

IF INITIAL CONTACT: We recently sent (you/SCHOOL PRINCIPAL) a letter explaining the study. I would like to arrange a time to talk with you about your school and your meal programs. The interview takes about 10 minutes. **INTERVIEWER: ARRANGE FOR THE RESPONDENT'S MOST CONVENIENT DAY AND TIME TO COMPLETE THE INTERVIEW.**

IF SCHEDULED CALL: During the interview I will be asking you about the general characteristics of your school and your lunch and breakfast programs. This interview takes about 10 minutes to complete.

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TIME BEGAN: __ __ : __ __	AM.....1
	PM.....2

A. BASIC INFORMATION ABOUT THE SCHOOL (TO BE ASKED OF SCHOOL PRINCIPAL OR SCHOOL COORDINATOR)

A1. First, I would like to talk about some of the general characteristics of your school. How many students are currently enrolled in the school?

|__|,|__|__|__| TOTAL ENROLLMENT

A2. What grades attend the school? **CIRCLE ALL THAT APPLY**

- PRESCHOOL.....PS
- KINDERGARTEN.....KG
- FIRST.....01
- SECOND.....02
- THIRD.....03
- FOURTH.....04
- FIFTH.....05
- SIXTH.....06
- SEVENTH.....07
- EIGHTH.....08
- NINTH.....09
- TENTH.....10
- ELEVENTH.....11
- TWELFTH.....12

A3. What time does the school day begin for most students?

|__|__|:|__|__| AM.....1
PM.....2

A4. And, what time does the school day end for most students?

|__|__|:|__|__| AM.....1
PM.....2

A5. How many class periods are there in a school day?

|__|__| PERIODS

NO CLASS PERIODS...(SKIP TO A7)...99

A6. How long is the average class period?

|__|__| MINUTES

A7. Approximately what number or percentage of students belong to each of the following ethnic groups:

PROBE: Your best estimate is fine.

INTERVIEWER: RECORD ALL NUMBERS OR ALL PERCENTAGES.

	<u>NUMBER</u>	<u>OR</u>	<u>PERCENTAGE</u>
a. White, non-Hispanic?	__ , __ __ __		__ __ __ %
b. Black, non-Hispanic?	__ , __ __ __		__ __ __ %
c. Hispanic?	__ , __ __ __		__ __ __ %
d. American Indian or Alaskan Native?	__ , __ __ __		__ __ __ %
e. Asian or Pacific Islander? ..	__ , __ __ __		__ __ __ %
f. Belong to other racial or ethnic groups? (SPECIFY) _____...	__ , __ __ __		__ __ __ %
<hr/>			
g. TOTAL.....	__ , __ __ __		__ __ __ %
	MUST EQUAL A1		MUST EQUAL 100%

A8. Does your school have a lunch program?

YES.....1

NO.....(SKIP TO A17).....2

A9. Does your school participate in the National School Lunch Program operated under the auspices of the U.S. Department of Agriculture?

YES.....1
NO.....2

A10. What time does the first lunch seating or period begin?

|__|__|:|__|__| AM.....1
PM.....2

A11. What time does the last lunch seating or period end?

|__|__|:|__|__| AM.....1
PM.....2

A12. INTERVIEWER: IS THIS AN ELEMENTARY SCHOOL? ARE GRADES BETWEEN KINDERGARTEN AND 6 RECORDED AT QUESTION A2?

YES.....1
NO.....(SKIP TO A17).....2

A13. Do students have a play period immediately before lunch?

YES.....1
NO.....(SKIP TO A15).....2

A14. How long does that play period last?

|__|__| MINUTES
VARIES.....99

A15. Do students have a play period immediately after lunch?

YES.....1
NO.....(SKIP TO A17).....2

A16. How long does that play period last?

|__|__| MINUTES

VARIES.....99

A17. Does your school have a breakfast program operated by the school cafeteria?

YES.....1

NO.....(SKIP TO A20).....2

A18. Does your school participate in the School Breakfast Program operated under the auspices of the U.S. Department of Agriculture?

YES.....1

NO.....(SKIP TO A22).....2

A19. Does this school receive severe needs reimbursements?

PROBE: Severe needs reimbursement is additional reimbursement for USDA breakfasts which only certain schools are eligible to receive.

YES.....(SKIP TO A24).....1

NO.....(SKIP TO A24).....2

A20. Is there a morning snack program or some other program providing food to students after they get to school in the morning?

PROBE: Please do not include vending machines.

YES.....1

NO.....(SKIP TO A22).....2

A21. Does the school cafeteria operate this program under the management of the local School Food Authority?

YES.....1

NO.....2

A22. Has the school district ever considered or participated in the School Breakfast Program operated by the U.S. Department of Agriculture?

YES.....1
NO.....2

A23. What is the most important reason why the school does not participate in the School Breakfast Program?

PROGRAM NOT NEEDED.....01
TRANSPORTATION OR SCHEDULING
PROBLEMS.....02
LACK OF INTEREST, SUPPORT, OR
TOO MUCH TROUBLE TO OPERATE.....03
LACK OF PARTICIPATION OR
POTENTIAL PARTICIPATION
BY STUDENTS.....04
INADEQUATE FACILITIES.....05
SCHOOL BOARD OPPOSITION.....06
OTHER FOOD SERVICE AVAILABLE
AT BREAKFAST.....07
LACK OF FUNDS.....08
OTHER (SPECIFY) _____...09

A24. That is the end of the interview. Thank you very much for your time and cooperation.

TIME ENDED: __ __ : __ __	AM.....1
	PM.....2

SCHOOL NUTRITION DIETARY ASSESSMENT

SCHOOL CHARACTERISTICS QUESTIONNAIRE

CAFETERIA MANAGER INTERVIEW

DATE: | | | | | | | | | |
 MONTH DAY YEAR

PUT LABEL HERE

<u>RESPONDENT:</u>	<u>CHECK BOX</u>
CAFETERIA MANAGER	<input type="checkbox"/>
OTHER (SPECIFY NAME AND TITLE)	<input type="checkbox"/>

INTRODUCTION

My name is (TEAM LEADER'S/INTERVIEWER'S NAME). We are conducting the School Nutrition Dietary Assessment study for the U.S. Department of Agriculture.

IF INITIAL CONTACT: We recently sent (you/SCHOOL PRINCIPAL) a letter explaining the study. I would like to arrange a time to talk with you about your school meal programs. The interview takes about 10 minutes. **INTERVIEWER: ARRANGE FOR THE RESPONDENT'S MOST CONVENIENT DAY AND TIME TO COMPLETE THE INTERVIEW.**

IF SCHEDULED CALL: During the interview I will be asking you about your lunch and breakfast programs. This interview takes about 10 minutes to complete.

B7. How many USDA-reimbursable lunches were served last week?

|__|__|,|__|__|__| TOTAL LUNCHES

B8. How many USDA-reimbursable free lunches were served last week?

|__|__|,|__|__|__| FREE LUNCHES

B9. How many USDA-reimbursable reduced-price lunches were served last week?

|__|__|,|__|__|__| REDUCED PRICE LUNCHES

B10. How many USDA-reimbursable full-price lunches were served last week?

|__|__|,|__|__|__| FULL PRICE LUNCHES

QUESTIONS B8 + B9 + B10 MUST EQUAL B7.

B11. Does your school use Offer versus Serve (OVS) for lunch?

YES.....(SKIP TO B13).....1

NO.....(SKIP TO B13).....2

B12. How many lunches were served last week?

|__|__|,|__|__|__| LUNCHES

B13. On how many days was lunch served last week?

|__|__| DAYS LUNCH SERVED

B14. How many lunch "seatings" or eating periods are there per day?

|__|__| SEATINGS PER DAY

B15. How long is (the/each) seating?

|__|__| MINUTES

B16. Do students have designated seating areas?

YES.....1

NO.....2

B17. How many cash registers are used for lunch? Please include salad bars and lines for a la carte items.

PROBE: A la carte items are food items that are not part of the USDA meal and are priced separately.

|__|__| CASH REGISTERS

B18. Do you offer the following types of meal service at lunch:

	<u>YES</u>	<u>NO</u>	<u>IF YES: How many times this week?</u> <u>TIMES THIS WEEK</u>
a. A hot or cold meal which changes daily?	1	2	
b. A cold meal such as a sandwich or salad plate?	1	2..... __	
c. A hot sandwich such as a hamburger, hot dog, or pizza?.....	1	2..... __	
d. A salad or other food bar?	1	2..... __	
e. A la carte or supplemental sale items? (PROBE: Items that are not part of the USDA meal and are priced separately.) ...	1	2..... __	
f. Are other food items available? (SPECIFY)	1	2..... __	

B19. INTERVIEWER: DOES THE SCHOOL PARTICIPATE IN THE NATIONAL SCHOOL LUNCH PROGRAM? IS QUESTION B2 CODED "YES"?

YES.....1

NO.....(SKIP TO B21).....2

B20. Not including milk, do you usually sell food items from the USDA-reimbursable lunch on an a la carte or supplemental sale basis?

PROBE: That is, sell individual food items priced separately.

YES.....1

NO.....2

B21. Next, I would like to ask about the availability of items such as salt, butter or margarine, condiments, and sweeteners. First, can students add salt to their food?

YES.....(SKIP TO B23).....1

NO.....2

B22. Will a server add salt to a student's food upon request?

YES.....1

NO.....2

B23. Can students add butter or margarine to their food?

YES.....(SKIP TO B25).....1

NO.....2

B24. Will a server add butter or margarine to a student's food upon request?

YES.....1

NO.....2

B25. Can students add condiments such as mustard, ketchup, or mayonnaise to their food?

YES.....(SKIP TO B27).....1
 NO.....2

B26. Will a server add condiments to a student's food upon request?

YES.....1
 NO.....2

B27. Can students add sweeteners such as sugar, honey, or syrup to their food?

YES.....(SKIP TO B29).....1
 NO.....2

B28. Will a server add sweeteners to a student's food upon request?

