

1 statement made, Let's talk to Carol. She gets things
2 done. We are delighted to have her with us this
3 morning.

4 PRESENTATION BY CAROL RASCO

5 MS. RASCO: Good morning. I'm really pleased
6 to be here and commend you for the president that you
7 have. It was with great pride that with each passing
8 year in Arkansas, I would see reports of the
9 improvements, the great strides made in the programs and
10 the school feeding programs. And her networking with
11 advocacy groups and others in the state have made a
12 tremendous difference in the lives of children there and
13 so I'm going to take this opportunity to commend her. I
14 really appreciate her being there. I still have a lot
15 at stake in that state. After all, I lived there all my
16 life until last January and it is certainly a place I
17 would go back to at some point.

18 Looking at your agenda and knowing that my
19 background and training is not in your specific field, I
20 thought, my goodness, what can I go say to them that
21 will add meaning to this consensus conference. But
22 certainly, as I looked through what you are trying to do

1 here and some of the things that are at the top of our
2 agenda in domestic policy at this point, I recognized
3 very quickly that we are about the same thing and that
4 each of us in our own way is working towards that
5 program.

6 First, let me say that in domestic policy,
7 when anyone asks me what is your overall arching goal,
8 it is without question a goal that the President and I
9 talked about when I accepted this position. And that
10 is, it is ~~the~~ ^{one} very simple statement to say that you know
11 full well how difficult ^{it is} to implement, and that is, that
12 every child in America shall be empowered to develop to
13 her or his full potential. That is what domestic policy
14 is all about in the Clinton administration.

15 Now, I learned quickly in Arkansas as I worked
16 along those lines, that there were times when I had to
17 face some very difficult questioning from the older
18 citizens, in particular. But they are part of that
19 empowerment process. And if you do not have a very
20 clearly focused goal in domestic policy, you can
21 certainly become lost. And make no mistake about it,
22 our very focused goal is on children and the empowerment

1 of them.

2 As I look at that, then, I come to you to both
3 thank all of you as I thanked Dorothy for what you are
4 doing to help develop that empowerment of each child. I
5 come to you to offer our commitment to the area in which
6 you are working toward that empowerment. And then I
7 come to offer a challenge to you.

8 The first thing I want to do is talk a little
9 bit about the healthcare plan because I think that is so
10 much a part of what you are about and also the fact that
11 as we move into the next congressional year, you are
12 going to hear so much about it. And you can be such a
13 help to all of us as we talk about it. And I want to do
14 some relating there as to what I see as your role in
15 that and what I would like to ask you to help us do.

16 It is very important that everyone hear us
17 very sincerely when we say that in a debate this big,
18 I'm certainly not here to ask you to go home and push
19 the debate to focus only on the Clinton plan. We must
20 all maintain a very open mind during the debate ~~the~~ *the*
21 coming months to look at any plan before us.

22 But we do need a guiding set of principles,

1 and yes, I do think there are six principles you should
2 use in looking at it. But I know there are answers to
3 those principles besides the ones we put forward. And
4 that's why we want a good healthy debate on this. We
5 want everyone participating because each of us have a
6 very personal stake in it.

7 So let's go through those principles briefly
8 and just coincidentally, the last one that I come to is
9 one where I think you have so much to do with it. But
10 the first one is the issue of security, and we must each
11 ask ourselves about any plan put forward, what kind of
12 security does it offer. We feel the most important
13 question to ask about any healthcare reform plan is,
14 will it provide every American a guarantee of a
15 comprehensive package of benefits? If they lose their
16 job, move, get sick, have a preexisting condition, a
17 handicapped child, an elderly person in the family that
18 is stricken, are they covered? Because it is not true,
19 today, that everyone is ^{covered} under those conditions.

20 Security: Will every American have the
21 security of a comprehensive package of benefits that
22 they will never lose?

1 The second area is savings. That is probably
2 where you are going to hear some of the biggest debate.
3 To control healthcare costs, we will have to spend
4 smarter; and we will have to make health plans compete
5 for your business and for my business. You are going to
6 hear a lot of debate about how much we can actually
7 afford to cut back in rates of increase.

8 But I tell you, when you see the disparity
9 within given programs, even within one small locale as
10 to what is paid for a procedure, it tells us something
11 has to change. We want to cap how fast your premiums go
12 up. We want to eliminate wasteful spending and crack
13 down on fraud and abuse, a very easy ^{piece}~~price~~ to say, a
14 very easy thing for all of us to go after in words, but
15 very difficult to carry ^{out}~~it~~. But we believe it can be
16 done.

17 A third principle, quality. Certainly, the
18 premise all along in working on healthcare reform has
19 been that there is a whole lot right about the
20 healthcare system and we want to maintain what is right
21 but fix what is broken.

22 In the area of quality, we want to make it

1 much easier to get preventative care and that's why you
2 will see a heavy emphasis on prevention in the benefit
3 package that we have put forward and that's why you will
4 find no copays on preventative care. We need to shift
5 the emphasis in the healthcare system from the acute
6 side, back to prevention. Something that you know a
7 whole lot about quite frankly.

8 We need to invest in training more family
9 doctors and begin to tilt our reimbursement scales from
10 the incentive given to more and more specialists to
11 having more and more family physicians and also the use
12 of more and more allied health professionals.

13 A fourth principle, choice. Choice on both
14 sides of the equation, choice for the patient, client,
15 consumer, whatever word you want to use and choice on
16 the part of the provider as well. Each of us wants to
17 be able to choose our own doctor and our own provider
18 and we want that in this plan. We have written it into
19 this plan.

20 We also also have written in that healthcare
21 providers can join more than one plan. Certainly there
22 will be people that need to do mix and match of

1 physicians, other practitioners and so we want that
2 opportunity for providers to join as many plans as
3 possible. In those choices, we also want to have a
4 traditional fee for service plan. You will have to pay
5 a little more for it; you do ^{so} now depending on your
6 insurance plan.

7 A fifth principle, simplicity. Now, ^{previous speaker} the ~~the~~ talked
8 about paperwork for many of ~~the~~ programs that were
9 mentioned such as food stamps, the welfare program; ~~we~~ ^{how} we
10 see paperwork choking people there. You feel paperwork
11 choking you and certain ^{it is} there in our healthcare system;
12 you know it is choking the system when you check with
13 hospital administrators and ^{they are} ~~their~~ having to hire four
14 paper pushers for each health professional that they
15 bring into their institution.

16 I learned about that on a very small scale in
17 my small hometown in Arkansas. I think it was right at
18 1500 ^{people} when I was living there. My sister, ^{Becki} Bradley, told
19 me the other day it ^{is now} was up to 3,000, ~~but~~ ^{my} father was
20 one of two town pharmacists. And certainly one of the
21 first things I ever remembered hearing about the word
22 "medicaid" was when they decided in Arkansas they were

1 going to make everybody take some responsibility and
2 charge a 50 cents copay on any prescription. They
3 figured everyone could pay that within the state.

4 Well, what some people didn't think about on
5 that was how much paperwork and administrative costs
6 that ~~was going to~~ ^{would} add to both the state system as well
7 as the local pharmacies. Now, my father came up with
8 what he thought was a great solution and my mother went
9 to work ^{initially for a} half day a week in the drugstore simply to cover
10 the paperwork in a county that while in the southern
11 part of Arkansas was a county where incomes were the
12 second highest per capita in the state which means that
13 we did not have an enormously high percentage of
14 medicaid patients within that community. And yet it ^{eventually}
15 took her two and a half days of a five-day work week to
16 process the paper for a 50 cents copay per prescription.
17 Most people, like my father, decided eventually this is
18 a bunch of hooey and just kind of decided to eat that
19 part of it because it became simpler. But we don't give
20 enough thought to those kinds of things.

21 When you look today at 1500, literally ^{there are} 1500
22 ~~minimum~~ ^{different} reimbursement forms used by health care

1 providers when most people who look at it realistically
2 say there is no reason there can't be one reimbursement
3 form, one set of coding and that it can go to electronic
4 billing. Simplifying forms and cutting back on
5 regulations also will do something very key to the
6 health care system. It will allow professionals to
7 spend more time caring for patients and making plans for
8 them rather than their time on paperwork, something you
9 also know about.

10 Finally, the sixth principle by which you need
11 to be ready to gauge any plan is responsibility.
12 Everyone should contribute to healthcare. That doesn't
13 mean just financially. That means that we all need to
14 think very hard about our own lifestyles and what we are
15 doing. If we are truly going to have healthcare reform
16 in this country, we are going to have to revise how we
17 think as individuals about healthcare. It's going to
18 mean a very new mind set if this is going to work. And
19 that's where you play a key role.

20 One of my favorite stories in responsibility
21 has been that there is a fairly well-known healthcare
22 professional that started paying a number of visits to

1 me in the Arkansas Governor's office when Governor
2 Clinton became the colead for national health reform
3 through the National Governor's Association. And I
4 found it very interesting that a health professional who
5 is well respected among his peers would come to the
6 office, and until I asked him today stop, he chain
7 smoked unfiltered Camels.

8 Now, it is very difficult, especially, for an
9 allergy sufferer like me to sit there and understand how
10 someone wants to talk to me about the need for massive
11 health reform. He never brings up personal
12 responsibility, and in that first meeting again until I
13 asked him to stop, he is puffing in my face, and I have
14 seen him in other situations chain-smoking unfiltered
15 Camels. It is stunning to me that people think we are
16 truly going to reform a healthcare system without
17 changing our personal habits. And we all have things we
18 need to do along those lines. You play a key role
19 there.

20 While our first education goal that was passed
21 at the conference hosted by President Bush and then
22 Governor Clinton and continuing Governor Campbell as the

1 coleads from the Democratic and Republican parties, I
2 will never forget the biggest battle we had with the
3 administration during that time was to include goal one,
4 which had to do with looking at bringing children to
5 school ready to learn.

6 And it was of great satisfaction to me that at
7 the end of that summit, we had gotten that goal to be a
8 part of the listings, but also with the way it was
9 worded, I can conveniently leave off the first phrase
10 and turn it into something bigger that you certainly
11 live every day.

12 The goal itself says by the year 2,000 all
13 children in America will start school ready to learn.
14 And under it, we were able to negotiate three objectives
15 having to do with disadvantaged and disabled children,
16 having access to high quality and developmentally
17 appropriate preschool programs.

18 Secondly, every parent in America will be a
19 child's first teacher. And third, having to do with
20 children receiving the nutrition and healthcare needed
21 to arrive at school with healthy minds and bodies.

22 Now, what I liked was the way we ended up

1 negotiating it, although we never breathed this while we
2 were negotiating it, you can leave off that, "By the
3 year 2,000" and just say, all children in America will
4 start school ready to learn. And I kind of insert
5 sometimes. "Will start school every morning ready to
6 learn." And that's where you are so key, and I'm so
7 pleased to see the growth of the breakfast program
8 across the country.

9 I had heard Dorothy tell this story before.
10 It is one that goes around in pretty much ~~in~~ education
11 and health circles in Arkansas but I noticed in
12 something you sent me that you had recently brought it
13 up in a speech again. And I remember how much it hurt
14 when we all heard it the first time. And that is, ^a ~~the~~
15 superintendent is said to have called the Department of
16 Education ^{and he} ~~there who~~ did not have a school breakfast
17 program and wanted to know if for the one week of
18 standardized testing alone, he could be reimbursed for
19 that program. And so what that says is something that I
20 have read in your literature that you all know and that
21 I read in a lot of the literature. We really have made
22 great strides in all knowing more about nutrition and

1 knowing more about those needs but we have a long ways
2 to go in implementing it.

3 How sad that he was only worried about that
4 one week when the children were taking the test and not
5 the many weeks before when they were learning the things
6 that would show up on that test.

7 But I do think that particular goal points out
8 something that meshes very well with this issue of
9 responsibility in the healthcare reform piece. And that
10 is, not only having all children ready to learn ~~through~~
11 ~~the~~ as we bring them through those developmental
12 preschool years, but all children ready every morning to
13 learn.

14 Under this area of responsibility, let me say
15 that one of the challenges, I think before you as we go
16 through healthcare reform, and particularly in the
17 implementation phase, that as healthcare plans are
18 certified by a region or alliance within a state,
19 whatever terminology we end up with, those plans are
20 going to have to build in a lot of incentives to keep
21 people well in order to meet the kind of budget that we
22 as a country can afford. And so, you know, quite

1 frankly, I can see people like school health and school
2 food officials like yourself going to health plans that
3 serve your area and saying, what can we work out to be
4 able to work together? And I urge you to be very
5 creative as you think about that because, I think again,
6 it's going to take new mind sets about the way we look
7 at healthcare and healthcare delivery.

8 It's also very important in this area of
9 responsibility that we continue to do what you are doing
10 so well, I believe, and I certainly know this from my
11 own two children, and that is to see that we have these
12 continuing and improving, of course, nutrition programs
13 within the classroom curriculum, built in in an
14 appropriate way.