YES.....1
 NO.....2

B29. Which of the following options are available to students:

	<u>IF YES: Can students use the (OPTION) during lunch?</u>			
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
a. Vending machines in or near the cafeteria?	1	2	1	2
b. Vending machines in a different part of the school?	1	2	1	2
c. A school store or snack bar?	1	2	1	2
d. Are there other ways students may obtain food in the school every day? (SPECIFY)	1	2	1	2

B30. Are students permitted to leave school for lunch?
YES.....(SKIP TO B32).....1
NO.....2

B31. Are students permitted to go home for lunch?
YES.....1
NO.....2

B32. INTERVIEWER: DOES THE CAFETERIA OFFER A LA CARTE ITEMS FOR LUNCH?
CHECK QUESTION B18; ITEM E.
YES.....1
NO.....(SKIP TO C1).....2

B33. MAKE ARRANGEMENTS WITH THE RESPONDENT TO OBSERVE THE SERVING LINES
AFTER THIS INTERVIEW IS COMPLETED TO FILL OUT THE A LA CARTE CHECKLIST.
CONTINUE TO SECTION C ON THE NEXT PAGE.

C. BASIC INFORMATION ABOUT THE SCHOOL BREAKFAST PROGRAM

C1. Does your school have a breakfast program, morning snack program, or some other program providing food to students in the morning after they get to school? Please do not include vending machines.

YES.....1
NO.....2

C2. Does the school cafeteria or the local School Food Authority operate this program?

YES.....1
NO.....(GO TO C31).....2

C3. Does your school participate in the School Breakfast Program operated under the auspices of the U.S. Department of Agriculture?

YES.....1
NO.....(SKIP TO C13).....2

C4. How many students are certified eligible for a free USDA-reimbursable breakfast?

|__|,|__|__|__| FREE SCHOOL BREAKFAST

C5. How many students are certified eligible for a reduced price USDA-reimbursable breakfast?

|__|,|__|__|__| REDUCED PRICE BREAKFAST

C6. What is the price of a USDA-reimbursable breakfast for students who pay the reduced price?

\$ |__|. |__|__| REDUCED PRICE BREAKFAST

C7. What is the price of a USDA-reimbursable breakfast for students who pay the full price?

\$ |__|. |__|__| FULL-PRICE BREAKFAST

C8. How many USDA-reimbursable breakfasts were served last week?

|__|__|,|__|__|__| TOTAL BREAKFASTS

C9. How many USDA-reimbursable free breakfasts were served last week?

|__|__|,|__|__|__| FREE BREAKFASTS

C10. How many USDA-reimbursable reduced-price breakfasts were served last week?

|__|__|,|__|__|__| REDUCED PRICE BREAKFASTS

C11. How many (USDA-reimbursable) full-price breakfasts were served last week?

|__|__|,|__|__|__| FULL-PRICE BREAKFASTS

QUESTIONS C9 + C10 + C11 MUST EQUAL C8

C12. Does the school use Offer versus Serve (OVS) for breakfast?

YES.....(SKIP TO C14).....1

NO.....(SKIP TO C14).....2

C13. How many students were served last week?

|__|__|,|__|__|__| BREAKFASTS

C14. On how many days was breakfast served last week?

|__|__| DAYS

C15. How many breakfast "seatings" or eating periods are there per day?

|__|__| SEATINGS

C16. How long is (the/each) breakfast seating?

|__|__| MINUTES

C17. How many different cash registers are used for breakfast?

|__|__| CASH REGISTERS

C18. Are the following types of breakfasts available in your serving (line/lines)?

	<u>YES</u>	<u>NO</u>	<u>IF YES: How many times a week?</u>
a. A hot breakfast?	1	2 __
b. A cold breakfast?	1	2 __
c. A la carte or supplemental sale items for breakfast? (PROBE: Items that are not part of USDA meal and are priced separately.)	1	2 __

C19. INTERVIEWER: DOES THE SCHOOL PARTICIPATE IN THE FEDERAL SCHOOL BREAKFAST PROGRAM? IS QUESTION C3 CODED "YES"?

YES.....1

NO.....(SKIP TO C21).....2

C20. Not including milk, do you usually sell food items from the USDA-reimbursable breakfast on an a la carte or supplemental sale basis?

PROBE: That is, sell individual food items priced separately.

YES.....1

NO.....2

C21. Next, I would like to ask you about the availability of items such as salt, butter or margarine, condiments, and sweeteners at breakfast. First, can students add salt to their food at breakfast?

YES.....(SKIP TO C23).....1

NO.....2

- C22. Will a server add salt to a student's food upon request?
 YES.....1
 NO.....2
- C23. Can students add butter or margarine to their food?
 YES.....(SKIP TO C25).....1
 NO.....2
- C24. Will a server add butter or margarine to a student's food upon request?
 YES.....1
 NO.....2
- C25. Can students add condiments such as mustard, ketchup, or mayonnaise to their food at breakfast?
 YES.....(SKIP TO C27).....1
 NO.....2
- C26. Will a server add condiments to a student's food upon request?
 YES.....1
 NO.....2
- C27. Can students add sweeteners such as sugar, honey, or syrup to their food at breakfast?
 YES.....(SKIP TO C29).....1
 NO.....2
- C28. Will a server add sweeteners to a student's food upon request?
 YES.....1
 NO.....2

C29. INTERVIEWER: DOES THE SCHOOL CAFETERIA OR THE LOCAL SCHOOL FOOD AUTHORITY OPERATE THIS PROGRAM? IS QUESTION C2 CODED "YES"?

YES.....(SKIP TO C31).....1

NO.....2

C30. Which of the following items were served today in this morning breakfast, snack, or other program?

	<u>YES</u>	<u>NO</u>
a. Milk?	1	2
b. Cereal?	1	2
c. Donuts, pastry, or sweet rolls?	1	2
d. Bread, muffins, rolls, bagels, or other bread?	1	2
e. Pancakes or french toast?	1	2
f. Meat (sausage, bacon) or cheese?	1	2
g. Fruit or fruit juice?	1	2
h. What other items were served today? (SPECIFY)		

RESPONDENT DOES NOT KNOW WHAT WAS OFFERED..... 1 2

C31. That concludes this part of the interview. Thank you very much for your time and cooperation.

TIME ENDED: __ __ : __ __ AM.....1 PM.....2

SCHOOL NUTRITION DIETARY ASSESSMENT

SCHOOL CHARACTERISTICS QUESTIONNAIRE

DIRECTOR OF SCHOOL FOOD AUTHORITY (SFA) INTERVIEW

DATE: | | | | | | | | | | | | | | | |
 MONTH DAY YEAR

PUT LABEL HERE

RESPONDENT:

CHECK BOX

DIRECTOR OF THE SFA

OTHER (SPECIFY NAME AND TITLE)

INTRODUCTION

My name is (TEAM LEADER'S/INTERVIEWER'S NAME). We are conducting the School Nutrition Dietary Assessment study for the U.S. Department of Agriculture.

IF INITIAL CONTACT: We recently sent (you/DIRECTOR OF SFA) a letter explaining the study. I would like to arrange a time to talk with you about your school meal programs. The interview takes about 10 minutes. **INTERVIEWER: ARRANGE FOR THE RESPONDENT'S MOST CONVENIENT DAY AND TIME TO COMPLETE THE INTERVIEW.**

IF SCHEDULED CALL: During the interview I will be asking you about menu planning, food purchasing, nutritional analyses, and food preparation. This interview takes about 10 minutes to complete.

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TIME BEGAN: |__|__|:|__|__| AM.....1
 PM.....2

A. FOOD PURCHASING, PREPARATION, AND MENU PLANNING

A1. I would like to talk to you about menu planning, food purchasing, nutritional analyses, and food preparation. First, I would like to ask you a few specific questions about the (three schools/school) in your district that are participating in the study.

	SCHOOL 1	SCHOOL 2	SCHOOL 3
<p>INTERVIEWER: RECORD THE NAME OF EACH SCHOOL AT THE TOP OF THE COLUMNS. ASK ALL OF THE QUESTIONS, ONE SCHOOL AT A TIME.</p>	<p>_____ _____ _____ NAME OF SCHOOL</p>	<p>_____ _____ _____ NAME OF SCHOOL</p>	<p>_____ _____ _____ NAME OF SCHOOL</p>
<p>A2. Does (SCHOOL) have a lunch program?</p>	<p>YES.....1 NO.....(SKIP TO A6).....2</p>	<p>YES.....1 NO.....(SKIP TO A6).....2</p>	<p>YES.....1 NO.....(SKIP TO A6).....2</p>
<p>A3. Is the lunch menu for (SCHOOL) planned at the district level, at an off-site kitchen serving the school, or at the school?</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>DISTRICT LEVEL.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>DISTRICT LEVEL.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>DISTRICT LEVEL.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>
<p>A4. Is food purchasing for lunch at (SCHOOL) done at the district level, at an off-site kitchen serving the school, or at the school?</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>DISTRICT LEVEL.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>DISTRICT LEVEL.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>DISTRICT LEVEL.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>
<p>A5. Are foods served at lunch at (SCHOOL) prepared at a central kitchen, at a kitchen in another school in the district, or at the school?</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>CENTRAL KITCHEN.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>CENTRAL KITCHEN.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>	<p style="text-align: center;"><u>CIRCLE ALL THAT APPLY</u></p> <p>CENTRAL KITCHEN.....1 OFF-SITE KITCHEN.....2 THIS SCHOOL.....3 OTHER (SPECIFY) _____ _____</p>

A11. Now I would like to ask you about some different things that can be done to evaluate the nutritional content of meals. Please think about activities carried out centrally or at the school level.

	IF YES: Is that done centrally or in each school?				
	YES	NO	CENTRALLY	SCHOOL	BOTH
a. First, are lists of ingredients in food products reviewed for nutritional content?	1	2	1	2	3
b. Are discussions held with sales representatives about the nutritional content of the food products offered?	1	2	1	2	3
c. Are nutrient analyses or literature provided by food vendors reviewed for nutritional content?	1	2	1	2	3
d. Do you use a computer-based system to analyze the nutritional content of the foods served?	1	2	1	2	3
e. Do you use information provided by the State Department of Education about the nutritional content of foods served?	1	2	1	2	3
f. Do you use other sources of information about the nutritional content of the foods you serve?	1	2	1	2	3
IF YES: What would they be? (SPECIFY)					

A12. Has your state adopted nutritional recommendations or requirements for school meals in addition to the USDA meal component requirements?