15 You know, I had tried and tried everything I
16 knew and everything my home economics mother knew to try
17 to get my children to be interested in better nutrition
18 through and through. But oh, my goodness, when a couple
19 of particular programs in the schools in Arkansas came
20 my daughter's way, it was just stunning to me that that
21 program in the way it was carried out made such a
22 difference in her life.

1 You know, I always had to be very careful to
2 wipe the smirk off my face when she would come home and
3 open the refrigerator and say, Well, you failed again;
4 there aren't carrot sticks here for me. I mean, that
5 was such a change from when, you know, she would come in
6 and say, Where are the Hostess cupcakes today?

7 But because of the way that program had been
8 developed to really grab kids and because of the
9 enthusiasm that the teacher and the others within the
10 school presented this program, it really became the in
11 thing with children her age and it has stuck with her.

12 Of course, now, I later taught her to peel her
13 own carrots and have her own carrot sticks ready. But
14 that's okay. You laid the groundwork through programs
15 that you are doing in your schools. And I have heard a
16 number of parents talk about some of those great
17 programs and thank goodness they have improved since I
18 was in school.

19 I mean I always dreaded the unit where you had
20 to learn those food groups and cut out your little
21 pictures in the magazine. I mean, nobody wanted to
22 think about eating that stuff they put in front of us.

1 But somehow, you have finally grasped what
2 excite kids, and I hear more and more parents talking
3 about how this real effort in schools to make that a
4 part of their overall learning and not just the once a
5 year, you know, two-week unit on learning your basic
6 food groups.

7 And I think it has taken hold the way that I
8 remember learning the most about nutrition that really
9 stuck with me. And that was through my scout troop
10 because the Girl Scouts of America had designed badge
11 work that hooked my excitement the way my daughter's and
12 my son's have been hooked in school. And again, I think
13 it is because they made it a part of our overall lives
14 and not just a tiny little unit for two to four weeks.

15 So I encourage you as you think about building
16 the consensus you are talking about here and looking
17 into programs that will help you continue to achieve the
18 goals you have set out for yourselves, that you think
19 about this area of personal responsibility, prevention
20 and how that's going to fit with the health plans that
21 will be set up under the new healthcare reform.

22 That's a little ways down the road, but I

1 think you can play a key role there because certainly in
2 our minds, we see healthcare plans competing for
3 people's business by offering classes, offering
4 incentives to people to get their children involved in
5 classes. And again, because I think making it a part of
6 people's overall lives is so key and particularly with
7 children, that you can play a role there. And I ask to
8 you let the sky be the limit as you think about that.

9 Just to touch briefly on a couple of other
10 things that many of you face daily in the programs you
11 work with, welfare reform was mentioned in the previous
12 presentation. We are working very, very, hard on that.
13 President Clinton as a governor was the lead governor
14 for the National Governor's Association on that topic as
15 well. And let me tell you, back in the mid and late
16 80's as we worked on that, it is very clear we spent at
17 least 75% of our time on that particular topic looking
18 at healthcare and what we were to do about healthcare
19 within the field of welfare reform.

20 So if we can get a health reform plan coupled
21 with the earned income tax credit that has been put in
22 place, we believe that will go a long ways toward

1 helping us make the genuine next steps in reforming
2 welfare. The one thing we really have to think about
3 there is that relationship of welfare reform and trying
4 to strengthen families which we hear a lot of talk about
5 now. And the key to all of that is jobs. Having people
6 work to give meaning to their lives and structure to
7 their lives. And how do we bring about a mind set that
8 looks at the welfare client as someone that needs to be
9 put into a job and receive training and not just be some
10 one that, you know, that is over here, outcast for life.

11 It is amazing when we look talking about
12 simplicity at how many different programs get created
13 state by state for people who are looking for work and
14 perhaps one place we have begin to again reinvent ~~our~~^{or}
15 streamline there, is bring a number of these programs
16 together and begin to look at human beings as people
17 that are potential workers, if indeed, they are not now
18 working, and again try to lift some of that stigma you
19 talked about in your presentation and also limit some of
20 that stigma that I have read about in so many of your
21 publications, periodicals about your program. We are
22 facing that very same thing in the welfare program.

1 As your previous presenter said, we know of so
2 many people and when you look ^{at} the the surveys, they want
3 to work. The stories about the welfare moms that want
4 to sit around are few and far between compared to the
5 numbers of people who want to work, but for many of
6 them, they know that they are desperate inside not to go
7 on welfare because then climbing back out of what is a
8 big black hole for many of them is just more than they
9 can bear.

10 Anyway, I think that as you move through your
11 program of building a consensus on how you can best
12 implement your program and how you can bring about a
13 greater consensus among people of the value of that
14 program, you will be working in parallel with us as we
15 work on this healthcare reform plan, a plan that has
16 much in common with what you want to do. Along those
17 lines, I mention to you that there will be a great deal
18 of debate for the next year.

19 We certainly hope by the end of this next
20 congressional session which will probably end in August
21 or September because of the many mid-year elections,
22 that we will have a signed bill. But as we go through

1 that close to year-long debate, I hope you will know
2 that we are here to help you answer questions, to help
3 you understand what is going on and you should never
4 hesitate to call us. I know you heard horror stories
5 about the phone system over there, but we are getting a
6 new one, and we learned to work pretty well with the old
7 one. So do not hesitate to be in touch with us to help
8 you educate people on the necessity of this plan and on
9 the ways they might take the principles and become a
10 part of the debate using those principles as a
11 guideline.

12 I stated that I wanted to issue you a renewed
13 call to action or challenge to each of you here today.
14 And what I want to ask you to do is that when you go
15 home from this meeting, because it is my way of thinking
16 that we all go to lots of meetings but if each meeting
17 does not cause us to make at least some minor change in
18 the way we do our work or in the way we think about
19 something, then I question why have we gone.

20 And I might add that that certainly for me,
21 the opportunity to be with you today forced me, quite
22 frankly, to review a lot of the literature and think

1 about what you are doing and how we can be more
2 supportive. And so I will certainly try to act on that.
3 But what I ask you to do as you leave is take your name
4 tag or maybe some piece of paper you wrote notes on or
5 maybe you take the cover out of this nice notebook, and
6 I ask to you put it in your tickler file two to three
7 months ahead of now. And I ask you to ask yourselves
8 the following questions when you come to that piece of
9 paper or whatever you put in the tickler file.

10 And that is, first, I think we have to go back
11 and ask ourselves an individual question. And that is,
12 What am I doing to further take responsibility for my
13 own personal wellness?

14 And I think we all have a long ways to go. I
15 certainly know that I should exercise more, not just
16 walk up and down the steps of my place of employment.
17 So what are you doing for yourself which we all also
18 know speaks very loudly in terms of the example you are
19 setting, not only for those with whom you live, but
20 those with whom you work.

21 And secondly, I ask you to say to yourselves,
22 What have I done recently to promote the package of

1 comprehensive benefits in some healthcare reform plan?

2 What have I done to help push a new healthcare
3 plan along for our country? We will work together with
4 you. We won't always succeed as an administration on
5 every point, and we won't be able to do everything that
6 you or we would want to do. But I can promise you this:
7 We will not relent in our effort to give every American
8 a chance to succeed and in particular, we will not
9 relent in our effort to seek empowerment for every child
10 to develop to her or his fullest.

11 I want to be able to say above anything else
12 when I leave this job, I want to be able to say with a
13 clear conscious and a full heart as I look into the eyes
14 of two very important people, my children, I want to be
15 able to look at them and say, I did my best.

16 And I challenge you today that as you go about
17 building a consensus regarding the program and the
18 regulations and the implementation, the field in which
19 you work, I ask you to commit with me that you, too,
20 want to be able down the road to look into the eyes of
21 every child that receives the services for which you
22 work and say, we seized the moment and we did our very

best.



Rosalyn Miller
Office of Carol Rasco
~~Domestic Policy Advisor~~

Date: 11-18-93

To: _____

Fax No. 202-456-2878

- F.Y.I.
 Per your request
 Please reply
 Per our conversation

From: Dorothy Caldwell, ASFSA President

Call 501/324-9502 if you do not receive all pages being sent. Total no. of pages (including this page) 18

Message:

Enclosed is background information for Carol to use if she wishes in preparation for her keynote speech for the American School Food Service Association's "Building Healthy Children, Ready to Learn A Consensus Conference," December 2, 1993.

I very much appreciate your assistance in scheduling this event for us. If you would like to schedule a telephone call, I will be in my office (501-324-9502) Friday and Monday and my secretary can reach me on Tuesday and Wednesday.

Dorothy Caldwell

*Dorothy Caldwell
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AMERICAN SCHOOL FOOD SERVICE ASSOCIATION

2020 West Third, Suite 404
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November 18, 1993

Carol Rasco
Domestic Policy Advisor
The White House
Washington, DC 20500

Dear Carol:

We are very much looking forward to your keynoting our consensus conference on December 2. I know Tami Cline, R.D., nutrition and education specialist for ASFSA, has been in touch with your staff regarding final arrangements.

Rosalyn had indicated you might like to set up a time to telephone to discuss the conference. I will look forward to that opportunity.

I had hoped to have my opening comments ready to share with your staff by now, but last minute opportunities to testify before the House Agriculture and House Ed and Labor Committees Tuesday and Wednesday re-arranged my priorities. Thus, I have opted to send you a speech I made in October 1992, which has much the same tone and tenor we will use to set the stage for the consensus conference. Also enclosed is an excerpt from my testimony before the House Ag Committee which much more concisely says about the same thing.

I look forward to hearing from you and to seeing you again on December 2.

Sincerely,

Dorothy Caldwell, MS, RD
President

DRC:cd

enclosures

**EXCERPTS FROM CALDWELL TESTIMONY BEFORE HOUSE ED & LABOR SUBCOMMITTEE
November 17, 1993**

Mr. Chairman, a lot was said yesterday in the House Ag subcommittee about competing risks, competing needs, competing priorities. Those of us who work daily with the school nutrition programs have been concerned about such dichotomies in our programs for a number of years.

On the one hand, school nutrition programs are said to be important to learning readiness, health promotion and disease prevention. On the other hand, federal funding for school lunch, adjusted for inflation, is only 56% of its initial 1946 level. (CSPI Report, 1990)

On the one hand, we hear that the nutritional quality of school meals is critically important. On the other hand USDA eliminated its nutrition and technical staff and instituted an unbelievable explosion of administrative requirements, preventing us from giving the nutritional quality of school meals the priority it deserves.

On the one hand, we hear that school meals are as important as school books, but school principals operate vending machines, snack bars and school stores in direct competition with the school meal program. In addition, instead of providing local resources as they did in the early years, school business officials are increasingly taking every dollar they can legally take from school nutrition accounts as indirect expense transfers.

I could go on, as you could. We all know the scenarios. And probably no one better than you on the ed and labor committee and us on the front line in the schools, understands the pressures that have caused some of these poor decisions. However, we must also understand the results of those poor decisions and be willing to move in a different direction.

In summary:

1. The fat content of school meals is no better and no worse than the American diet. Both should be better, and schools meals should lead the way.
2. Students know more about nutrition than they are willing to do about nutrition. Nutrition education must be designed to change attitudes and behavior.
3. Students who eat the school lunch eat more vegetables, drink more milk and have higher intakes of key nutrients than students who make other choices.
4. Only 56% of students eat the school lunch. We must ask "Why?"

It is time for us to focus on the desired outcomes of school nutrition programs, to remove the blemishes and to expand the benefits. Systemic change is needed, but we must begin with significant incremental change, while we figure out how we can reorder some of the competing priorities to get systemic change.

**ASBO TALK by Dorothy Caldwell, ASFSA President-elect
October 4, 1992, Convention Center, Anaheim, California
Breakfast for Exec. Board, State Pres. and Exec. Directors**

Thank you, Jack and thank all of you ASBO leaders for sharing breakfast with us at this early hour. We believe the ASFSA/ASBO Partnership is a critical one and we appreciate the opportunity to share with you this morning some areas of interest and concern which we know are important to us both.

I want to talk ~~to~~^{with} you today about something that is very important to the success of your schools -- to the future productivity of the American work force-- and to the quality of life of all Americans. You'll notice that I didn't mention motherhood and apple pie!!!! But I came pretty close, didn't I?

I believe strongly in what I'm going to talk to you about today and I hope that when you leave, you will have been stimulated to give this topic some serious thought.

(PAUSE)

Do any of you have teenagers? How about teenage grandchildren or neighbors -- or have you been to the mall lately? Have you watched what they eat? CDC (Center for Disease Control in Atlanta) did a survey recently of 4,000

teenagers from 79 Arkansas schools. 75% of the students surveyed said they didn't eat a green salad yesterday, 59% said they ate no cooked vegetable yesterday, 54% said they ate no fruit yesterday & 53% said they drank no fruit juice. Now, that's a long way from the California "Five A Day," isn't it Maria?

We all know the Dietary Guidelines recommend 3 servings of vegetables and two servings of fruits DAILY.... And there is now consensus among the scientific community that, in fact, the Dietary Guidelines are much more than just 7 government recommendations. If followed, they can have a significant impact on health promotion and disease prevention. YET OUR KIDS AREN'T FOLLOWING THEM. In fact, they seem to be FLUNKING EATING, don't they?