YES.....1
NO.....2

A13. Has your district adopted nutritional recommendations or requirements for school meals in addition to the USDA meal component requirements?

YES.....1
NO.....2

A14. INTERVIEWER: ARE QUESTIONS A12 AND A13 BOTH CODED "NO"?

YES.....(SKIP TO A16).....1
NO.....2

A15. Which of the following nutrition recommendations or dietary guidelines for school meals in addition to the USDA meal component requirements are used in planning and preparing meals in your district's schools?

IF YES: Is that a recommendation or a requirement?

	<u>YES</u>	<u>NO</u>	<u>RECOMMENDED</u>	<u>REQUIRED</u>
a. Limit total calories from fat to 30-35 percent.....	1	2	1	2
b. Limit total calories from saturated fat.....	1	2	1	2
c. Limit dietary cholesterol.....	1	2	1	2
d. Increase the amount of dietary fiber.....	1	2	1	2
e. Limit sodium levels.....	1	2	1	2
f. Limit sugar levels.....	1	2	1	2
g. Increase the number of servings of fruits.....	1	2	1	2
h. Increase the number of servings of vegetables.....	1	2	1	2
i. Increase the number of servings of whole grain products.....	1	2	1	2
j. Limit the number of desserts served.....	1	2	1	2
k. Serve a variety of foods.....	1	2	1	2
l. Restrict competitive foods.....	1	2	1	2
m. Are there other nutrition recommendations or requirements beyond federal requirements that are used in planning and preparing meals in your schools? (SPECIFY)				
_____ ..	1	2	1	2
_____ ..	1	2	1	2
_____ ..	1	2	1	2

A16. Do your schools do any of the following? Do you...

	<u>YES</u>	<u>NO</u>
a. Limit service of breaded or fried meats and vegetables?.....	1	2
b. Use reduced fat cheese products?.....	1	2
c. Substitute chicken and fish for meat dishes?.....	1	2
d. Offer lower fat hot dogs and sandwich meats?.....	1	2
e. Serve chicken without skin?.....	1	2
f. Drain cooked ground beef?.....	1	2
g. Rinse and drain cooked ground beef?.....	1	2
h. Serve skim milk?.....	1	2
i. Provide fresh fruits or vegetables daily?.....	1	2

A17. That is the end of the interview. Thank you very much for your time and cooperation.

TIME ENDED: __ __ : __ __ AM.....1 PM.....2

**SCHOOL NUTRITION DIETARY ASSESSMENT STUDY
MILK CHECKLIST**

OMB APPROVAL NUMBER: 0584-0413

EXPIRATION DATE: 9/30/92

VERSION 1

PUT LABEL HERE

MEAL: BREAKFAST 01
LUNCH 02

INSTRUCTIONS

1. Complete one MILK CHECKLIST for lunch and one for breakfast. Circle the number next to the meal at the top right corner of this form.
2. Circle "01" (YES) or "00" (NO) for each type of milk listed below to indicate whether you offer the milk as part of a USDA-reimbursable meal.
3. Specify the container or serving size for each type of milk that you offer.

	<u>YES</u>	<u>NO</u>	<u>CONTAINER OR SERVING SIZE</u>
1. Whole (3.5-4% fat)	01	00	_____
2. Low fat milk with 2% fat	01	00	_____
3. Low fat milk with 1½% fat	01	00	_____
4. Low fat milk with 1% fat	01	00	_____
5. Low fat milk with ½% fat	01	00	_____
6. Skim or non-fat	01	00	_____
7. Chocolate milk-whole	01	00	_____
(3.5-4% fat)			
8. Chocolate milk-low fat (2%)	01	00	_____
9. Chocolate milk-low fat (1½%)	01	00	_____
10. Chocolate milk-low fat (1%)	01	00	_____
11. Chocolate milk-low fat (½%)	01	00	_____
12. Chocolate milk-skim or non-fat ...	01	00	_____
13. Other flavored milk	01	00	_____
(SPECIFY):			_____

**SCHOOL NUTRITION DIETARY ASSESSMENT STUDY
MILK CHECKLIST**

GMB APPROVAL NUMBER: 0584-0413
EXPIRATION DATE: 9/30/92

VERSION 2

PUT LABEL HERE

MEAL: BREAKFAST 01
LUNCH 02

INSTRUCTIONS

1. Complete one MILK CHECKLIST for lunch and one for breakfast. Circle the number next to the meal at the top right corner of this form.
2. Circle "01" (YES) or "00" (NO) for each type of milk listed below to indicate whether you offer the milk.
3. Specify the container or serving size for each type of milk that you offer.

	<u>YES</u>	<u>NO</u>	<u>CONTAINER OR SERVING SIZE</u>
1. Whole (3.5-4% fat)	01	00	_____
2. Low fat milk with 2% fat	01	00	_____
3. Low fat milk with 1½% fat	01	00	_____
4. Low fat milk with 1% fat	01	00	_____
5. Low fat milk with ½% fat	01	00	_____
6. Skim or non-fat	01	00	_____
7. Chocolate milk-whole (3.5-4% fat)	01	00	_____
8. Chocolate milk-low fat (2%)	01	00	_____
9. Chocolate milk-low fat (1½%)	01	00	_____
10. Chocolate milk-low fat (1%)	01	00	_____
11. Chocolate milk-low fat (½%)	01	00	_____
12. Chocolate milk-skim or non-fat ...	01	00	_____
13. Other flavored milk (SPECIFY): _____	01	00	_____

SCHOOL NUTRITION DIETARY ASSESSMENT STUDY

Checklist for Foods Sold in Cafeteria A la Carte

DATE: |__|__| |__|__| |__|__|
MONTH DAY YEAR

INTERVIEWER ID: |_|_|-|_|_|_|_|

SCHOOL NAME:	_____
SCHOOL ID#:	_____
DISTRICT ID#:	_____

INSTRUCTIONS: Place a check mark in the box corresponding to each food sold in the cafeteria a la carte. Items checked off here should include only food items not being offered as creditable components of the usda-reimbursable meal today.

EXAMPLE: If hamburger on a bun is sold a la carte and it is not offered as part of the USDA meal today, check it off on this list.

If hamburger on a bun is sold a la carte and it is offered as part of the USDA meal today, do not check it off on this list.

A. BEVERAGES

- 1. Carbonated Soft Drinks
(Cola - Sweetened, Cola - Diet,
Non-Cola - Sweetened, Diet)
- 2. Coffee
- 3. Hot Chocolate
- 4. Juice (100% Juice)
- 5. Juice (50% Juice)
- 6. Juice Drinks (10% Juice)
(Cranberry Drink, Fruit Blends,
Hi-C, Lemonade, Punch)
- 7. Milk Shake or Malt
- 8. Mineral Water
- 9. Tea

B. BAKED GOODS - DESSERTS

- 1. Cake-type
(Cupcakes, Brownies, Twinkies)
- 2. Cookies
- 3. Pastries
(Pies, Turnovers)
- 4. Other Baked Goods - Desserts

C. BREAD OR GRAIN PRODUCTS

- 1. Regular Bread
(Bread, Roll, Bagel)
- 2. Other Bread
(Biscuits, Croissants, Hot Pretzels)
- 3. Muffins
- 4. Tortilla
- 5. Other Grain Products
(Crackers, Granola Bar, Pretzels)

D. CANDY

- 1. With Chocolate
- 2. Without Chocolate

E. FROZEN DESSERTS

- 1. Frozen Non-Dairy
(Frozen Fruit Bar, Jello Pop, Popsicle)
- 2. Ice Cream
(Bars, Fudgesicles, Scoop, Sundaes)
- 3. Low-fat Frozen Desserts
(Frozen Yogurt, Ice Milk, Sherbet)

F. FRUIT

- 1. Canned, Cooked Fruit
- 2. Fresh Fruit
- 3. Fruit Salad

G. MEAT AND MEAT ALTERNATE/
ENTREES

Beef

- 1. Hamburger or Cheeseburger
- 2. Chili or Burrito
- 3. Other Beef

Poultry

- 4. Chicken Patty (breaded)
- 5. Chicken (other)
- 6. Turkey

Other Meat

- 7. Hot Dog
(Corn Dog, Franks and Beans)
- 8. Cold Cuts
(Bologna, Salami, etc.)
- 9. Sausage or Pork

Meat Alternate

- 10. Cheese Sandwich
- 11. Other Cheese
- 12. Beans or Peas
(Chick Peas or Garbanzo Beans,
Kidney Beans, Refried Beans)
- 13. Eggs
(Hard Cooked, Egg Salad,
Scrambled, Fried)
- 14. Fish
- 15. Nuts and Seeds
(Peanuts, Peanut Butter,
Sunflower Seeds, Other Nuts)

Mixed Dishes

- 16. Chef Salad
 - 17. Lasagna
 - 18. Macaroni and Cheese
 - 19. Pizza (No Meat)
 - 20. Pizza (With Meat)
 - 21. Spaghetti
 - 22. Soup with Meat or Beans
(Bean, Chicken, Clam Chowder,
Minestrone)
 - 23. Mexican Food (Other)
 - 24. Chinese Food
 - 25. Other (SPECIFY)
-

H. VEGETABLES

- 1. Fried Potatoes (Including Pre-fried,
Oven Baked)
(French Fries, Tater Tots)
- 2. Salad
(Tossed Salad, Potato Salad,
Three Bean Salad, Raw Vegetables)
- 3. Vegetable (Other Cooked)
- 4. Vegetable (Soup)

SCHOOL NUTRITION DIETARY ASSESSMENT STUDY

Checklist for Foods Sold in Vending Machines

DATE: |__|__| |__|__| |__|__|
MONTH DAY YEAR

INTERVIEWER ID: |_|_|-|_|_|_|_|

SCHOOL NAME:	_____
SCHOOL ID#:	_____
DISTRICT ID#:	_____

INSTRUCTIONS: Fill out one form for each vending machine available to students. Place a check mark in the box corresponding to each food sold in the vending machine.