And it really isn't that they don't know better. A Gallup Survey last summer indicated that students have a surprisingly good grasp of the basic principles of nutrition. In fact 98% of the students surveyed recognized the importance of eating plenty of fruits, vegetables and high fiber foods. 94% said the food they eat can affect their future health; yet 57% of the students reported they skip breakfast frequently and 41% said they often skip lunch.

Not one of us in education is surprised that there is a chasm between knowledge and action -- and we are trying to do something about it. We talk about restructuring schools,

about schools for the year 2,000, about learner outcomes... about teaching critical thinking skills and empowering students to apply problem solving strategies to real life situations. Most of us have probably read *The One Place* or one of a dozen other books which propose that schools become the center for focusing on people needs and solutions. And we've all read the Rockefeller commission's report *Beyond Rhetoric*. And we are all beginning to talk about and to work on the problem.

WHEN WE ARE HAVING THESE KINDS OF DISCUSSIONS....THESE KINDS OF DEBATES....THESE KINDS OF PLANNING SESSIONS....HOW OFTEN DO WE MENTION WHAT KIDS EAT? (LOWER VOICE--SLOW DOWN)

Has it occurred to us that we have a resource in our school that can help reduce five of the ten leading causes of death for the next generation? Has it occurred to us that we can significantly influence what kids eat today -- and what they will eat tomorrow?

In the last few years, our school lunches have been criticized for having too much fat. And the truth is, that many of them did have-- and some of them still do. BUT, TELL ME TRUE, HOW MANY OF THE STUDENTS IN YOUR SCHOOL WOULD BUY A SCHOOL LUNCH COMPOSED OF BAKED SKINLESS CHICKEN, BROWN RICE, BROCCOLI WITH LEMON JUICE, ORANGE WEDGES, 100% WHOLE WHEAT ROLLS, AND SKIM MILK? I would love it, you might like

it, but the kids would walk out. It's an uphill battle -- but a very worthwhile one.

Our primary challenge today is not to determine what kids should eat--or how to plan those kinds of menus. That's the easy part. Our challenge as child nutritional professionals and yours as school business officials ---- is to figure out how to afford to pay for foods with less fat, more fresh fruits and vegetables, more whole grains and cereals.... and how to establish an environment and put in place a marketing plan to get kids to eat those foods.

ITS A TALL ORDER.....but it is a very important job and the gains from its being done successfully are enormous.

At this point, you are probably ahead of me and are thinking about a gain that is more immediate than disease prevention and health promotion. Its called learning readiness.... and you and I know that this is much more than a popular buzz word. There is much research showing students do, in fact, learn better when they eat well. You and I have known it anecdotally for years. One of my favorite stories is about a superintendent of a school district that did not offer the school breakfast program, who called our office one day and wanted to know if they could be reimbursed for the school breakfast on days when standardized tests were given! It's a sad story, but a true story.....

You see some superintendents are a lot like those teenagers who know what to eat, but don't want to eat that way. School administrators know nutritious meals help their kids learn, but they don't want to do what it takes to provide those meals to all students every day in an environment that will encourage the students to eat them. And, if we are totally honest, we must admit that there are a few school business officials and even a few school food service directors who are a bit like those teenagers. (SLOW.....)

HAVING GOOD CHILD NUTRITION PROGRAMS IS TROUBLE. And school administrators (and I include us all -- superintendents, school business officials, principals and food service directors -- in that category) -- all of us have more than enough trouble these days. I was a county food service director for more than 20 years -- and I know it isn't easy to get 92-98% of all the students in every school in the system -- both elementary and high school -- to eat the school lunch.

It isn't easy to provide attractive cafeterias with round tables and brightly colored chairs and multiple serving lines with lots of good choices, so everyone doesn't have to eat the same thing. It isn't easy to get serving periods long enough and balanced enough that students don't have to stand in long lines. It isn't easy to be certain that only good choices are available for students....no banks of vending machines in the hall....no snack bars at the other end of the corridorno big a la carte program in which

foods are selected more for their profit margins than for their nutritional value.

It isn't easy to get parents to believe the school lunch is better than a bag lunch -- and to get their children to agree... It isn't easy to get kids to pile their plates high with broccoli and green salads and to select fruits instead of, or along with, their school made cinnamon roll! **BUT IT CAN BE DONE.....AND IT IS WORTH EVERY BIT OF EFFORT IT REQUIRES.** (PAUSE)

I want you to go home from this meeting thinking that what happens in the school cafeterias is **MORE IMPORTANT THAN YOU EVER THOUGHT BEFORE.....**and I want you to do something about it. You're probably saying, "Well, I would like to do that, but she just doesn't know all the troubles we have -- all the reasons we can't increase the priority level school meals need and our children deserve."

"And besides," you are saying, "does she know that the application process for free or reduced price meals is not only cumbersome but downright absurd?" Yes, I do know. In fact, I know that a report from the National Center for Education Statistics revealed that school meal reporting accounted for 44% of the total reporting burden on schools. Its one of the serious barriers to effective school meal programs. And we must do something about it.

I understand your thinking. I know your problems.....but I also know that Americans are a wonderful people. We have a way of re-ordering priorities that has kept us the great nation we are. When we decide something is important -- we find a way to do it. **NUTRITION FOR OUR CHILDREN IS IMPORTANT.**

We would all agree, I'm sure, that parents should teach children about eating wisely and give them the opportunity to eat a wide variety of foods at home....But, in the reality of today's society, the war cannot be won at home alone for either the poor, the affluent, or the middle class. Clearly, it is important today for our children to learn about nutrition and to have nutritious, tasty, affordable **SCHOOL MEALS** served in an environment which will encourage them to eat them.

THE SCHOOL LUNCHEES AND BREAKFASTS IN THIS COUNTRY ARE MAKING TREMENDOUS PROGRESS. In thousands of schools, the meals themselves are better than they have ever been before. I can tell you **Dietary Guideline success stories** from Abilene to Anchorage.... from Bangor to Boca Ratan....from Corpus to Columbus. But I can tell you other stories you won't want to hear.

I can tell you of a school with 1800 students in which only 350 eat the school lunch. Now the students in that high

school are largely poor -- in fact in the elementary schools from which those students came, 60-70% of the students were eligible for free or reduced price meals and they ate them. But they DON'T EAT THE LUNCH AT HIGH SCHOOL, because they feel a STIGMA associated with it. You see, kids with money eat from the vending machines -- or across the campus at the snack bar operated by the principal and the student council.

Tragically, even in many elementary schools, we begin this perception of stigma. In our zeal to protect the anonymity of students eligible for free or reduced price meals....we send the message to kids that its something to hide..... and if its something to hide, there must be something wrong with getting a free meal -- or worse still, something wrong with me if I need a free meal! One of USDA's own studies said there are 4.2 million students eligible for free or reduced price meals today who are not eating the school lunch.

This growing perception that school lunches are only for "poor" students is undermining the effectiveness of the program. Despite the fact that students who eat the school lunch have higher nutrient intakes than students who make other noon time choices, 40% of the students enrolled in schools do not eat the school lunch. HOW LONG CAN WE TOLERATE THIS?

Thoughtful people should be asking what are the barriers to full participation in GOOD, TOP QUALITY SCHOOL MEALS WHICH WILL PROVIDE OPTIMUM NUTRITION AND TEACH CHILDREN TO EAT WELL FOR A LIFETIME? AND THOUGHTFUL PEOPLE SHOULD BE ASKING "WHAT CAN WE DO TO ERADICATE THOSE BARRIERS?"

Now, that you have asked, DO I HAVE A DEAL FOR YOU!!!

The American School Food Service Association proposed an initiative in March which will eradicate those barriers. It is called **UNIVERSAL VISION: Healthy Children Ready to Learn**, and it calls on the Congress to provide access to nutrition programs at school which will make that a reality.

When one in five children is hungry, when affluent kids eat what they want, not what they need, when middle income parents are so strapped for funds they have difficulty paying for healthful foods.....when more children are obese than ever before ...when the dangers of heart disease and strokes and cancer and diabetes can be lessened by healthful eating habits.....**CAN WE AFFORD NOT TO PROVIDE OPPORTUNITIES FOR ALL OUR CHILDREN TO LEARN TO EAT WISELY FOR A LIFETIME OF GOOD HEALTH?**

I don't know if any of you have had a serious medical problem and have sat in a physician's office hearing him say "I'm putting you on a diet." If so, you know how difficult it is to change your eating behaviors -- even when you may

be in a life threatening situation. How much better to teach kids to eat when they are very young-- Start with pre-schoolers, kindergarteners, early elementary students and move gradually into junior high and high school.

I understand why every program in America isn't functioning to meet these needs. It's spelled M O N E Y. I remember the Omnibus Reconciliation Act of 1981 that stripped our child nutrition programs of adequate funds to operate. Today, federal funding for school lunch, adjusted for inflation, is only 56% of its initial 1946 level. Many state governments have reduced their financial support and the number of school districts assessing indirect costs to school nutrition programs is escalating. Many school principals see the lunch hour as a time to make money at snack bars to finance school activities.

It is easy to understand the financial pressures on principals, school business officials and on school meal program administrators to attract student customers even if it means compromising the nutrition integrity of what we sell. However, a growing number of parents and policy makers are recognizing the approach as short sighted and are calling for a solution to the financial problems which detract from healthful food choices.

Many people are saying its time to go back to the future....to look at the basis on which child nutrition programs were.

founded. A few of us in this room (at least Creta and I are in that group) will remember...and perhaps others have read or heard about it. Remember when volunteers prepared food donated by parents and other interested persons, teachers served it and students helped with the dishes. Everyone seemed to understand that nourishing food would help build healthy bodies and attentive minds!

Then came the National School Lunch Act and later the Child Nutrition Act. We got funds for poor students, funds for nutrition education, special assistance funds for equipment, funds for breakfast. Things were really looking up!

However, somewhere along the way, the Congress, the federal bureaucrats, school administrators and parents forgot that child nutrition programs were built on a cooperative effort and a commitment to nutritious food for all children.

Stephen Covey has written a wonderful book The 7 Habits of Highly Effective People. In it, he says we must walk like we talk. Integrity, he says is BEING GOOD, NOT LOOKING OR SOUNDING GOOD. It is not enough for us to talk about the Surgeon General's Report, about the goals for Healthy People 2000, about the Education Goals for the Nation, about the Dietary Guidelines. We must be willing to do something about them.

NUTRITION INTEGRITY of school lunch and breakfast programs is something I hope you will hear a lot about in the next few years. NUTRITION INTEGRITY IS WALKING LIKE WE TALK. IT IS NOT JUST PLANNING A MENU WHICH MEETS THE DIETARY GUIDELINES..(although that is certainly part of it). NUTRITION INTEGRITY IS PLANNING SEVERAL MENUS..... WITH CHOICES FOR STUDENTS.... WITH TIME TO EAT AND A PLEASANT ATMOSPHERE IN WHICH TO EAT.... WITH ADULT MODELING OF DESIRED BEHAVIORS... IT IS PROVIDING FOOD TO ALL CHILDREN WITHOUT MAKING THEM JUMP THROUGH 40 HOOPS TO PROVE THEY ARE ELIGIBLE FOR IT... (Tell me what child in America should not be eligible for nutritious food?)

Numerous health promotion campaigns include the school lunch and breakfast programs in the strategies for meeting their goals. These campaigns recognize that nutritious school meals, provided in environments which encourage students to eat them, can make a real contribution to learning and to curbing escalating health care costs.

School lunch and breakfast programs do have great potential. They can close the gap between nutrition knowledge and healthful behaviors. However, that potential will not be realized without broad support for optimum program operation. Advocates from the medical and education communities and other future oriented Americans are needed. **YOU ARE IMPORTANT MEMBERS OF THIS TEAM.**

You as school business officials and we as food service directors know a lot about optimum program operation. And we know a lot about fiscal responsibility. There are times, however, when I think we may not fully understand the connection between the two.

You see, I believe, programs are not fiscally responsible when they are not meeting the needs for which they are intended. Nothing is a bargain if it isn't needed. A program may have a balanced budget, it may have three month's operating in the bank, but if it isn't meeting the needs of our students, it is not operating in a fiscally responsible manner.

And I believe this idea is not mine alone. Whether we are talking TQM, whether we are talking Strategic Planning, whether we are trying to Shift our Paradigms, or whether we are just studying Peter Drucker's teachings from decades ago, we find a common thread. In all of them, one thing is crystal clear. If we aren't MANAGING TO OUR MISSION, we are headed for failure.

* Do you believe we are managing to our mission when students learn about making nutritious choices in the classroom, but have ready access to foods of questionable nutritive quality in the hallway or snack area?

* Do you believe we are managing to our mission when some foods are available only to children with money to pay for them?

* Do you believe we are managing to our mission when students who cannot afford to pay for their meals begin to view them as programs for the poor and reject them because of their perception of stigma?

* Do you believe we are managing to our mission when students have inadequate time to eat and environments not conducive to the development of healthful eating behaviors?.