This checklist for foods sold in vending machines is number ____ of ____.

Is this vending machine located in or near the cafeteria?

YES 01

NO 00

During what hours is the vending machine available to students?

FROM TO

|__|__|:|__|__| - |__|__|:|__|__|
HOUR MIN HOUR MIN

|__|__|:|__|__| - |__|__|:|__|__|
HOUR MIN HOUR MIN

A. BEVERAGES

- 1. Carbonated Soft Drink
(Cola-Sweetened, Cola-Diet,
Non-Cola-Sweetened, Non-Cola-Diet)
- 2. Coffee
- 3. Hot Chocolate
- 4. Juice (100% Juice)
- 5. Juice (50% Juice)
- 6. Juice Drinks (10% Juice)
(Cranberry Drink, Fruit Blends,
Hi-C, Lemonade, Punch)
- 7. Milk
- 8. Mineral Water
(Mineral Water or Mineral Water
with Juice)
- 9. Tea

B. BAKED GOODS - DESSERTS

- 1. Cake-type
(Brownies, Cupcakes, Twinkies)
- 2. Cookies
- 3. Pastries
(Pies, Turnovers)
- 4. Other Baked Goods - Desserts

C. BREAD OR GRAIN PRODUCTS

- 1. Regular Bread
(Bread, Roll, Bagel)
- 2. Other Bread
(Biscuits, Croissants, Hot Pretzels)
- 3. Muffins
- 4. Tortilla
- 5. Other Grain Products
(Crackers, Granola Bar, Pretzels)

D. CANDY

- 1. With Chocolate
- 2. Without Chocolate

E. FROZEN DESSERTS

- 1. Frozen Non-Dairy
(Frozen Fruit Bar, Jello Pop, Popsicle)
- 2. Ice Cream
(Bars, Fudgesicles, Sundaes)
- 3. Low-fat Frozen Desserts
(Frozen Yogurt, Ice Milk, Sherbet)

F. FRUIT

- 1. Canned, Cooked Fruit
- 2. Fresh Fruit
- 3. Fruit Salad

G. SNACKS

- 1. Chips
(Corn, Potato, Puffed Cheese, Tortilla)
- 2. Nuts and Seeds
(Almonds, Peanuts, Pistachio Nuts,
Sunflower Seeds, Trail Mix)
- 3. Other Snacks
(Corn Nuts, Pork Rinds, Pretzels, Saltines)

H. YOGURT

- 1. Yogurt

**SCHOOL NUTRITION DIETARY ASSESSMENT STUDY
MENU SUMMARY SHEET**

OMB APPROVAL NUMBER: 0584-0413
EXPIRATION DATE: 9/30/92

VERSION 1

PUT LABEL HERE

DATE OF MEAL: |__|_| |__|_| |__|_|
MONTH DAY YEAR

MEAL: BREAKFAST 1
LUNCH 2

CIRCLE DAY OF WEEK

ALL DAYS	<u>MON</u> 1	<u>TUE</u> 2	<u>WED</u> 3	<u>THU</u> 4	<u>FRI</u> 5
-------------	-----------------	-----------------	-----------------	-----------------	-----------------

INSTRUCTIONS

Fill out one form for each meal on each day of the target week. Put foods served on all days on a separate form.
At the top of the form record, date, meal, and day of the week.
In columns I, II, and III list, give amounts, and describe all food items served as part of a USDA-reimbursable meal (creditable and non-creditable items). Refer to FOOD ITEM DESCRIPTION CHECKLIST for describing each food.
In column IV, enter an "X" to show whether the food is from a recipe, purchased pre-prepared, a USDA commodity, or other. Complete a RECIPE FORM and PRE-PREPARED FOOD ITEM FORM for foods checked off as "From a Recipe" or "Pre-prepared".
See the Instruction Booklet for additional instructions and examples of completed forms.

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IV.			
Food Item Preparation (Enter "X" in <u>one</u> Column A, B, C, or D)			
A.	B.	C.	D.
From Recipe	Pre-Prepared	USDA Commodity	Other
<u>Complete Recipe Form</u>	<u>Complete Pre-Prepared Food Form</u>		

I.	II.	III.
Food Name	Amount Served	Complete Description
01		
02		
03		
04		
05		

DO NOT WRITE IN THIS SPACE

06							
07							
08							
09							
10							
11							
12							
13							
14							
15							
16							
17							
18							

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COMMENTS

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OMB APPROVAL NUMBER: 0584-0413
 EXPIRATION DATE: 9/30/92

SCHOOL NUTRITION DIETARY ASSESSMENT STUDY
PRE-PREPARED FOOD ITEM FORM

LINE NUMBER FROM
 MENU SUMMARY SHEET

--	--

PUT LABEL HERE

MEAL: BREAKFAST 1
 LUNCH 2

CIRCLE DAY OF WEEK

ALL DAYS	<u>MON</u> 1	<u>TUE</u> 2	<u>WED</u> 3	<u>THU</u> 4	<u>FRI</u> 5
-------------	-----------------	-----------------	-----------------	-----------------	-----------------

FOOD NAME FROM MENU SUMMARY SHEET: _____

INSTRUCTIONS

If a label or nutrient analysis is not available for a pre-prepared food listed on the MENU SUMMARY SHEET, please provide the following information:

1. Fill in line number of the food from MENU SUMMARY SHEET, whether breakfast or lunch, and the day of the week at the top of the form.
2. Record the food name as it is listed on the "MENU SUMMARY SHEET."
3. Fill out the "vendor information" section below. Our staff will contact the manufacturer to obtain the label and nutrient information.

VENDOR INFORMATION

FULL NAME OF PRODUCT: _____

NAME OF MANUFACTURER: _____

ADDRESS OF MANUFACTURER: _____

TELEPHONE NUMBER OF MANUFACTURER: (____) _____

INSTRUCTIONS

RECIPE FORM

The purpose of this form is to record recipes and the yield of recipes.

IF A RECIPE COPY IS AVAILABLE

1. Make a xerox copy of the recipe.
2. Write in the upper right hand corner the day, date, meal, and line number of the food item for which this is the recipe.
3. Be sure the recipe lists and describes each ingredient, following the specifications of the FOOD ITEM DESCRIPTION CHECKLIST in your instruction packet. Annotate the recipe as necessary. Make sure the recipe shows
 - whether the amount is measured raw or cooked
 - whether the ingredient amount is with or without refuse
 - the form of the ingredient (ex. sliced, diced, grated, chopped)
4. If a recipe ingredient is pre-prepared, please complete and attach a "Pre-prepared Food Item Form".
5. PLEASE BE SURE TO NOTE ANY CHANGES MADE TO THE RECIPE (ADDITIONS, DELETIONS OR CHANGES IN THE AMOUNT OF INGREDIENTS)

IF A RECIPE COPY IS NOT AVAILABLE

1. Take a copy of the RECIPE FORM from your packet.
2. Complete the day, date, meal, and line number of the food item for which this is a recipe.
3. In Column I, list each ingredient.
4. In Column II, record the amount of the ingredient. Be sure to specify
 - whether the amount is measured raw or cooked
 - whether the ingredient amount is with or without refuse
5. In Column III, describe the ingredient following the specifications of the FOOD ITEM DESCRIPTION CHECKLIST in your instruction packet. Be sure to specify
 - the form of the ingredient (ex. sliced, diced, grated, chopped)

6. In Column IV, circle the number to indicate whether the ingredient is purchased pre-prepared from a vendor. If yes, provide the vendor information specified in *****
7. Under Preparation Instructions: Specify each step for preparing the recipe. PLEASE BE SURE TO NOTE ANY CHANGES MADE TO THE RECIPE (ADDITIONS, DELETIONS OR CHANGES IN THE AMOUNT OF INGREDIENTS)

SCHOOL NUTRITION DIETARY ASSESSMENT STUDY

RECIPE FORM

LINE NUMBER FROM
MENU SUMMARY SHEET

--	--

PUT LABEL HERE

MEAL: BREAKFAST 1
LUNCH 2

CIRCLE DAY OF WEEK

ALL DAYS	<u>MON</u> 1	<u>TUE</u> 2	<u>WED</u> 3	<u>THU</u> 4	<u>FRI</u> 5
-------------	-----------------	-----------------	-----------------	-----------------	-----------------

NAME AND YIELD	
FOOD NAME FROM MENU SUMMARY SHEET: _____	
RECIPE YIELD: (Total yield by weight or volume) _____	
NUMBER OF SERVINGS (Divide Factor) _____	
EACH SERVING SIZE _____	

INGREDIENTS			
Line	I. NAME OF INGREDIENT	II. AMOUNT	III. COMPLETE DESCRIPTION AND PREPARATION
01			
02			
03			
04			
05			
06			
07			
08			
09			
10			
11			
12			
13			

PREPARATION STEPS AND COMMENTS	

APPENDIX B
SNDA STUDENT-LEVEL QUESTIONNAIRES

A3. Now, I would like to ask you a few questions about the school lunch program at (STUDENT'S NAME)'s school. When thinking about the "school lunch," please think about the meal or meals offered each day at a fixed price.

Please tell me how much you agree or disagree with the following general statements about the school lunch program. (READ STATEMENT.) Would you say that you strongly agree, agree somewhat, disagree somewhat, or strongly disagree?

	<u>Agree Strongly</u>	<u>Agree Somewhat</u>	<u>Disagree Somewhat</u>	<u>Disagree Strongly</u>	<u>Don't Know or No Opinion</u>
a. The school lunch provides nutritious meals.....	1	2	3	4	9
b. Children like the school lunches..	1	2	3	4	9
c. School lunches are convenient.....	1	2	3	4	9
d. School lunches are economical.....	1	2	3	4	9

A4. How many days per week does (STUDENT'S NAME) usually get the school lunch?

|__| DAYS PER WEEK

IF EVERY DAY.....(SKIP TO A8).....5

A5. Next, I will read you a list of reasons why children may not eat the school lunch every day. Please tell me whether the following reasons apply to (STUDENT'S NAME).