The Coalition for America's Children has a wonderful slogan which I love. They ask "Who's for Kids? and Who's Just Kidding?" It's an important question.

MY TIME IS GONE, so let me quickly remind you of the 3 major points I hope I have made this morning.

1. NUTRITION IS IMPORTANT. It can promote health, prevent disease and improve learning readiness.

2. SCHOOL MEALS ARE A VALUABLE TOOL to improve diets today and in the future.

3. YOU CAN HELP. Work for public policy (locally, as well as at the state and national level) that will bring about a METAMORPHOSIS OF THE SCHOOL LUNCH AND BREAKFAST PROGRAMS INTO THE REAL PARTNERS IN EDUCATION THEY WERE DESIGNED TO BE ALMOST HALF A CENTURY AGO.

Thank you for COMING SO EARLY THIS MORNING.....Thank you for LISTENINGand Thank you for THINKING ABOUT what you have heard and TALKING ABOUT IT with your friends and associates here at this meeting and when you return home.

Thank you I am very pleased to be here today - What a homecoming!

Phil Matthews (Jim Tester) : phone call in late 82
friend & trusted adviser to Clinton/me

Russ Harrington : calls for help

Hospitals : you rep. a large ~~part~~ ^{influence in} of my life

(a) 2 most signif. people in my life:
HAMA and M-M

(b) Care for us, parents, my grandparents
& others

(c) Your valued input as we worked
together in Ark. for 10 years

(d) You indiv./ you as an assoc. have
been a voice of support for
The Pres: principles throughout
the process to date

newspaper ad

Magie Kingdom - First lady - "Politically
Correct" Mountain - Apple Herbal tea - Almonds!
Valley water - Healthy Snacks

After reviewing your agenda ~~and~~ ^{I thought} ~~thinking~~ ^{about} very carefully about
this special opportunity to spend a few moments with you ~~and~~
~~leading 800's in this country and others~~, it became very clear to
me that I should open this morning with a call to action

you. ^{if we don't do} ~~will~~ ^{we have?} ~~tomorrow~~ ^{in action}, who are we here?

So what can I say about health care
reform that you haven't heard,
read in the past 2 weeks?

②

Security principles - 1 sentence
principles - 1 sentence for editor - Then Rural areas

We have given a lot of time and attention to this, and there are a number of ways that we believe it should be addressed.

The first is that there is a higher proportion of uninsured Americans in rural areas than there is in any other part of our country. That, combined with a higher than average proportion of the elderly, places the primary burden on financing health care in many rural areas on the backs of Medicare and the uninsured. Through universal coverage, we will be providing more resources for reimbursement in the rural areas by ensuring that there are no uninsured and that there are contributions made that will be available for reimbursing for care.

Secondly, we believe there should be what we call essential providers in both underserved rural and underserved urban areas that are targeted for additional funding because of the difficulty of being able to support emergency facilities or hospital facilities in many rural areas, even though we might now have a better-insured population to take advantage of those.

The third is we want to provide more physicians and nurses and other allied health care professionals in rural areas. And we have targeted assistance to physicians and nurses, particularly advanced practice nurses to go into rural areas in return for having educational loans paid back, or even forgiven. We also want to be sure that other states do what ~~Montana has~~ done, which is to make it possible to keep emergency rooms open even though a doctor may not be there, by permitting the laws to permit that kind of enterprise where emergency technicians, physician assistants, and advanced practice nurses are available in rural areas that are otherwise totally inaccessible.

We also believe technology can play a major role in bringing state-of-the-art medical care to rural areas, and we have seen some remarkable examples of that. There are now some good models being used where over hundreds of miles an x-ray can be read being held in a doctor's office in a rural area at an urban medical center. And it can be done over existing equipment that is not very expensive right now. We want to provide incentives for moving in that direction.

So, those are some of the things that we think will enhance rural care, but I would just add, as you well know, Senator, that it is very difficult to imagine how, in many of our rural areas, there will ever be a sufficient level of competition that will realize the kind of efficiencies that we expect to see in urban and suburban areas. And I think we have to continue to be very sensitive to the needs in the rural communities to make

sure that there is a base level of delivery of high-quality care available for every American no matter where that American lives.



Savings : Medicaid } decrease rate of
Medicare } growth

Actuaries - the numbers' process

Medicaid - if all covered you'll receive
payment for all persons
utility services

Over time the large OSH payments
no longer needed, put into care
free all
Risk adjusted Yearly allowance

Medicare pop
beneficial
you

Medicare - What I pt to

Medicare recipients in a city like New Haven, Connecticut being served at one half the cost as a Medicare recipient in Boston just 100 miles away. You can look at a 300 percent differential in the service cost provided to Medicare recipients between Miami, Florida and Milwaukee, Wisconsin.

Now, there is something that is not working in the Medicare system to make the delivery of health care, ~~and another~~ cost-effective while remaining high quality. And what we believe is that as we begin to organize our health care delivery system better, as we put some of the initiative into the hands of physicians and hospitals to make some of these choices and move away from what we've tried to do, which is to tell them exactly how much to charge but then give them a big bump if they say they're in an area that costs more even though it's hard to justify that differential in cost, that we can reduce the rate of increase in the Medicare program without in any way undermining quality.

Now if all we were to do, though, is to say go out and reduce it without on the private side trying to make some of these changes which the Medicare people have been on the forefront of trying to figure out how to initiate and reward, that would not work. So they go hand in hand -- the changes in the public system and the changes in the private system.

^{we} But I feel very comfortable telling ^{the Medicare pop.} my mother that the kind of care ^{we} I want her to have can be delivered in a cost-effective, high-quality way, and there are many places around this country that are doing a better job, and we need to be rewarding them and we need to be changing our system so that more providers do that instead of what is currently much too costly care that has no discernible difference in quality in the Medicare system.

④

Quality: Academic Health Centers 5000+ emp - controls
to Net fund

Choice: of plans
in LTC of collaboration (anti-trust)
of treatment plan

Simplicity: 1 form
Less reg.

Today instead of a system where forms enforce the rules
we have a system ruled by forms.

⑤

Violence Responsibility: Wellness
 Auxiliary - Fuma Prim. / prim.
 Other courses

Security / Saving / Quality / Choice / Simplicity / Responsibility
 6 principles we believe ~~the system~~ must
 undergird the system

Thomas Jefferson was the first president to talk about the importance of individual health. Franklin Roosevelt hoped that health security would be the other half of the Social Security system. But political realities forced President Roosevelt to discard that dream, and the result, as we know, has been ongoing insecurity for millions of hardworking Americans.

When Harry Truman campaigned for a comprehensive health program in 1945, he told Congress, and I quote, "Millions of our citizens do not now have a full measure of opportunity to achieve and enjoy good health. Millions do not now have protection or security against the economic effects of sickness." But President Truman's pleas for health security fell victim to the politics of the day and scares about socialized medicine.

Dwight Eisenhower ~~was~~ ^{went} before the Congress in 1955 and said that health insurance could be improved by expanding the scope of the benefits provided. John F. Kennedy proposed expanding coverage to the elderly and the mentally ill. By the early 1960s, both Presidents Eisenhower and Kennedy could not say that their hopes of health security had gone forward but, instead, they saw once again the familiar sight of a dream of health security being stalled by outside interest groups and partisan bickering in the Congress.

Then came Presidents Lyndon Johnson, Richard Nixon and Jimmy Carter. There was progress made on Medicare and Medicaid. President Nixon came forward with a comprehensive health care reform proposal that built on the employer-employee system. ~~President Carter proposed a number of advances, and particularly Mrs. Carter championed the cause of mental health benefits.~~ They ~~envisioned~~ envisioned reforms that would give Americans more health security and our nation more economic security. But like their predecessors, their efforts and their hopes were not realized.

6

We have the opportunity now in America to realize this health reform dream

No longer is the debate - Should we assure health security for all Americans but How? - Newspaper

Well, Carol, all these plans are grand sounding but they say you can only do one thing at a time. You can't walk and chew gum at the same time in Washington; that's what they say. ~~But they say~~ ~~well do one thing at a time, but we have to honestly put it all out there.~~ If you want to bring the deficit down, you have to do health care. The only purpose of bringing the deficit down is to make the economy healthy. You have to invest in new technologies and give people incentives to create opportunity for others. It is not so simple as to say, well, just think about this and let another idea cross your mind a year or two from now. We have got to be about the business of rebuilding America. And we can do that if we keep our eyes on the whole picture. Bring the debt down, invest in our future, deal with the health care crisis, ~~deal with the special problem of special people in special areas that have been left out and left behind... meet clearly our nation's children.~~

The Clinton

agenda is too full -
No - America's agenda must be reevaluated become

As a whole ~~concern for our children must start at the top, both in the public and private sector -- but it can't end there. We must all empower parents, neighborhoods, communities and voluntary organizations across this great nation to do what our children~~

The President will take the lead -- but only you can complete the task.

ACTION → participate

Chair diet, little less considered, little more exercise ① Individual? What am I doing to further take responsibility for my personal wellness?

② What have I done to promote the passage of a Health Security Act which guarantees a comp. pkg. of benefits to all Americans?

7

on every point

We will work together with you. We won't ~~always~~ succeed, and we won't ~~give~~ be able to do everything that you -- and we -- would want.

But I can promise you this: we will ^{not} ~~never~~ relent in our effort to give every ~~child~~ ^{American a healthy, healthy} child a chance to ~~grow up~~ ^{thrive}. I want to be able to say to Hamp Rasco and Mary-Margaret Rasco and to all of today's children of America, with a clear conscience and a full heart: We did our best. And I want all of you at this conference to join me in being able to look at ~~one another and~~ ^{in the eye & say} ~~say: We did our best for the children of our country.~~

Thank you very much.

We seized the moment, we did our very best

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Arkansas ADVOCATES for CHILDREN and Families

DATE 11-29-93

TO:

NAME Rosalyn

FAX # 202-456-2878

COMMENTS

Hope the publications from FRK re: school budget & state from Brady Maxwell re: Summer Food Service Prog. are helpful. Let us know if we can be of further assistance. Also Amy said give Carol a hlg for her.

FROM:

NAME Deaton F. Evans

PHONE # 501-371-9678

FAX # 501-371-9681

of sheets transmitted including cover sheet 18

Amy



Arkansas Department of Human Services Division of Children and Family Services

828 Donaghy Plaza South
P.O. Box 1437
Little Rock, Arkansas 72203-1437
Telephone (501) 882-6734 FAX (501) 882-8686

Nov 29, 93

Ms. Dietra Evans
Arkansas Advocates for Children

Dear Ms. Evans:

Participation data for the 1993 Arkansas Summer Food Service Program is attached.

Participation would have been considerably higher; however, schools started two to three weeks earlier than in previous years. We anticipate a substantial increase in participation in 94 due to outreach, mandatory summer school, and increased interest in nutrition.

If I can be of further assistance please contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Grady E. Maxwell".

Grady E. Maxwell
Manager,
Special Nutrition Programs

Caring People. . . Quality Services

"The Arkansas Department of Human Services is in compliance with Titles VI and VII of the Civil Rights Act and is operated, managed and delivers services without regard to age, religion, disability, political affiliation, veteran status, sex, race, color or national origin."

FORM APPROVED OMB NO. 0584-0280

U.S. DEPARTMENT OF AGRICULTURE FOOD AND NUTRITION SERVICE REPORT OF THE SUMMER FOOD SERVICE PROGRAM FOR CHILDREN <small>State Agency: Submit report according to the instructions 20 and 200 days following the month being reported. Send original to the Regional Administrator, Food and Nutrition Service.</small>	1. STATE AR	4A. TYPE OF SUBMISSION ("X" One) A. <input type="checkbox"/> 30-Day B. <input type="checkbox"/> 60-Day C. <input checked="" type="checkbox"/> 90-Day D. <input type="checkbox"/> 90-Day Revision No. _____ (1 = 1st rev; 2 = 2nd, etc.) E. <input type="checkbox"/> Closeout F. <input type="checkbox"/> Other _____	FOR FNS USE ONLY REG STATE LOC # <table border="1"> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table> CAL YEAR MONTH TYP <table border="1"> <tr> <td>9</td><td> </td><td> </td><td> </td><td> </td> </tr> </table>						9				
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2. CALENDAR YEAR 93	4B. LAST REPORTING MONTH OF FISCAL YEAR <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	FNS REGIONAL OFFICE USE <input type="checkbox"/> REVIEWED											
3. MONTH June	DATE SIGNATURE OF FNS OFFICIAL												

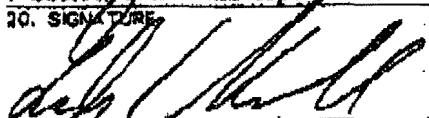

BURDEN HOUR STATEMENT

Public reporting burden for this collection of information is estimated to average 15 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Department of Agriculture, Clearance Officer, OIRM, Room 406-W, Washington, D.C. 20250; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503.

PART A - MEALS SERVED

MEAL TYPE		TOTAL MEALS - ALL SPONSORS Report every month		NATIONAL YOUTH SPORTS PROGRAM Report October - April		HOMELESS SITES Report May - September	
		SELF-PREP/RURAL SITES (A)	OTHER SITES (B)	SELF-PREP/RURAL SITES (C)	OTHER SITES (D)	SELF-PREP/RURAL SITES (E)	OTHER SITES (F)
BREAK-FASTS	ACTUAL 5.	103,339	61,482	0	11,464	0	0
	ESTIMATED 6.	0	0	0	0	0	0
	TOTAL 7.	103,339	61,482	0	11,464	0	0
LUNCHES	ACTUAL 8.	185,838	91,685	0	13,222	0	0
	ESTIMATED 9.	0	0	0	0	0	0
	TOTAL 10.	185,838	91,685	0	13,222	0	0
SUPPERS	ACTUAL 11.	5,982	11,512	0	0	0	0
	ESTIMATED 12.	0	0	0	0	0	0
	TOTAL 13.	5,982	11,512	0	0	0	0
SUPPLEMENTS	ACTUAL 14.	9,955	5,852	0	0	0	0
	ESTIMATED 15.	0	0	0	0	0	0
	TOTAL 16.	9,955	5,852	0	0	0	0
TOTAL	ACTUAL 17.	305,114	170,531	0	24,686	0	0
	ESTIMATED 18.	0	0	0	0	0	0
	TOTAL 19.	305,114	170,531	0	24,686	0	0

I CERTIFY that this report is true and correct to the best of my knowledge and belief.

20. SIGNATURE 	21. TITLE 	22. DATE SIGNED 9-30-83
23. ADMINISTERING AGENCY DHS DCFS		

FORM FNS-410 (8-80) (Previous editions OBSOLETE)

NO FURTHER MONIES OR OTHER BENEFITS MAY BE PAID OUT UNDER THESE PROGRAMS UNLESS THIS REPORT IS COMPLETE AND FILED AS REQUESTED BY EXISTING REGULATIONS (7 C.F.R.226)

FORM APPROVED OMB NO. 0584-0280

U.S. DEPARTMENT OF AGRICULTURE FOOD AND NUTRITION SERVICE REPORT OF THE SUMMER FOOD SERVICE PROGRAM FOR CHILDREN <small>State Agency: Submit report according to the instructions 30 and 90 days following the month being reported. Send original to the Regional Administrator, Food and Nutrition Service.</small>	1. STATE AR	4A. TYPE OF SUBMISSION ("X" One) A. <input type="checkbox"/> 30-Day B. <input type="checkbox"/> 60-Day C. <input checked="" type="checkbox"/> 90-Day D. <input type="checkbox"/> 90-Day Revision No. _____ (1 - 1st rev; 2 - 2nd, etc.) E. <input type="checkbox"/> Closeout F. <input type="checkbox"/> Other _____	FOR FNS USE ONLY REG STATE LOC # _____ CAL. YEAR MONTH Y/P 9 _____ _____	
	2. CALENDAR YEAR 1993		FNS REGIONAL OFFICE USE <input type="checkbox"/> REVIEWED	
	3. MONTH July	4B. LAST REPORTING MONTH OF FISCAL YEAR <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	DATE SIGNATURE OF FNS OFFICIAL	

BURDEN HOUR STATEMENT

Public reporting burden for this collection of information is estimated to average 18 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Department of Agriculture, Clearance Officer, OIRM, Room 404-W, Washington, D.C. 20250; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503.

PART A - MEALS SERVED

MEAL TYPE		TOTAL MEALS - ALL SPONSORS Report every month		NATIONAL YOUTH SPORTS PROGRAM Report October - April		HOMELESS SITES Report May - September	
		SELF-PREP/RURAL SITES (A)	OTHER SITES (B)	SELF-PREP/RURAL SITES (C)	OTHER SITES (D)	SELF-PREP/RURAL SITES (E)	OTHER SITES (F)
BREAK-FASTS	ACTUAL 5.	118,980	89,656	0	10,487	0	0
	ESTIMATED 6.	0	0	0	0	0	0
	TOTAL 7.	118,980	89,656	0	10,487	0	0
LUNCHES	ACTUAL 8.	244,264	132,544	0	11,071	0	0
	ESTIMATED 9.	0	0	0	0	0	0
	TOTAL 10.	244,264	132,544	0	11,071	0	0
SUPPERS	ACTUAL 11.	7,582	13,741	0	0	0	0
	ESTIMATED 12.	0	0	0	0	0	0
	TOTAL 13.	7,582	13,741	0	0	0	0
SUPPLEMENTS	ACTUAL 14.	11,175	6,728	0	0	0	0
	ESTIMATED 15.	0	0	0	0	0	0
	TOTAL 16.	11,175	6,728	0	0	0	0
TOTAL	ACTUAL 17.	382,001	242,669	0	21,558	0	0
	ESTIMATED 18.	0	0	0	0	0	0
	TOTAL 19.	382,001	242,669	0	21,558	0	0

I CERTIFY that this report is true and correct to the best of my knowledge and belief.

20. SIGNATURE <i>Andy S. Maxwell</i>	21. TITLE <i>ASD</i>	22. DATE SIGNED <i>11-1-93</i>
23. ADMINISTERING AGENCY <i>OS</i>		

FORM FNS-418 (6-90) (Previous editions obsolete)

NO FURTHER MONIES OR OTHER BENEFITS MAY BE PAID OUT UNDER THESE PROGRAMS UNLESS THIS REPORT IS COMPLETE AND FILED AS DESCRIBED BY EXHIBIT B, SECTION 17.02, PART 1.

FORM APPROVED OMB NO. 0584-0280

U.S. DEPARTMENT OF AGRICULTURE FOOD AND NUTRITION SERVICE REPORT OF THE SUMMER FOOD SERVICE PROGRAM FOR CHILDREN <small>State Agency: Submit report according to the instructions 30 and 90 days following the month being reported. Send original to the Regional Administrator, Food and Nutrition Service.</small>	1. STATE arkansas	4A. TYPE OF SUBMISSION ("X", One) A. <input checked="" type="checkbox"/> 30-Day B. <input type="checkbox"/> 60-Day C. <input type="checkbox"/> 90-Day D. <input type="checkbox"/> 90-Day Revision No. _____ (1 = 1st rev; 2 = 2nd, etc.) E. <input type="checkbox"/> Closeout F. <input type="checkbox"/> Other _____	FOR FNS USE ONLY FIG STATE LOC # [] [] [] [] [] [] CAL YEAR MONTH YTP 9 [] [] [] [] [] []	
	2. CALENDAR YEAR 93		FNS REGIONAL OFFICE USE <input type="checkbox"/> REVIEWED	
	3. MONTH August	4B. LAST REPORTING MONTH OF FISCAL YEAR <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	DATE _____ SIGNATURE OF FNS OFFICIAL _____	


BURDEN HOUR STATEMENT

Public reporting burden for this collection of information is estimated to average 15 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Department of Agriculture, Clearance Officer, OIRM, Room 404-W, Washington, D.C. 20250; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503.

PART A - MEALS SERVED

MEAL TYPE		TOTAL MEALS - ALL SPONSORS <small>Report every month</small>		NATIONAL YOUTH SPORTS PROGRAM <small>Report October - April</small>		HOMELESS SITES <small>Report May - September</small>	
		SELF-PREP/RURAL SITES (A)	OTHER SITES (B)	SELF-PREP/RURAL SITES (C)	OTHER SITES (D)	SELF-PREP/RURAL SITES (E)	OTHER SITES (F)
BREAK-FASTS	ACTUAL 5	17,715	17,468	0	0	0	0
	ESTIMATED 6	0	0	0	0	0	0
	TOTAL 7	17,715	17,468	0	0	0	0
LUNCHES	ACTUAL 8	54,887	26,624	0	0	0	0
	ESTIMATED 9	0	0	0	0	0	0
	TOTAL 10	54,887	26,624	0	0	0	0
SUPPERS	ACTUAL 11	2,462	3,016	0	0	0	0
	ESTIMATED 12	0	0	0	0	0	0
	TOTAL 13	2,462	3,016	0	0	0	0
SUPPLEMENTS	ACTUAL 14	3,663	617	0	0	0	0
	ESTIMATED 15	0	0	0	0	0	0
	TOTAL 16	3,663	617	0	0	0	0
TOTAL	ACTUAL 17	78,727	47,725	0	0	0	0
	ESTIMATED 18	0	0	0	0	0	0
	TOTAL 19	78,727	47,725	0	0	0	0

I CERTIFY that this report is true and correct to the best of my knowledge and belief.

20. SIGNATURE 	21. TITLE Director	22. DATE SIGNED 9-30-97
23. ADMINISTERING AGENCY DHS DCPS		

FORM FNS-410 (6-89) (Previous editions obsolete)

NO FURTHER MONIES OR OTHER BENEFITS MAY BE PAID OUT UNDER THESE PROGRAMS UNLESS THIS REPORT IS COMPLETE AND FILED AS REQUESTED BY EXISTING REGULATIONS (7 C.F.R.229)

*School Breakfast
Score Card
1992-1993 (Third Edition)*



Food Research and Action Center

October 1993

Dear Reader,

Welcome to the third School Breakfast Scorecard produced by the Food Research and Action Center. This booklet contains current data and explanations to assist you in evaluating efforts in the 50 states and the District of Columbia to ensure the availability of breakfast in school to many children who may otherwise go without.

Since 1987, FRAC has coordinated the *National School Breakfast Expansion Campaign* to recruit, train and advise breakfast organizers across the country. This successful effort has since become an integral part of the nationwide *Campaign to End Childhood Hunger* which is designed to alert the public and policymakers to the magnitude of the problem of childhood hunger in this country and to work toward solutions. Launched in 1991 by FRAC in partnership with anti-hunger advocates in every state and more than 100 national organizations, the *Campaign to End Childhood Hunger* has as one of its goals: "to make the School Breakfast Program available to all low-income children across the country..." The *Coalition for America's Children* is working with FRAC and the *Campaign to End Childhood Hunger* to help focus attention on school breakfast expansion through its *Who's for Kids and Who's Just Kidding?* campaign. See chart on page 9 for expansion success.

The School Breakfast Program is an entitlement program available to any public or non-profit private school or residential child care institution which chooses to participate.¹ While **all students may participate** in the program, they can only do so *if* their schools choose to offer the meal. Over 40 percent of the 90,000 schools that offer school lunch do not offer school breakfast. Daily, 13.2 million low-income children participate in the National School Lunch Program, while 4.5 million participate in the School Breakfast Program.

Despite these disparities, tremendous progress has been made. **For the first time in the history of the School Breakfast Program, in the 1992-93 school year:**

- almost 60 percent of the schools that offer school lunch participate in the School Breakfast Program, the most ever; and
- over one-third — 35.7 percent — of low-income children participating in the National School Lunch Program participate in the School Breakfast Program, the largest percentage ever. (There was a five percent increase in low-income student participation in school lunch during this same time period.)

These historic levels of participation by schools and students indicate that barriers to expansion can and are being overcome. Many state directors of child nutrition programs feel that part of the increase in student participation results from the most recent economic recession. Some of the increase results from a variety of available tools for expansion, including state legislation, federal start-up grants, and increased awareness. Either way, our nation has a long way to go to ensure that this nutritious morning meal is available to **all** children who need it.

Faces of Childhood Hunger

A seven-year-old New Jersey boy is in line for school breakfast on its first day in operation. As he gets his tray, he suddenly stops and turns to the nearest adult, asking worriedly: "If we eat breakfast, do we still get lunch?"

A Kansas principal circulates the school cafeteria talking with students participating in the newly-implemented School Breakfast Program. He converses with two who remark that they really like this different way of eating cereal, in a bowl with milk. They were used to having it only dry from the box or with water.

A local speaker is talking to an Ohio elementary school class about hunger. To make his point, he asks how many students skipped breakfast. A number of hands go up. He mentions a number of reasons—family doesn't usually eat breakfast, not hungry in the morning—but one little boy fails to respond to any of these scenarios. Thinking that the boy has not understood, the speaker asks him why he skipped breakfast. The boy responds seriously, "Because it wasn't my turn."

¹ *School Breakfast Program Eligibility and Funding:* Funding for the School Breakfast Program is available on an entitlement basis to eligible institutions. Eligible institutions include: public schools; nonprofit, private schools (e.g., parochial schools); and, residential child care institutions or RCCIs (e.g., group homes). **Any child who attends a participating institution may eat school breakfast.**

The federal government reimburses schools for all or part of the cost of every meal. The amount children pay for breakfast depends on the financial circumstances of each child's family as reflected in applications submitted to schools or other required documentation. Children from families with incomes below 130 percent of the poverty line (\$18,655 for a family of four for school year 1993-94) receive meals for free. Children from families with incomes between 130 and 185 percent of poverty (\$26,548 for a family of four for school year 1993-94) receive meals at a reduced price (see chart page 15). All other children receive what is officially designated a paid meal.

These stories highlight the importance of school breakfast to hungry children in the U.S. The School Breakfast Program can help if it is made available, no matter what the reason is for children not eating in the morning. FRAC's goal is to ensure that it is a quality meal provided with care, compassion and respect for the dignity of each child.