(CODE "YES" OR "NO" FOR EACH REASON.)

	<u>YES</u>	<u>NO</u>	<u>MOST IMPORTANT REASON (CHECK ONE BOX)</u>
a. My child never likes the food the school serves.....	1	2	__
b. My child does not like the food served on certain days.....	1	2	__
c. My child does not like to be seen by (her/his) friends as someone who gets the school lunch.....	1	2	__
d. My child prefers to eat a lunch brought from home.....	1	2	__
e. My child thinks the food is different from the food served at home.....	1	2	__
f. Are there other reasons why your child does not eat the school lunch every day? (RECORD VERBATIM).....	1	2	__

A6. INTERVIEWER: WAS MORE THAN ONE REASON CODED "YES" AT QUESTION A5?

YES.....1

NO.....(SKIP TO A8).....2

A7. Of the reasons you just told me why (STUDENT'S NAME) does not eat the school lunch every day, which one is the most important reason?

INTERVIEWER: REVIEW THE "YES" RESPONSES WITH THE RESPONDENTS IF NECESSARY, AND PLACE A CHECK MARK IN THE BOX TO INDICATE THE MOST IMPORTANT REASON FOR NOT EATING THE SCHOOL LUNCH.

A8. Now, I would like to ask you about participation in the free or reduced price school meal program. During the current school year, did you apply for free or reduced price school meals?

YES.....(SKIP TO A10).....1

NO.....2

A9. Why did you not apply for free or reduced price school meals for your children?

CODE ONE RESPONSE. IF MORE THAN ONE REASON GIVEN, PROBE: Of these reasons, which was the most important?

CIRCLE ONE NUMBER

- a. NOT ELIGIBLE.....01
- b. DID NOT BELIEVE ELIGIBLE.....02
- c. PREFERRED MEALS PREPARED AT HOME.....03
- d. NEVER RECEIVED APPLICATION.....04
- e. NOT AWARE OF FREE OR REDUCED PRICE MEAL PROGRAM...05
- f. DID NOT WANT TO GIVE INCOME INFORMATION
TO THE SCHOOL.....06
- g. PREFERRED TO PAY FULL PRICE.....07
- h. APPLICATION FORM WAS DIFFICULT TO UNDERSTAND.....08
- i. OTHER (*SPECIFY*).....09

A10. Next, I have a few questions about (STUDENT'S NAME) and (her/his) family. How old was (STUDENT'S NAME) on (her/his) last birthday?

|__|__| AGE

A11. CODE STUDENT'S GENDER:

GIRL.....1

BOY.....2

A12. What grade is (she/he) currently in?

|__|__| GRADE

A13. Which of the following best describes (STUDENT'S NAME). Is (she/he) White, Black, Asian or Pacific Islander, or American Indian or Alaskan Native?

WHITE.....1

BLACK.....2

ASIAN OR PACIFIC ISLANDER.....3

AMERICAN INDIAN OR
ALASKAN NATIVE.....4

OTHER (*SPECIFY*).....9

A14. Is (STUDENT'S NAME) of Spanish or Hispanic origin or decent?

YES.....1

NO.....2

A15. Including (STUDENT'S NAME), how many people live with (her/him)?

|__|__| HOUSEHOLD MEMBERS

A16. Please tell me the first name and relationship of the people who live with (STUDENT'S NAME). Let's start with you? **RECORD RESPONDENT FIRST.**

NAME	RELATIONSHIP
1. _____ RESPONDENT	_____
2. _____ RESPONDENT	_____
3. _____ RESPONDENT	_____
4. _____ RESPONDENT	_____
5. _____ RESPONDENT	_____
6. _____ RESPONDENT	_____
7. _____ RESPONDENT	_____
8. _____ RESPONDENT	_____
9. _____ RESPONDENT	_____

IF MORE THAN NINE HOUSEHOLD MEMBERS, USE ADDITIONAL QUESTIONNAIRE.

A17. INTERVIEWER: CHECK QUESTION A16 UNDER "RELATIONSHIP," IS THE MOTHER OR STEPMOTHER A MEMBER OF THE HOUSEHOLD?

YES.....1

NO.....(SKIP TO A19).....2

A18. [Do you/Does (STUDENT'S NAME)'s mother/stepmother] work outside of the home?

YES.....1

NO.....2

A19. Next, I would like to ask you about your household income.

INTERVIEWER: HAND THE RESPONDENT SHOW CARD 1.

Please look at this card and tell me if anyone living in (STUDENT'S NAME)'s household currently receives income from either one of these sources.

YES.....1

NO.....(SKIP TO A22).....2

A20. Does your household receive income from type A (Food Stamps?)

YES.....1

NO.....2

A21. Does your household receive income from type B (AFDC, Public Assistance, or Welfare?)

YES.....1

NO.....2

SHOW CARD NUMBER 1

A. Food Stamps

**B. AFDC (Aid to Families with Dependent Children),
Public Assistance, or Welfare**

SHOW CARD NUMBER 2

ANNUAL INCOME

Is your household's total annual income...

- A. Less than \$8,000
- B. \$8,000 to \$10,000
- C. \$10,000 to \$12,000
- D. \$12,000 to \$14,000
- E. \$14,000 to \$16,000
- F. \$16,000 to \$18,000
- G. \$18,000 to \$20,000
- H. \$20,000 to \$22,000
- I. \$22,000 to \$24,000
- J. \$24,000 to \$26,000
- K. \$26,000 to \$28,000
- L. \$28,000 to \$30,000
- M. \$30,000 to \$32,000
- N. \$32,000 to \$34,000
- O. \$34,000 to \$36,000
- P. \$36,000 to \$38,000
- Q. \$38,000 to \$40,000
- R. \$40,000 to \$42,000
- S. \$42,000 to \$44,000
- T. \$44,000 to \$46,000
- U. \$46,000 to \$48,000
- V. \$48,000 to \$50,000
- W. Greater than \$50,000 per year

SHOW CARD NUMBER 3

MONTHLY INCOME

Is your household's total monthly income...

- A. Less than \$700
- B. \$700 to \$900
- C. \$900 to \$1,100
- D. \$1,100 to \$1,300
- E. \$1,300 to \$1,500
- F. \$1,500 to \$1,700
- G. \$1,700 to \$1,900
- H. \$1,900 to \$2,100
- I. \$2,100 to \$2,300
- J. \$2,300 to \$2,500
- K. \$2,500 to \$2,700
- L. \$2,700 to \$2,900
- M. \$2,900 to \$3,100
- N. \$3,100 to \$3,400
- O. \$3,400 to \$3,600
- P. \$3,600 to \$3,800
- Q. \$3,800 to \$4,000
- R. \$4,000 to \$4,200
- S. More than \$4,200 per month

SHOW CARD NUMBER 4

WEEKLY INCOME

Is your household's total weekly income...

- A. Less than \$150
- B. \$150 to \$200
- C. \$200 to \$250
- D. \$250 to \$300
- E. \$300 to \$350
- F. \$350 to \$400
- G. \$400 to \$450
- H. \$450 to \$500
- I. \$500 to \$550
- J. \$550 to \$600
- K. \$600 to \$650
- L. \$650 to \$700
- M. \$700 to \$750
- N. \$750 to \$800
- O. \$800 to \$850
- P. \$850 to \$900
- Q. \$900 to \$950
- R. \$950 to \$1,000
- S. More than \$1,000 a week

A3. INTERVIEWER: DOES THE SCHOOL HAVE A USDA-SCHOOL BREAKFAST PROGRAM?

YES.....1

NO.....(SKIP TO A6).....2

A4. Let me be sure I understood what we talked about a few minutes ago. Did you get the school breakfast today?

YES.....(SKIP TO A6).....1

NO.....2

A5. Why did you not get the school breakfast today?

(IF MORE THAN ONE REASON OFFERED, PROBE FOR THE MOST IMPORTANT.)

CIRCLE ONE

ATE BREAKFAST AT HOME OR
ON THE WAY TO SCHOOL.....01

TOO EXPENSIVE.....02

DOES NOT LIKE THE FOOD.....03

STIGMA ASSOCIATED WITH
BREAKFAST PROGRAM.....04

DOES NOT EAT BREAKFAST.....05

WAS LATE FOR SCHOOL.....06

WAS NOT HUNGRY.....07

OTHER REASON (*SPECIFY*).....08

A6. INTERVIEWER: DOES THE SCHOOL HAVE A USDA-SCHOOL LUNCH PROGRAM?

YES.....1

NO.....(SKIP TO A11).....2

A7. Did you have your lunch period yet today?

YES.....1

NO.....(SKIP TO A10).....2

A8. (Let me be sure I understood what we talked about a few minutes ago.)
Did you get the school lunch today?

PROBE: By school lunch, I mean a complete meal--such as salad, soup; a sandwich, or a hot meal--not just milk, snacks, cookies, candy, or ice cream, or a lunch you brought from home.

YES.....(SKIP TO A10).....1

NO.....2

A9. Why did you not get the school lunch today?

(IF MORE THAN ONE REASON OFFERED, PROBE FOR THE MOST IMPORTANT.)

CIRCLE ONE

ATE LUNCH AT HOME OR
WENT OUT FOR LUNCH.....01

TOO EXPENSIVE.....02

DOES NOT LIKE THE FOOD.....03

STIGMA ASSOCIATED WITH
LUNCH PROGRAM.....04

DOES NOT EAT LUNCH.....05

WAS LATE FOR SCHOOL.....06

WAS NOT HUNGRY.....07

OTHER REASON (SPECIFY).....08

A10. Did you get the school lunch yesterday?

PROBE: By school lunch, I mean a complete meal--such as salad, soup, a sandwich, or a hot meal--not just milk, snacks, cookies, candy, or ice cream, or a lunch you brought from home..