The School Breakfast Program

"...In recognition of the demonstrated relationship between food and good nutrition and the capacity of children to develop and learn..."
—Federal Child Nutrition Act, 1966

Millions of kids are hungry in America and hungry kids can't learn. The School Breakfast Program was established by Congress—first as a temporary measure through the Child Nutrition Act of 1966, then with permanent authorization in 1975—to assist schools in providing a nutritious morning meal to children. This program is now recognized as one of most beneficial of the federal nutrition programs. **It meets a vital need:** feeding millions of hungry school children. **It is effective:** study after study links school breakfast and learning. **It reaches needy children:** almost 90 percent of the children eating school breakfast are low-income.

Yet thousands of schools do not participate and millions of kids in need of breakfast still end up going without. Many school administrators, teachers, principals, custodians and others, perceive insurmountable barriers to implementing the breakfast program. Yet all of the "problems" associated with operating a School Breakfast Program—perceived and real—can be solved.

Giving Our Kids a Good Start

Eating breakfast is not a regular occurrence for many children. Some have parents who work and have limited or no time to prepare and serve breakfast; others have long bus rides and are hungry when they arrive at school. Many come from families that cannot always afford enough food. Because these children do not eat a nutritious breakfast at home, they are hungry when they reach school and either continue to be hungry until lunchtime or eat less nutritious food to quiet their grumbling stomachs. Hunger in the morning leaves children cranky and lethargic; it causes sickness and absenteeism; and, most significantly, **hunger deprives children of important opportunities to be creative and learn.**

There is good reason to believe that more children than at any time since the start of the School Breakfast Program come from families too financially strapped to provide them with a nutritionally adequate breakfast every day. Based on 1992 U.S. Census data, 21.9 percent of all U.S. children—14.6 million—were poor. The overall poverty figure was 36.9 million persons, or 14.5 percent. This is the highest number of children (and people) in poverty since the mid-1960s.

Providing a breakfast at school for a child who might otherwise receive no breakfast at all is the most important reason for expanding the availability of the School Breakfast Program. The U.S. Department of Agriculture's National Evaluation of School Nutrition Programs (1983) found that the School Breakfast Program increases the likelihood that children will eat breakfast, and that more than 600,000 students who missed breakfast would have eaten it if the program were available in all schools.

About five million children under 12 go hungry every month in the United States, according to estimates based on the Community Childhood Hunger Identification Project (CCHIP) — FRAC's ground-breaking study of childhood hunger (1991). **CCHIP found that fewer than half of the low-income households with school-aged children interviewed** were receiving school breakfast; and that **low-income children had fewer school absences if they got breakfast at school.** A 1987 study conducted by physicians and researchers from universities in Boston found that low-income elementary school children participating in the School Breakfast Program showed an improvement in standardized achievement test scores and a tendency toward improved attendance rates and reduced tardiness compared to similar students who did not eat breakfast at school.

Millions of kids are hungry in America — the School Breakfast Program can make a difference. Please join efforts across the country to ensure that **all** our kids have a good start!

Sincerely,

Food Research and Action Center

SCHOOL BREAKFAST SCORE CARD

This score card, FRAC's third, includes the latest available data for the school year 1992-93, and provides comparisons with 1991-92. It is a status report that shows how well or how poorly the states and the District of Columbia compare to each other and to the nation as a whole in utilizing a resource readily available to them to support, nourish and educate their children. It is not their final evaluation for completion of a task.

Using the indicators provided below, it is possible to compare the performance of states to each other and to the

nation as a whole. Groupings are provided in each category of **top 10** and **bottom 10** states (in descending order). Finally, in each of the categories, states are awarded stars (★) for performance and effort.

Though some states rate better than others, the vast majority are far from the goal of providing a nutritious morning meal to all students who could benefit from one.

In making comparisons, the most recent or best available data has been used.²

The complete tables appear at the back of this report.

HOW TO READ THE SCORE CARD

The score card is divided into four sections:

OVERALL OUTCOME
RECENT ACCOMPLISHMENTS

EFFORT
EVALUATION

OVERALL OUTCOME — provides a snapshot of school breakfast participation by schools and low-income students through a comparison with school lunch participation in each state. These are the most important indicators of School Breakfast Program use; they show how states are doing and how far they have to go.

RECENT ACCOMPLISHMENTS — measures progress between 1992 and 1993 in expanding breakfast programs in schools and in serving low-income students.

EFFORT — outlines four tools for school breakfast expansion and indicates states' use of these tools.

EVALUATION — rates the states for their performance in the first three sections. According to this scorecard's rating system, states are eligible to receive one star for each of the two categories in the **Overall Outcome** section. Likewise, states can be awarded one star for each of the two categories in the **Recent Accomplishments** section. In the **Effort** section, states are eligible for one star for each of four categories. For

the first time, every state received at least one star — an accomplishment worth noting.

Maximum Possible:

Overall Outcome:	★★
Recent Accomplishments:	★★
Effort:	★★★★

To achieve a complete picture of School Breakfast Program use in each state, the District of Columbia and the United States, it is important to study all of the sections carefully. The **Overall Outcome** section provides the 1993 baseline for school and low-income student participation. The second and third sections — **Recent Accomplishments** and **Effort** — taken together, indicate the success many states are having in school breakfast expansion efforts and show what tools are currently available to states to improve their performance. The **Evaluation** section, at the end, provides a clearer picture of how the states compare to each other.

Supporting Data

Also provided (though not used for this evaluation of the states' progress on school breakfast expansion) is the amount of money paid in fiscal year 1992 (final FY 1993 data will not be submitted to USDA until the end of

October 1993) to states as a reimbursement from the federal government for meals provided through the School Breakfast Program.

¹ Sources: All information regarding school and student participation, and federal reimbursements to states is from the U.S. Department of Agriculture Program Information Division, and reflect numbers reported to them in October 1992 (for fiscal year 1993) and October 1991 (for fiscal year 1992). The number of schools participating is collected by USDA once per year, and reflects the number of schools participating in the fall — through

counts and is revised quarterly. March 1993 student participation data is used for this report.

Information regarding mandates, direct certification, and federal start-up grants is based on responses to a survey conducted in Summer 1993 by the Food Research and Action Center (FRAC) of all state agencies that administer the School Breakfast Program.

OVERALL OUTCOME

**SELECTED STATE
PROFILES**

This scorecard is designed to allow each state to tell its own unique school breakfast story. A state's level of participation in the School Breakfast Program reflects the individual conditions of each state, including history, demographics, priorities of policy makers and/or child nutrition agencies, and results of anti-hunger and health promotion advocacy efforts.

Rural states and states with high poverty rates were early targets of School Breakfast Program expansion. These states are primarily in the South, and tend to have school participation well above the national average of 58.4 percent. Low-income student participation in these states also tends to be above the national average of 35.7 percent. For such states, recent changes in participation have been less dramatic than in states with active expansion efforts. But, despite their relatively high showing in "Overall Outcome," some of these states still are working to increase school and student participation in school breakfast, with outstanding results.

On the other hand, states with participation rates below the national average may be very actively promoting new breakfast programs and may also show signs of recent and future expansion.

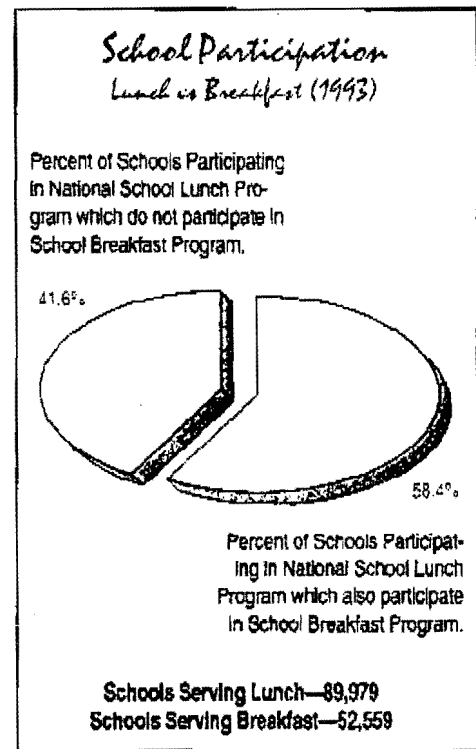
1. School Participation—1993

The most important indicator of success in the School Breakfast Program is in the number of schools offering the program. Only if a school participates in breakfast can a student — any student — receive the meal. The National School Lunch Program is widely available (it is offered in 95 percent of all public schools) and has the same eligibility requirements as the School Breakfast Program. Schools participating in

school lunch already have the facilities, staff and other infrastructure in place to operate a breakfast program and are, therefore, the most likely to enter the program. The first measure of overall outcome, then, compares the number of schools participating in the School Breakfast Program with the number of schools participating in the National School Lunch Program. This percentage is at an all-time high.

In the nation as a whole, nearly six out of 10 (58.4 percent) of the schools offering school lunch also offer breakfast.

- Top 10 States:*
 West Virginia
 Texas
 District of Columbia
 Arkansas
 Hawaii
 Delaware
 North Carolina
 Florida
 Oregon
 Tennessee
- Bottom 10 States:*
 Indiana
 Connecticut
 Utah
 Rhode Island
 North Dakota
 New Jersey
 Wyoming
 Nebraska
 Michigan
 Wisconsin



School Participation Rates '93

AL 68.7%	IL 38.8%	MT 37.7%	RI 33.2%
AK 40.6%	IN 35.9%	NE 24.8%	SC 78.2%
AZ 77.8%	IA 60.1%	NV 71.1%	SD 46.9%
AR 90.9%	KS 36.7%	NH 43.9%	TN 83.3%
CA 51.4%	KY 79.2%	NJ 28.7%	TX 95.9%
CO 43.0%	LA 83.0%	NM 68.4%	UT 34.4%
CT 34.7%	ME 49.7%	NY 65.5%	VT 46.3%
DE 88.3%	MD 70.8%	NC 86.9%	VA 74.5%
DC 94.4%	MA 51.0%	ND 30.3%	WA 75.2%
FL 86.1%	MI 23.3%	OH 37.0%	WV 96.5%
GA 71.2%	MN 46.1%	OK 72.8%	WI 19.7%
HI 89.7%	MS 78.6%	OR 84.3%	WY 27.2%
ID 66.5%	MO 58.9%	PA 44.9%	US 58.4%

2. Low-Income Student Participation — 1993

Low-income students are more likely than other students to arrive at school without an adequate breakfast and will likely derive the greatest benefit from the School Breakfast Program. These students, from households with incomes below 185 percent of the poverty line, are eligible for free or reduced-price meals. Families may apply for free or reduced-price meals at any time during the year. And, in schools offering both lunch and breakfast, students

receiving free and reduced-price lunches are automatically eligible for free and reduced-price breakfasts. To illustrate how states are doing in reaching needy students through school breakfast, a comparison is made of the number of children receiving free and reduced-price lunch with those receiving free and reduced-price breakfast. While there is considerable room for growth, this percentage is at an all-time high.

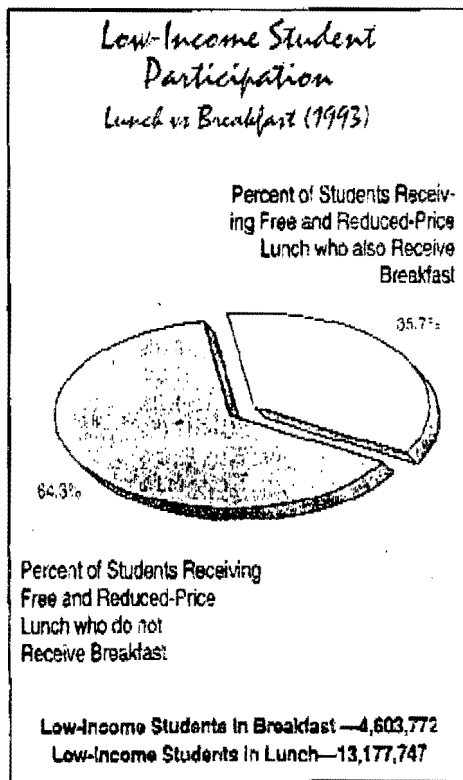
Finally, there are states performing poorly overall that could benefit from added effort to expand the availability of school breakfast. Placing a priority on expansion of the School Breakfast Program provides states with an opportunity to bring federal funds into their communities to help meet the needs of many of their children.

Nationwide, the number of low-income students receiving school breakfast is over one-third (35.7 percent) of the number receiving school lunch.

- Top 10 States:*
 West Virginia
 Arkansas
 Louisiana
 Virginia
 Mississippi
 South Carolina
 Kentucky
 Tennessee
 North Carolina
 Texas

- Bottom 10 States:*
 New Jersey
 Wyoming
 Alaska
 Rhode Island
 Nebraska
 North Dakota
 Colorado
 Utah
 Michigan
 Wisconsin

Example: South Carolina scored above the national average of states in the rate of participation by schools and in the top 10 states in the rate of participation by students — 78.2 percent of the schools that offered lunch also offered breakfast in 1993 and 46.1 percent of the low-income students who participated in lunch participated in breakfast. This is due, in part, to the early targeting of rural and southern states mentioned above. In addition, school and student participation growth in school breakfast between 1992 and 1993 was significant, at 17 percent for schools and 15.6 percent for low-income student participation. The strong commitment by state Child Nutrition officials and anti-hunger advocates that has enabled this level of expansion in a state with already high levels of both school and student participation also promises greater expansion to come. The state agency applied for and received



Low-Income Student Participation Rates 93

AL	35.2%	MT	21.6%
AL	19.7%	NE	18.4%
AZ	40.1%	NV	35.0%
AR	52.9%	NH	22.7%
CA	34.4%	NJ	20.6%
CO	16.9%	NM	35.6%
CT	30.1%	NY	29.4%
DE	39.5%	NC	45.8%
DC	34.4%	ND	18.2%
FL	38.5%	OH	29.9%
GA	43.9%	OK	40.6%
HI	34.9%	OR	30.8%
ID	23.7%	PA	25.0%
IL	24.1%	RI	19.4%
IN	22.1%	SC	46.1%
IA	21.8%	SD	26.8%
KS	23.0%	TN	45.8%
KY	46.0%	TX	45.0%
LA	50.1%	UT	15.8%
ME	22.8%	VT	26.7%
MD	32.4%	VA	50.1%
MA	36.0%	WA	31.4%
MI	15.5%	WV	55.6%
MN	23.7%	WI	12.5%
MS	46.8%	WY	19.9%
MO	36.3%	US	35.7%

RECENT ACCOMPLISHMENTS

3. Change in School Participation: 1992-1993

federal funds in all five fiscal years that they have been available, from 1990 through 1994, and has also implemented "direct certification," a federal paperwork reduction provision that enables children from families that participate in other government assistance programs to be automatically certified as eligible to receive free meals. A mandate passed in 1992 will be only the second state mandate (West Virginia was the first) to require any school with even one child eligible for free or reduced-price meals to make school breakfast available by September 1994.

Evaluation South Carolina:

Overall Outcome ★★

Recent Accomplishments ★★

Effort ★★★

Across the country, advocates, parents, state agencies and others are aggressively pushing for School Breakfast Program expansion. Effective tools for expansion (which are discussed in more detail in the next section) include: community organizing, education and outreach; acquisition of state financial support and federal start-up funds; and, passage of state laws mandating participation in school breakfast by certain or all schools. In most cases, organizers measure success school-by-school. To provide an indication of progress in expanding school breakfast to schools, the

number of schools serving breakfast in 1992 is compared to those serving breakfast in 1993. For states that have already achieved high rates of participation by schools offering lunch that also offer breakfast, e.g., West Virginia, District of Columbia, Hawaii, North Carolina, there is far less likelihood of them achieving high rates of change in this category — although it is possible. The reported increase between 1992 and 1993 is the greatest in the program since the increase that occurred between 1978 and 1979.

The number of schools nationwide participating in the School Breakfast Program increased by 10.4 percent between 1992 and 1993.

Top 10 States:

- Oregon
- Kansas
- Utah
- Indiana
- Pennsylvania
- North Dakota
- Colorado
- Iowa
- Connecticut
- South Dakota

Bottom 10 States:

- Florida
- Texas
- Louisiana
- Maryland
- Hawaii
- North Carolina
- District of Columbia
- Rhode Island
- West Virginia
- Delaware

Change in School Participation Rates 92-93

AL	12.1%	LA	1.6%	OH	5.5%
AK	6.9%	ME	11.6%	OK	4.6%
AZ	8.2%	MD	0.0%	OR	75.0%
AR	5.3%	MA	4.1%	PA	31.0%
CA	11.5%	MI	21.3%	RI	-1.7%
CO	29.7%	MN	13.5%	SC	17.0%
CT	24.0%	MS	4.0%	SD	22.8%
DE	-9.0%	MO	17.0%	TN	5.3%
DC	-0.6%	MT	3.3%	TX	2.2%
FL	2.8%	NE	21.9%	UT	41.1%
GA	13.9%	NV	6.1%	VT	9.7%
HI	0.0%	NH	19.3%	VA	4.0%
ID	18.1%	NJ	13.5%	WA	10.0%
IL	13.7%	NM	8.1%	WV	-4.2%
IN	36.9%	NY	7.3%	WI	20.9%
IA	28.4%	NC	0.0%	WY	21.8%
KS	68.5%	ND	31.0%	US	10.4%
KY	9.7%				

4. Change in Low-Income Student Participation: 1992-1993

A primary goal of school breakfast organizers and state agencies is to make available to all students a nutritious morning meal at school to ensure their readiness to learn. Even before a breakfast program is in place, outreach to students — in a way that is inviting to all and that does not overtly identify those who are most needy — is necessary. Among the strategies advocates and schools employ are: direct marketing to students through attractive posters, leaflets and announcements; enabling children from families receiving certain other types of public assistance to receive free meals without filing an application (called direct certification); and decreasing the level of stigma associated with program participation by promoting the program to all children and by ensuring that children receiving free and reduced-price meals are not overtly iden-

tified by meal-counting procedures.

According to assessments by state directors of child nutrition programs, the current recession is a significant factor in the noticeable increase in student participation (although it is difficult to measure). Success in this category is measured student-by-student. Recent progress is evident by comparing the number of low-income students in school breakfast in 1992 to those participating in 1993. For those states with the highest rates of participation among low-income students in breakfast, e.g., West Virginia, Louisiana, Virginia, it is less likely that they will demonstrate significant rates of increase than in states with lower rates of participation — although it does happen. This year there are more children being served by the School Breakfast Program than ever before.

Example: Oregon is among the top 10 states in the rate of participation in school breakfast as compared to school lunch among schools at 84.3 percent. It is just below the national average in the rate of participation by low-income students who participate in lunch and breakfast (30.6 percent). Oregon is the number one state in the percentage increase of schools which offer lunch that also offer breakfast and above average in the change in participation among low-income students who participate in lunch and breakfast (17.6 percent). This strong showing in school participation and school and student increase is due, in large part, to a state mandate passed in 1991 which requires certain schools — those with 25 percent or more of students eligible for free or reduced-price meals — to participate in breakfast. Creative implementation strategies to meet both the spirit and the letter of the mandate by officials and advocates have also supported these increases. The state applied for federal start-up funds in all five fiscal years that they were available (1990-1994) and received awards in the last four (1991-1994). The state also implements "direct certification."

Evaluation Oregon:

Overall Outcome ★
Recent Accomplishments ★★
Effort ★★★

Participation nationwide by low-income children in the School Breakfast Program increased by 10.6 percent between 1992 and 1993.

Top 10 States:

Utah
Kansas
Idaho
Vermont
New Hampshire
North Dakota
Wyoming
Pennsylvania
New Jersey
Indiana

Bottom 10 States:

Tennessee
North Carolina
Alabama
Louisiana
Kentucky
West Virginia
Hawaii
Mississippi
District of Columbia
Virginia

Change in State-by-State Low-Income Student Participation Rates 1992-1993

AL	2.5%	MT	24.5%
AK	7.9%	NE	25.8%
AZ	22.3%	NV	12.7%
AR	7.7%	NH	48.2%
CA	6.7%	NJ	30.2%
CO	13.8%	NM	11.9%
CT	21.7%	NY	9.3%
DE	19.2%	NC	3.4%
DC	-12.8%	ND	36.1%
FL	6.5%	OH	20.2%
GA	20.3%	OK	7.5%
HI	-0.8%	OR	17.8%
ID	58.3%	PA	31.0%
IL	15.2%	RI	11.2%
IN	28.3%	SC	15.6%
IA	15.1%	SD	11.3%
KS	70.5%	TN	3.8%
KY	1.0%	TX	6.6%
LA	1.6%	UT	102.4%
ME	14.9%	VT	55.5%
MD	9.6%	VA	34.5%
MA	10.0%	WA	5.2%
MI	21.5%	WV	0.5%
MN	16.1%	WI	6.5%
MS	-2.9%	WY	32.3%
MO	23.4%	US	10.6%

Example: Kansas scored below the national average for both schools that offer lunch also offering breakfast and for low-income students participating in lunch who also participate in breakfast. The state's participation rates were 86.7 percent and 23 percent, respectively. In both cases, however, recent progress is evident. Between 1992 and 1993, participation by schools in the breakfast program grew by 68.5 percent and low-income student participation by 70.5 percent, placing Kansas in the number two spot in the country among states for change in both schools and students. Growth was achieved, in part, through the implementation of a state law mandating that schools with 35 percent or more of students eligible for free or reduced-price meals participate in the School Breakfast Program; securing federal start-up funds in fiscal years 1990 through 1994; and by implementing "direct certification."

Evaluation Kansas:

Overall Outcome no stars
Recent Accomplishments ★★
Effort ★★★

EFFORT

5. State Mandates

To guarantee that the School Breakfast Program is available in schools with the greatest concentrations of needy students, 20 states have laws mandating that certain schools participate in the School Breakfast Program. This number has been increasing annually since 1978. Requirements are generally linked to a school or school district's percentage of low-income students in relation to school lunch participants. All but one are active. (Michigan's state mandate was linked to federal reimbursement levels at the time the mandate was passed. These rates were cut in 1981, thereby making the man-

States with School Breakfast Mandates:

Arkansas, Connecticut, Florida, Indiana, Kansas, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri,

date inactive. Although reimbursement levels have subsequently been raised, the mandate has not been reinstated.) Two new states, Indiana and Virginia, enacted mandates this year. New York state's mandate has been expanded, and Connecticut — in response to a legal challenge — has passed a newer and stronger mandate. In addition to local efforts to expand school breakfast on a school-by-school or school district-by-school district basis, advocates in many states have pursued state-wide mandates as a more comprehensive way to secure breakfast at school for low-income children.

New York, Ohio, Oregon, South Carolina, Tennessee, Texas, Virginia, Washington and West Virginia.

6. State Funds

To assist schools in providing breakfast to students, 14 states have provided money to supplement the federal per-meal reimbursement or provide grants to schools to support school breakfast programs. This signals a

States Providing Funds for Breakfast:

California, Connecticut, Florida, Illinois, Iowa, Maryland, Massachusetts, Michi-

gan, Missouri, New York, Ohio, Pennsylvania, Rhode Island and Washington state.

gan, Missouri, New York, Ohio, Pennsylvania, Rhode Island and Washington state.

7. Federal Start-Up Funds

To assist states in expanding school breakfast programs, Congress established a fund providing competitive grants to states for one-time expenses associated with starting school breakfast programs. This five year program provided \$3 million in fiscal year 1990 and \$5 million per year through fiscal year 1994. Schools receiving start-up funds must agree to operate the program for at least three years. The tables that appear on page 14 indicate which states applied for federal funds and which states received funds.

For the purposes of measuring effort by states, application for start-up funds is used, regardless of whether the funds were actually awarded. Forty-five states have applied for federal start-up funds. There has been a resounding consensus from state departments of education that the availability of these funds has played an important role in the expansion of school breakfast. The final grants under existing legislation (for FY94) already have been awarded.

7. Federal Start-Up Funds (cont d.)

States that Have Applied for Federal Start-Up Funds:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hamp-

shire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin and Wyoming.

8. States With Direct Certification

To assist very low-income students who attend schools offering breakfast, schools may allow these students to receive free meals **without** filing an application. To qualify for "direct certification," students must be from households receiving food stamps or Aid to Families with Dependent Children (AFDC). Records from these programs must then be cross-checked with school enrollment records (with precautions taken to ensure students' privacy) and families notified that their children may receive free meals at school. States with centralized

record-keeping and compatible record-keeping systems between schools and public assistance agencies can directly certify students easily. States with different jurisdictions for the various programs — e.g., public assistance programs administered by county agencies, schools administered by districts, with some overlapping jurisdictions and geography — will find the process far more difficult. Therefore, **any form** of direct certification utilized by a state is viewed as an indicator of *effort*. Schools in 47 states engage in some form of direct certification.

States Implementing Direct Certification:

Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada,

New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, and Wyoming.