YES.....1

NO.....2

A11. Finally, a few questions about you and your family. How old were you on your last birthday?

|_|_| AGE

A12. CODE STUDENT'S GENDER:

GIRL.....1

BOY.....2

A13. What grade are you in?

|_|_| GRADE

A14. CODE BY OBSERVATION; IS THE STUDENT WHITE, BLACK, ASIAN OR PACIFIC ISLANDER, OR AMERICAN INDIAN OR ALASKAN NATIVE?

a. WHITE.....1

b. BLACK.....2

c. ASIAN OR PACIFIC ISLANDER....3

d. AMERICAN INDIAN OR ALASKAN NATIVE.....4

e. OTHER (SPECIFY).....5

f. UNABLE TO DETERMINE.....9

A15. Including yourself, how many people live with you?

|_|_| HOUSEHOLD MEMBERS

A16. Please tell me the first names of all the people who live with you.

PROBE: How is (NAME) related to you?

NAME	RELATIONSHIP
1. _____ STUDENT	_____
2. _____ STUDENT	_____
3. _____ STUDENT	_____
4. _____ STUDENT	_____
5. _____ STUDENT	_____
6. _____ STUDENT	_____
7. _____ STUDENT	_____
8. _____ STUDENT	_____
9. _____ STUDENT	_____

IF MORE THAN NINE HOUSEHOLD MEMBERS, USE ADDITIONAL QUESTIONNAIRE.

A17. INTERVIEWER: IS THE MOTHER OR STEPMOTHER A MEMBER OF THE HOUSEHOLD?
CHECK QUESTION A16 UNDER "RELATIONSHIP."

YES.....1

NO.....(SKIP TO A20).....2

A18. Does your (mother/stepmother) work outside the home?

YES.....1

NO.....2

A19. INTERVIEWER: RECORD "INTERVIEWER'S OPINION OF THE DIETARY RECALL
INFORMATION" IN THE BOX ON THE DIETARY INTAKE FORM.

A20. That is the end of the interview. Thank you very much for being part of
our study.

SCHOOL NUTRITION DIETARY ASSESSMENT STUDY
MAIL HOUSEHOLD QUESTIONNAIRE

STUDENT'S FIRST NAME: _____

STUDENT IDENTIFICATION NUMBER: |__|__|__|__|__|__|__|__|

Your child recently participated in the School Nutrition Dietary Assessment Study. Your child was interviewed in school about the foods and beverages consumed during a recent school day.

One of the research questions of the study is whether the federally-funded school breakfast and school lunch programs are reaching as many students as possible. To answer that question, we would like to ask you a few questions about the school meal programs at your child's school and about your family.

CONFIDENTIALITY: The information provided on this form will be kept strictly confidential and will only be used for the U.S. Department of Agriculture's School Nutrition Dietary Assessment evaluation of school breakfast and lunch programs. Your participation is voluntary.

1. First, we would like you to answer a few questions about the school lunch program at your child's school. When thinking about the "school lunch," please think about the meal or meals offered each day at a fixed price.

Please indicate by circling the number under the appropriate heading how much you agree or disagree with the following general statements about the school lunch program:

	<u>Agree Strongly</u>	<u>Agree Somewhat</u>	<u>Disagree Somewhat</u>	<u>Disagree Strongly</u>	<u>Don't Know or No Opinion</u>
a. The school lunch provides nutritious meals	1	2	3	4	9
b. Children like the school lunches	1	2	3	4	9
c. School lunches are convenient	1	2	3	4	9
d. School lunches are economical	1	2	3	4	9

2. How many days per week does your child usually get the school lunch?

|__|__| DAYS PER WEEK

3. Below is a list of reasons why children may not eat the school lunch every day. Please think about the usual reasons why your child does not eat the school lunch.

Place a check mark in the box next to the most important reason why your child does not eat the school lunch every day.

REASONS WHY YOUR CHILD MAY NOT EAT THE SCHOOL LUNCH	CHECK MOST IMPORTANT REASON
a. My child never likes the food the school serves	<input type="checkbox"/>
b. My child does not like the food served on certain days	<input type="checkbox"/>
c. My child does not like to get the school lunch because her or his friends do not get the school lunch	<input type="checkbox"/>
d. My child prefers to eat a lunch brought from home	<input type="checkbox"/>
e. My child thinks the food is different from the food served at home ..	<input type="checkbox"/>
f. Please record other reasons why your child does not eat the school lunch every day?	<input type="checkbox"/>
g. NOT APPLICABLE - MY CHILD EATS THE SCHOOL LUNCH EVERY DAY	<input type="checkbox"/>

4. During the current school year, did you apply for free or reduced price school meals?

CHECK ONE BOX

YES

NO

5. If you did not apply for free or reduced price school meals for your children, please place a check mark in the box next to the most important reason why you did not apply.

REASONS WHY PEOPLE MAY NOT APPLY FOR FREE/REDUCED PRICE SCHOOL MEAL	CHECK MOST IMPORTANT REASON
a. Not eligible	<input type="checkbox"/>
b. Did not believe eligible	<input type="checkbox"/>
c. Preferred meals prepared at home	<input type="checkbox"/>
d. Never received application	<input type="checkbox"/>
e. Not aware of free or reduced price meal program	<input type="checkbox"/>
f. Did not want to give income information to the school	<input type="checkbox"/>
g. Preferred to pay full price	<input type="checkbox"/>
h. Application form was difficult to understand	<input type="checkbox"/>
i. Other reason for not applying?	<input type="checkbox"/>
(Specify) _____ _____	

6. Which of the following best describes this student?

CHECK ONE BOX

- WHITE
- BLACK
- ASIAN OR PACIFIC ISLANDER
- AMERICAN INDIAN OR ALASKAN NATIVE ..
- OTHER (PLEASE DESCRIBE)

7. Is this student of Spanish or Hispanic origin or decent?

CHECK ONE BOX

- YES
- NO

8. Please indicate whether this child's parent or guardian currently receives food stamp benefits?

CHECK ONE BOX

- YES
- NO

9. Please indicate whether this child's parent or guardian currently receives AFDC (Aid for Families with Dependent Children) or other types of public assistance, or welfare?

CHECK ONE BOX

- YES
- NO

10. Please record the total number of persons who are currently living in the student's household.

{__}{__} CURRENT HOUSEHOLD MEMBERS

11. Please place a check mark next to the range that includes the total income for all of the persons who currently live in this household. Please include all income sources such as earnings or wages from a job, welfare, child support payments, pensions, unemployment compensation, Social Security benefits, and all other sources of income received by members of this household. Please indicate the amount before taxes and other deductions are taken out. Your best estimate is fine.

ANNUAL INCOME	MONTHLY INCOME	WEEKLY INCOME
Less than \$8,000 <input type="checkbox"/>	Less than \$700 <input type="checkbox"/>	Less than \$150 <input type="checkbox"/>
\$8,000 to \$10,000 <input type="checkbox"/>	\$700 to \$900 <input type="checkbox"/>	\$150 to \$200 <input type="checkbox"/>
\$10,000 to \$12,000 <input type="checkbox"/>	\$900 to \$1,100 <input type="checkbox"/>	\$200 to \$250 <input type="checkbox"/>
\$12,000 to \$14,000 <input type="checkbox"/>	\$1,100 to \$1,300 <input type="checkbox"/>	\$250 to \$300 <input type="checkbox"/>
\$14,000 to \$16,000 <input type="checkbox"/>	\$1,300 to \$1,500 <input type="checkbox"/>	\$300 to \$350 <input type="checkbox"/>
\$16,000 to \$18,000 <input type="checkbox"/>	\$1,500 to \$1,700 <input type="checkbox"/>	\$350 to \$400 <input type="checkbox"/>
\$18,000 to \$20,000 <input type="checkbox"/>	\$1,700 to \$1,900 <input type="checkbox"/>	\$400 to \$450 <input type="checkbox"/>
\$20,000 to \$22,000 <input type="checkbox"/>	\$1,900 to \$2,100 <input type="checkbox"/>	\$450 to \$500 <input type="checkbox"/>
\$22,000 to \$24,000 <input type="checkbox"/>	\$2,100 to \$2,300 <input type="checkbox"/>	\$500 to \$550 <input type="checkbox"/>
\$24,000 to \$26,000 <input type="checkbox"/>	\$2,300 to \$2,500 <input type="checkbox"/>	\$550 to \$600 <input type="checkbox"/>
\$26,000 to \$28,000 <input type="checkbox"/>	\$2,500 to \$2,700 <input type="checkbox"/>	\$600 to \$650 <input type="checkbox"/>
\$28,000 to \$30,000 <input type="checkbox"/>	\$2,700 to \$2,900 <input type="checkbox"/>	\$650 to \$700 <input type="checkbox"/>
\$30,000 to \$32,000 <input type="checkbox"/>	\$2,900 to \$3,100 <input type="checkbox"/>	\$700 to \$750 <input type="checkbox"/>
\$32,000 to \$34,000 <input type="checkbox"/>	\$3,100 to \$3,400 <input type="checkbox"/>	\$750 to \$800 <input type="checkbox"/>
\$34,000 to \$36,000 <input type="checkbox"/>	\$3,400 to \$3,600 <input type="checkbox"/>	\$800 to \$850 <input type="checkbox"/>
\$36,000 to \$38,000 <input type="checkbox"/>	\$3,600 to \$3,800 <input type="checkbox"/>	\$850 to \$900 <input type="checkbox"/>
\$38,000 to \$40,000 <input type="checkbox"/>	\$3,800 to \$4,000 <input type="checkbox"/>	\$900 to \$950 <input type="checkbox"/>
\$40,000 to \$42,000 <input type="checkbox"/>	\$4,000 to \$4,200 <input type="checkbox"/>	\$950 to \$1,000 <input type="checkbox"/>
\$42,000 to \$44,000 <input type="checkbox"/>	More than \$4,200 per month . <input type="checkbox"/>	More than \$1,000 a week <input type="checkbox"/>
\$44,000 to \$46,000 <input type="checkbox"/>		
\$46,000 to \$48,000 <input type="checkbox"/>		
\$48,000 to \$50,000 <input type="checkbox"/>		
More than \$50,000 per year <input type="checkbox"/>		

12. Please return the completed form in the enclosed pre-addressed and pre-posted envelope. Thank you very much for participating in the study.

DATE: | | / | | / | |
 MONTH DAY YEAR

INTERVIEWER: | | - | | | | | |

TIME INTERVIEW BEGAN: | | : | | | AM....1
 PM....2

TIME INTERVIEW ENDED: | | : | | | AM....1
 PM....2

PAGE OF

SCHOOL NUTRITION DIETARY ASSESSMENT STUDY

DIETARY INTAKE FORM

SCHOOL NO.: | | | | | | | | | |

INTERVIEW TYPE: STUDENT GRADE 3-12

STUDENT GRADE 1-2

PARENT GRADE 1-2

B-25

TARGET FOODS ARE FOODS EATEN AT SCHOOL TODAY				INTERVIEWER INITIALS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		DID RESPONDENT? 1 - RECALL ALL MEALS <input type="checkbox"/> 2 - NOT RECALL ONE OR MORE MEALS 3 - OTHER		INTAKE WAS 1 - TYPICAL <input type="checkbox"/> 2 - A LOT LESS THAN USUAL (EXPLAIN IN COMMENTS SECTION) 3 - A LOT MORE THAN USUAL (EXPLAIN IN COMMENTS SECTION)		INTAKE DAY 1 - SUN <input type="checkbox"/> 2 - MON <input type="checkbox"/> 3 - TUE <input type="checkbox"/> 4 - WED <input type="checkbox"/> 5 - THU <input type="checkbox"/> 6 - FRI <input type="checkbox"/> 7 - SAT <input type="checkbox"/>	
Check the box if the food was eaten today? (✓)				Where did you (eat/drink) the (FOOD)? 1 - HOME 2 - SCHOOL 3 - RESTAURANT 4 - OTHER		IF TARGET FOOD, ASK: Did you (eat/drink) all of it (1), most of it (½), about half (¼), some of it (¼), or none of it?		AMOUNT SERVED: ASK ONLY IF STUDENT DID NOT EAT OR DRINK ANY OF THE FOOD: How much were you served?		COMPLETE DESCRIPTION (SEE PROBING FORM)	
LINE NO.	TIME		FOOD NAME	AMOUNT EATEN	FRACTION EATEN	AMOUNT SERVED					
	Hour	Min.									
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

DO NOT WRITE IN THIS SPACE

APPENDIX C

SUPPLEMENTAL STUDENT-LEVEL PARTICIPATION TABLES

APPENDIX TABLE C.1

STUDENT GENDER AND ETHNICITY CHARACTERISTICS BY NSLP AND SBP CERTIFICATION AND PARTICIPATION STATUS

	All Students	Certified Free		Certified Reduced-Price		Not Certified	
		Participants	Nonparticipants	Participants	Nonparticipants	Participants	Nonparticipants
Gender							
Male	50.5	51.3	45.2	43.5	51.3	58.0	46.2
Female	49.5	48.7	54.8	56.5	48.7	42.0	53.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Sample Size	3,380	676	197	109	45	918	1,095
Total Weighted Count	38,926,376	7,699,065	2,050,660	1,261,336	505,016	10,682,214	12,912,394
Race/Ethnicity							
Non-Hispanic White	74.74	48.5	47.4	65.9	70.5	85.1	85.0
Non-Hispanic Black	17.2	39.3	39.0	26.9	15.0	9.4	9.0
Asian or Pacific Islander	1.9	1.0	1.0	1.4	2.3	2.0	1.8
American Indian or Alaskan Native	0.9	1.7	0.6	3.0	4.8	0.8	0.4
Hispanic	4.4	8.4	11.2	2.7	4.5	1.8	3.0
Non-Hispanic Other	0.9	1.2	0.9	0.1	3.1	0.9	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Sample Size	3,311	657	191	108	45	903	1,072
Total Weighted Count	38,492,662	7,638,266	2,050,660	1,261,335	505,016	10,530,423	12,728,331

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.
Table V.6 presents this information by certification status only.

APPENDIX TABLE C.2

DISTRIBUTION OF STUDENTS BY NSLP AND SBP CERTIFICATION AND PARTICIPATION STATUS AND HOUSEHOLD INCOME

	All Students	Certified Free		Certified Reduced-Price		Not Certified	
		Participants	Nonparticipants	Participants	Nonparticipants	Participants	Nonparticipants
Annual Family Income							
Less than \$10,000	12.4	42.4	34.8	5.8	2.1	2.6	2.5
\$10,001 - 14,000	5.7	11.5	14.0	13.6	13.0	2.4	3.4
\$14,001 - 18,000	4.3	7.0	10.2	5.4	12.8	3.0	2.9
\$18,001 - 22,000	6.1	7.3	6.7	25.6	27.9	4.5	4.6
\$22,001 - 26,000	4.9	3.1	4.0	9.9	8.5	6.3	4.9
\$26,001 - 34,000	10.0	2.4	6.1	24.0	12.9	13.0	12.0
\$34,001 - 38,000	4.4	0.7	0.0	2.3	2.2	6.5	5.8
\$38,001 - 42,000	5.5	0.8	0.0	4.5	0.0	8.2	7.3
\$42,001 - 46,000	3.9	0.0	0.0	0.0	3.1	5.0	5.8
\$46,001 - 50,000	5.5	0.0	0.5	0.4	0.0	7.3	8.6
More than \$50,000	19.7	0.7	2.4	1.8	2.3	25.2	27.1
Income Information							
Missing	17.6	24.1	21.4	6.8	15.1	16.1	15.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Income ^a	\$36,807	\$11,568	\$14,086	\$23,242	\$22,620	\$44,512	\$45,567
Sample Size							
Sample Size	3,381	676	197	109	45	903	1,072
Total Weighted Count							
Total Weighted Count	38,926,376	7,699,065	2,050,660	1,261,335	505,016	10,530,423	12,728,331

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.
Table V.9 presents this information by certification status only.

^aChildren with missing income excluded.

APPENDIX TABLE C.3

STUDENT CHARACTERISTICS BY NSLP AND SBP CERTIFICATION AND PARTICIPATION STATUS

	All Students	Certified Free		Certified Reduced-Price		Not Certified		
		Participants	Nonparticipants	Participants	NonParticipants	Participants	Nonparticipants	
Family Receives AFDC or Other Welfare Income								
Yes	8.6	33.2	30.6	1.6	0.0	1.2	1.5	
No	91.4	66.8	69.4	98.5	100.0	98.8	98.5	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Sample Size	2,947	531	152	102	41	834	987	
Total Weighted Count	34,306,834	6,178,310	1,639,637	1,205,634	461,071	9,708,879	11,714,302	
Family Receives Food Stamps								
Yes	12.9	49.9	41.5	5.2	0.0	2.1	2.2	
No	87.1	50.1	58.5	94.8	100.0	97.9	97.8	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Sample Size	2,949	532	152	102	41	833	987	
Total Weighted Count	34,330,414	6,190,181	1,639,637	1,205,634	461,071	9,697,989	11,714,302	
Child's School Receives Severe-Needs Reimbursement*								
Yes	10.8	21.7	23.5	20.1	15.7	7.8	6.1	
No	40.3	51.0	49.0	50.9	38.4	41.6	38.8	
Unkown	49.0	27.3	27.6	29.0	46.0	50.6	55.1	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Sample Size	3,381	676	197	109	45	903	1,072	
Total Weighted Count	38,926,376	7,699,065	2,050,660	1,261,335	505,016	10,530,423	12,728,331	

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data

NOTE: Due to rounding, the sum of individual categories may not match the table total.
Table V.10 presents this information by certification status only.

*Ad hoc work completed by MPR has shown that receipt of severe-needs reimbursement may be underreported by SNDA.

APPENDIX TABLE C.4

DISTRIBUTION OF STUDENTS IN NSLP SCHOOLS BY FAMILY
INCOME AS A PERCENTAGE OF POVERTY AND GRADE LEVEL

Grade Level	Percent of Poverty					Income as Percentage of Poverty Unknown	Total Students	Percent
	0-50 %	51-100 %	101-130 %	131-185 %	186+ %			
1 - 3	49.3	40.0	30.9	30.7	26.2	19.0	10,346,477	28.6
4 - 6	23.0	27.5	25.4	27.4	28.4	28.8	10,102,039	27.9
7 - 9	19.7	18.3	25.5	23.7	22.9	25.0	8,217,225	22.7
10 - 12	8.0	14.2	18.3	18.2	22.4	27.3	7,556,175	20.9
Total Students	939,222	5,965,736	2,232,736	3,773,181	16,895,223	6,415,742	36,221,916	100.0
Percent	2.6	16.5	6.2	10.4	46.6	17.7	100.0	

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

APPENDIX TABLE C.5

DISTRIBUTION OF STUDENTS IN SBP SCHOOLS BY FAMILY
INCOME AS A PERCENTAGE OF POVERTY AND GRADE LEVEL

Grade Level	Percent of Poverty					Income as Percentage of Poverty Unknown	Total Students	Percent
	0-50%	51-100%	101-130%	131-185%	186+%			
1 - 3	54.8	41.8	31.3	34.1	31.2	21.3	6,543,296	32.8
4 - 6	20.9	28.8	27.4	27.9	29.3	33.4	5,864,987	29.4
7 - 9	21.7	16.4	26.0	20.6	20.0	20.2	3,961,102	19.8
10 - 12	2.6	13.0	15.3	17.4	19.5	25.2	3,609,049	18.1
Total Students	752,257	4,141,806	1,375,955	2,221,215	7,733,623	3,753,576	19,978,434	100.0
Percent	18.8	3.8	20.7	6.9	6.9	38.7	100.0	

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match table total.

APPENDIX TABLE C.6
PARTICIPATION STATUS OF STUDENTS IN NSLP SCHOOLS

	Participants		Nonparticipants		Total	
	All Students*	Percent of All Students*	All Students*	Percent of All Students*	All Students*	Percent of All Students*
Certified Free	7,699,065	21.9	2,050,660	5.8	9,749,725	27.8
Certified Reduced-Price	1,261,335	3.6	505,016	1.4	1,766,351	5.0
Full Price	10,682,214	30.4	12,912,394	36.8	23,594,608	67.2
Total	19,642,614	55.9	15,468,070	44.1	35,110,684	100.0
Sample Size	1,703		1,337		3,040	

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Participation based on a single day.
Due to rounding, the sum of individual categories may not match the table total.

*All students in NSLP schools.

APPENDIX D

DISTRIBUTION OF SNDA SAMPLE WEIGHTS

APPENDIX TABLE D.1

PERCENT DISTRIBUTION OF SCHOOL-LEVEL WEIGHTS

	All Schools	Schools that offer both the NSLP & SBP	Schools that offer only NSLP	Schools that offer neither
Weight				
0 - 25	5.9	9.1	1.3	10.0
26 - 75	25.9	26.1	27.2	13.3
76 - 150	30.6	29.6	31.6	33.3
151 - 225	12.5	13.9	11.4	6.7
226 - 350	12.1	12.5	11.8	10.0
351 - 600	8.1	5.6	11.0	10.0
600 - 2107	5.0	3.1	5.7	16.7
Total	100.0	100.0	100.0	100.0
Mean weight	195	195	281	498
Sample Size	545	287	228	30
Total Weighted Count	106,496	46,559	49,760	10,177

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

APPENDIX TABLE D.2

PERCENT DISTRIBUTION OF STUDENT-LEVEL WEIGHTS

	All Students	Certified Free	Certified Reduced Price	Full Price
Weight				
0 - 9,200	9.6	15.1	9.7	6.3
9,201 - 10,500	10.9	5.8	11.0	11.8
10,501 - 11,300	26.7	27.0	28.6	28.7
11,301 - 12,800	28.0	24.5	23.4	30.2
12,801 - 14,500	14.5	17.4	15.6	13.4
14,501 - 30,776	10.4	10.1	11.7	9.8
Total	100.0	100.0	100.0	100.0
Mean weight	11,513	11,168	11,469	11,721
Sample Size	3,381	873	154	2,013
Total Weighted Count	38,926,376	9,749,725	1,766,352	23,594,608

SOURCE: Special tabulations on the 1992 School Nutrition Dietary Assessment (SNDA) data.

NOTE: Due to rounding, the sum of individual categories may not match the table total.

APPENDIX E
CHART DATA TABLES

TABLE E.1
DATA FOR FIGURE II.1
NUMBER OF SCHOOLS PARTICIPATING IN THE NSLP, 1969-1994

Fiscal Years	Number of Schools, in thousands
1969	74.9
1970	75.6
1971	79.9
1972	83.3
1973	86.4
1974	87.6
1975	88.9
1976	88.6
1977	91.3
1978	93.8
1979	94.3
1980	94.1
1981	96.0
1982	91.2
1983	90.6
1984	89.2
1985	89.4
1986	89.9
1987	90.2
1988	90.6
1989	91.4
1990	91.3
1991	91.6
1992	92.6
1993	92.5
1994	93.4

SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

NOTE: Residential Child Care Institutions (RCCIs) are included.

TABLE E.2
DATA FOR FIGURE II.2
NUMBER OF SCHOOLS PARTICIPATING IN THE SBP, 1969-1994

Fiscal Years	Number of Schools, in thousands
1969	3.1
1970	4.3
1971	6.6
1972	7.9
1973	9.7
1974	11.9
1975	14.3
1976	17.6
1977	21.9
1978	24.8
1979	30.6
1980	32.8
1981	35.1
1982	34.3
1983	33.5
1984	33.8
1985	34.8
1986	35.2
1987	37.2
1988	38.8
1989	40.0
1990	42.8
1991	46.1
1992	50.6
1993	55.0
1994	60.6

SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

NOTE: Residential Child Care Institutions (RCCIs) are included.

**TABLE E.3
DATA FOR FIGURE II.3
SCHOOL MEAL PROGRAM AVAILABILITY, 1969-1994**

Fiscal Years	NSLP	SBP
1969	76.0	2.9
1970	78.5	4.0
1971	82.5	6.3
1972	84.2	8.1
1973	84.7	9.6
1974	86.4	10.8
1975	87.6	12.9
1976	88.6	17.0
1977	89.2	19.6
1978	90.9	23.1
1979	92.0	29.3
1980	92.7	30.2
1981	91.1	32.4
1982	88.6	32.8
1983	88.5	32.2
1984	87.9	32.9
1985	86.1	32.8
1986	87.4	34.7
1987	88.2	35.8
1988	87.8	38.3
1989	88.7	40.9
1990	88.3	44.2
1991	87.8	46.5
1992	89.2	49.6
1993	89.1	53.5
1994	88.5	58.3

SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1994 data: FCS Program Information Division, 9/22/95 Keydata Report and National Center for Education Statistics program data.

NOTE: Totals are averaged; fiscal year computations are based on October thru May plus September.

**TABLE E.4
DATA FOR FIGURE II.4**

NUMBER OF USDA LUNCHES SERVED, BY PRICE CATEGORY, 1969-1994

Fiscal Years	Free	Reduced-price	Full-price
1969	507.7		2860.5
1970	738.5		2826.6
1971	1005.7		2842.6
1972	1285.3		2686.8
1973	1363.9	38.5	2606.4
1974	1432.8	45.3	2503.5
1975	1545.4	92.5	2425.1
1976	1650.2	138.0	2359.7
1977	1696.4	209.0	2344.6
1978	1659.3	248.7	2386.1
1979	1623.4	277.9	2456.1
1980	1671.4	308.0	2407.6
1981	1736.7	311.7	2162.2
1982	1621.6	261.7	1871.7
1983	1713.5	252.9	1836.9
1984	1701.7	248.0	1876.5
1985	1656.6	254.5	1979.0
1986	1678.0	257.0	2007.5
1987	1656.1	259.0	2024.8
1988	1651.1	261.8	2120.0
1989	1626.8	263.3	2114.8
1990	1661.6	273.0	2074.5
1991	1748.4	292.5	2010.0
1992	1891.1	284.8	1925.9
1993	1980.8	287.4	1869.0
1994	2049.5	298.1	1854.1

SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

TABLE E.5
DATA FOR FIGURE II.5
NUMBER OF USDA BREAKFASTS SERVED, 1969-1994

Fiscal Years	Total Meals Served, in millions
1969	39.7
1970	71.8
1971	125.5
1972	169.3
1973	194.1
1974	226.7
1975	294.7
1976	353.6
1977	434.3
1978	478.8
1979	565.6
1980	619.9
1981	644.2
1982	567.4
1983	580.7
1984	589.2
1985	594.9
1986	610.6
1987	621.5
1988	642.5
1989	658.4
1990	707.5
1991	772.1
1992	852.6
1993	923.4
1994	1002.0

SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

**TABLE E.6
DATA FOR FIGURE II.6**

STUDENT PARTICIPATION RATES, BY MEAL PROGRAM, 1969-1994

Fiscal Years	NSLP	SBP
1969	49.4	14.8
1970	54.9	21.6
1971	55.8	24.3
1972	55.5	24.5
1973	56.3	23.8
1974	55.3	24.8
1975	55.7	27.7
1976	56.9	25.5
1977	58.3	25.2
1978	59.2	24.4
1979	60.4	23.3
1980	60.3	25.1
1981	60.0	24.9
1982	55.6	21.8
1983	56.4	22.7
1984	57.8	22.7
1985	59.6	22.8
1986	58.9	21.9
1987	59.0	21.8
1988	59.4	20.7
1989	59.0	20.1
1990	58.4	19.7
1991	58.1	20.1
1992	57.3	20.6
1993	56.9	20.5
1994	57.6	19.9

SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1994 data: FCS Program Information Division, 9/22/95 Keydata Report.

**TABLE E.7
DATA FOR FIGURE II.7**

NSLP AVERAGE DAILY PARTICIPATION, BY PRICE CATEGORY, 1969-1994

Fiscal Years	Free	Reduced-price	Full-price
1969	2.9		16.5
1970	4.6		17.8
1971	5.8	0.5	17.8
1972	7.3	0.5	16.6
1973	8.1	0.5	16.1
1974	8.6	0.5	15.5
1975	9.4	0.6	14.9
1976	10.2	0.8	14.6
1977	10.5	1.3	14.5
1978	10.3	1.5	14.9
1979	10.0	1.7	15.3
1980	10.0	1.9	14.7
1981	10.6	1.9	13.3
1982	9.8	1.6	11.5
1983	10.3	1.5	11.2
1984	10.3	1.5	11.5
1985	9.9	1.6	12.1
1986	10.0	1.6	12.2
1987	10.0	1.6	12.4
1988	9.8	1.6	12.8
1989	9.8	1.6	12.9
1990	9.9	1.7	12.6
1991	10.3	1.8	12.1
1992	11.2	1.7	11.6
1993	11.8	1.7	11.3
1994	12.2	1.8	11.3

SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.

**TABLE E.8
DATA FOR FIGURE II.8
SBP AVERAGE DAILY PARTICIPATION, BY PRICE CATEGORY, 1969-1994**

Fiscal Years	Free	Reduced-price	Full-price
1969			
1970			
1971	0.6		0.2
1972	0.8		0.2
1973	1.0		0.2
1974	1.1		0.2
1975	1.5		0.3
1976	1.8	0.1	0.4
1977	2.0	0.1	0.4
1978	2.2	0.2	0.4
1979	2.6	0.2	0.5
1980	2.8	0.3	0.6
1981	3.1	0.3	0.5
1982	2.8	0.2	0.4
1983	2.9	0.2	0.3
1984	2.9	0.2	0.4
1985	2.9	0.2	0.4
1986	2.9	0.2	0.4
1987	3.0	0.2	0.4
1988	3.0	0.2	0.5
1989	3.1	0.2	0.5
1990	3.3	0.2	0.6
1991	3.6	0.3	0.6
1992	4.1	0.3	0.6
1993	4.4	0.3	0.6
1994	4.8	0.3	0.7

SOURCE: 1969-1991 data: Food and Nutrition Service Annual Historical Review Fiscal Year 1991.
1992-1994 data: FCS Program Information Division, Keydata Reports.