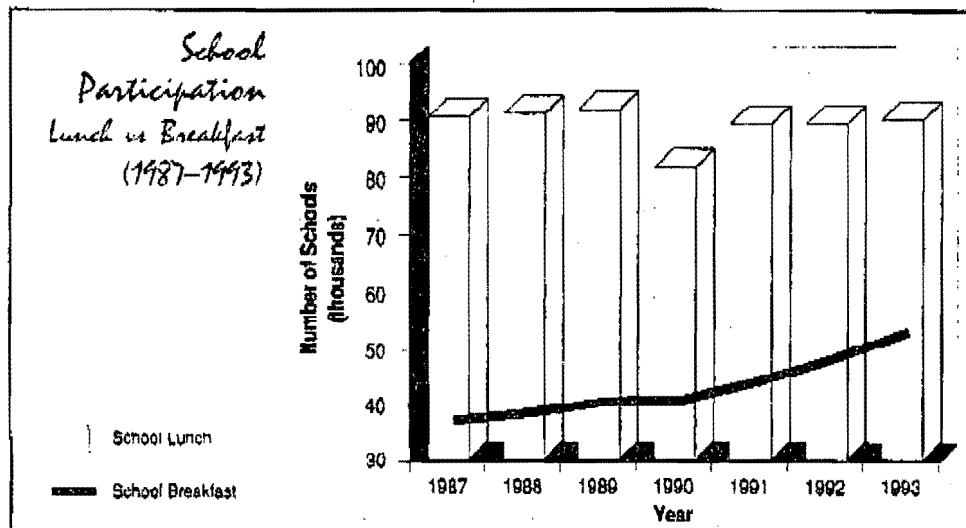
Example: Rhode Island ranks in the bottom 10 states in school and student participation in school breakfast as compared to school lunch (33.2 percent and 19.4 percent, respectively). Although Rhode Island clearly has a long way to go in expanding school breakfast, there are efforts underway in the state to expand the program that are beginning to bear fruit. While Rhode Island ranked only number 47 among states in change in the number of schools offering school breakfast, declining by 1.65 percent, it achieved an above-average increase in low-income student participation, 11.2 percent. Through a combination of: a state law that provides funding to cover supervision expenses to schools operating school breakfast programs; implementation of "direct certification"; and an aggressive grassroots advocacy campaign to expand both school and student participation in the state, Rhode Island should continue to show improvement in expanding school breakfast and making this nutritious morning meal available to its children. Rhode Island is one of only six states that never applied for federal start-up funds for schools that wish to initiate school breakfast programs.

Evaluation Rhode Island:

Overall Outcome no stars

Recent Accomplishments ★

Effort ★★



EVALUATION

Overall Outcome:

States are awarded one star for scoring above the national average in each of the two categories in this section — *School Participation: 1993* and *Low-Income Student Participation: 1993*.

- ★★ Alabama, Arizona, Arkansas, Delaware, Florida, Georgia, Hawaii, Kentucky, Louisiana, Mississippi, Missouri, Nevada, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.
- ★ District of Columbia, Idaho, Iowa, Maryland, Massachusetts, New York, Oregon and Washington.
- no stars Alaska, California, Colorado, Connecticut, Illinois, Indiana, Kansas, Maine, Michigan, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Wisconsin and Wyoming.

Recent Accomplishments:

States are awarded one star for scoring above the national average in each of the categories in this section — *Change in School Participation: 1992-1993* and *Change in Low-Income Student Participation: 1992-1993*.

- ★★ Colorado, Connecticut, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Utah and Wyoming.
- ★ Alabama, Alaska, Arizona, California, Delaware, Maine, Massachusetts, Montana, New Mexico, New York, Ohio, Rhode Island, Vermont, Virginia, Washington and Wisconsin.
- no stars Arkansas, District of Columbia, Florida, Hawaii, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Tennessee, Texas and West Virginia.

Effort:

States are awarded one star for each of the four categories in which they are taking the initiative to expand school breakfast participation.

- ★★★★ Connecticut, Florida, Maryland, Massachusetts, Michigan, Missouri, New York, Ohio and Washington.
- ★★★ Arkansas, California, Illinois, Indiana, Iowa, Kansas, Louisiana, Minnesota, Oregon, Pennsylvania, South Carolina, Tennessee, Texas and Virginia.
- ★★ Arizona, Colorado, Georgia, Kentucky, Maine, Montana, Nevada, Nebraska, New Jersey, North Dakota, Rhode Island, South Dakota, Utah, Vermont, Wisconsin and Wyoming.
- ★ Alabama, Alaska, Delaware, District of Columbia, Hawaii, Idaho, Mississippi, New Hampshire, New Mexico, North Carolina, Oklahoma and West Virginia.
- no stars not applicable

EVALUATION

Overall
Outcome

Recent
Accomplishments

Effort

State	Schools	Students	Schools Change	Students Change	Mandate	State \$	Start-up \$	Direct Cert.
AL	★	★	★				★	
AK				★			★	★
AZ	★	★		★			★	★
AR	★	★			★		★	★
CA			★			★	★	★
CO			★	★			★	★
CT			★	★	★	★	★	★
DE	★	★		★			★	★
DC	★							★
FL	★	★			★	★	★	★
GA	★	★	★	★			★	★
HI	★	★						★
ID	★		★	★				★
IL			★	★		★	★	★
IN			★	★	★		★	★
IA	★		★	★		★	★	★
KS			★	★	★		★	★
KY	★	★					★	★
LA	★	★			★		★	★
ME			★	★			★	★
MD	★				★	★	★	★
MA		★			★	★	★	★
MI			★	★	★	★	★	★
MH			★	★	★		★	★
MS	★	★					★	★
MO	★	★	★	★	★	★	★	★
MT				★			★	★
NE			★	★			★	★
NV	★	★		★			★	★
NH			★	★			★	★
NJ			★	★			★	★
NM	★	★		★			★	★
NY	★			★	★	★	★	★
NC	★	★					★	★
ND			★	★			★	★
OH				★	★	★	★	★
OK	★	★						★
OR	★		★	★	★		★	★
PA			★	★		★	★	★
RI				★		★		★
SC	★	★	★	★	★		★	★
SD			★	★			★	★
TN	★	★			★		★	★
TX	★	★			★		★	★
UT			★	★			★	★
VT	★			★			★	★
VA	★	★		★	★		★	★
WA	★			★	★	★	★	★
WV	★	★			★			
WI			★				★	★
WY			★	★			★	★
US	58.5%	35.7%	10.4%	10.8%	20	14	45	47

School Meals



Rosalyn Miller
Office of Carol Rasco
Domestic Policy Advisor

Date: 9-30-93

To: _____

Fax No. 202-456-2878

 F.Y.I. Per your request Please reply Per our conversation

From: Dorothy Caldwell, ASFSA President

Call 501/324-9502 if you do not receive all pages being sent. Total no. of pages (including this page) _____

Message:

Enclosed is the request we discussed yesterday for Carol Rasco to be the keynote speaker for the American School Food Service Association's "School Meals: Building Healthy Children, Ready to Learn -- A Consensus Conference," December 2, 1993. The letter will follow by mail.

I very much appreciate your assistance in scheduling this event for us. We believe improved school nutrition programs can make a significant difference in students' nutrition and education in the short term and their health in the long term. I know Carol shares our interest in making these improvements. Her participation in this conference will make a major contribution to strengthening partnerships between school nutrition professionals and key leaders in strategic allied groups.

Please let me know if you have questions or need any additional information.

Dorothy Caldwell



AMERICAN SCHOOL
FOOD SERVICE ASSOCIATION

Dorothy Caldwell, M.S., R.D.
President

Director, Child Nutrition
Arkansas Department of Education
2020 W. Third, Suite 404
Little Rock, AR 72205
(501) 324-9502 Fax (501) 324-9505

1600 Duke Street, 7th Floor / Alexandria, Virginia 22314-3436
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Dorothy Caldwell
ASFSA President
Arkansas Department of Education
2020 W. Third, Suite 404
Little Rock, AR 72205
Phone: 501/324-9502 ■ FAX: 501/324-9505

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION



2020 West Third, Suite 404
Little Rock, AR 72205
September 30, 1993

Carol Rasco
Domestic Policy Advisor
The White House
Washington, DC 20500

Dear Carol:

As part of our continuing efforts to focus attention on the health and education benefits of school nutrition programs, the American School Food Service Association will host a consensus conference in Washington, DC on December 2 and 3, 1993. I would very much like to have you be the keynote speaker.

The clarity you bring to discussions of education and health issues will greatly enhance this conference and ultimately, the nutrition services provided to children across the country. We do hope your schedule will permit you to join the nine other speakers and 30 representatives of strategic allied groups who will be a part of this important effort.

"School Meals: Building Healthy Children, Ready to Learn -- a Consensus Conference" will be held at the Grand Hotel. We will begin with a continental breakfast at 8:30 a.m. on December 2 and would like to schedule your talk for 9:30. However, we will happily arrange for you to speak at lunch or any other time Thursday which would fit your schedule. Friday will be spent in discussion groups and a final general session refining issues presented by speakers on Thursday.

Rosalyn told me yesterday that it is not possible to schedule you further than four weeks out. This will not present a problem for us.

I look forward to hearing from you and to having you be a part of our efforts on behalf of children's nutrition, health and education.

Sincerely,

Dorothy Caldwell, MS, RD
President

DRC:cd



ASFSA

Date: 11-10-93

To: Rosalyn Miller

- F.Y.I.
 Per your request

Fax No. _____

- Please reply
 Per our conversation

From: Sami Clise

Call 703/739-3900 if you do not receive all pages being sent. Total no. of pages (including this page) 7

Message:

① Info. confirming ASFSA
Consensus Conference.

② I'd like to include a
brief biography about Carol
in our conference materials.

Can you fax this to me?

Thanks!

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION



November 10, 1993

Rosalyn Miller
The White House
Washington, DC 20500

Dear Rosalyn:

Thank you for arranging for Carol Rasco to speak at **"BUILDING HEALTHY CHILDREN: Ready to Learn - A Consensus Conference"** on December 2, 1993 in Washington, D.C. We are honored that she has chosen to spend this time with us.

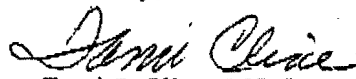
A revised conference agenda and topic outline are enclosed. To prepare the final conference materials, we will need a copy of her biography or vitae, along with, any conference handouts or reference materials she would like us to reproduce and distribute, and any audio/visual equipment needed for the presentation. Please send or fax this to me no later than November 15, 1993. mam

We fully understand that Ms. Rasco's schedule will not permit time for questions and answers following her presentation. In addition, Dorothy Caldwell, ASFSA President, will be sending along talking points for her speech.

Call me at 800-877-8822, ext 112 if you have any questions pertaining to the conference.

The Association is confident this will be a landmark meeting for school nutrition programs. The participation of Carol Rasco is greatly appreciated!

Sincerely,


Tami J. Cline, MS, RD
Nutrition and Education Specialist

Enclosures

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION

**"BUILDING HEALTHY CHILDREN: Ready to Learn"***A Consensus Conference**Hosted by The American School Food Service Association*

Building consensus on a priority action agenda to enhance the effectiveness of school lunch and school breakfast programs is the goal of a consensus conference hosted by the American School Food Service Association (ASFSA) in Washington, DC, December 2-3, 1993. The conference is in response to recognition by ASFSA that this issue has critical implications for the health and education of America's children; however, many solutions lie outside the span of control of its members.

Featured Speakers include:

- Carol Rasco, Domestic Policy Advisor, White House
- Larry Brown, MD, Tufts University
- William Dietz, MD, PhD, New England Medical Center
- Elynn Satter, MS, RD, MSSW, Satter Associates
- Michael Jacobsen, PhD, Center for Science in the Public Interest
- Sara Parks, MS, RD, President, American Dietetic Association
- Lillian Cheung, DSc, Harvard School of Public Health
- Shirley Watkins, Deputy Assistant Secretary, USDA

Today, there is unprecedented interest in the relationship between health and education. Furthermore, children's current dietary patterns do not promote good health and can have serious health consequences. School nutrition professionals face many challenges, including planning and preparing affordable meals that students will eat which meet the Dietary Guidelines for Americans. Improving children's eating habits is a more complicated task than planning menus. It encompasses a comprehensive approach to providing school meals in environments which encourage their consumption by students.

This conference brings together for collaborative efforts the representatives of governmental agencies, hunger and nutrition advocacy groups, the medical and education communities, and industry. It has three main goals:

1. Build consensus on major elements of an effective strategy to improve the consumption of healthful school meals.
2. Develop a consensus recommendation for implementing the Dietary Guidelines in school meals.
3. Issue a consensus report identifying the priority action agenda.

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION

**"BUILDING HEALTHY CHILDREN: Ready to Learn"***A Consensus Conference**December 2-3, 1993**Grand Hotel, 2350 M Street, NW, Washington, DC***Conference Goals:**

1. Build consensus on major elements of an effective strategy to improve the consumption of healthful school meals.
2. Develop a consensus recommendation for implementing the Dietary Guidelines in school meals.
3. Issue a consensus report identifying the priority action agenda.

Knowing that -

- good health is a prerequisite to good education;
- education promotes good health;
- children's current dietary patterns do not promote good health, and can have serious health consequences.
- school meals have the potential to make a tremendous impact on food consumption today and in the future; and,
- improving children's eating habits is a more complicated task than planning school meals which meet the Dietary Guidelines for Americans.

Resolve that -

- there is an urgent and compelling need to take steps to maximize the effectiveness of school nutrition programs as a means for improving the health and education of the nation's children.

"BUILDING HEALTHY CHILDREN: Ready to Learn - A Consensus Conference"

AGENDA

Thursday, December 2, 1993:

Continental Breakfast

8:00 - 8:30 a.m. Foyer, Grand Ballroom

Introductions and Opening Remarks

8:30 - 9:00 a.m. **Dorothy Caldwell, MS, RD**
President, American School Food Service Association

Bruce Butterfield, CAE
Facilitator

Session 1: Childhood Hunger and Malnutrition

9:00 - 10:00 a.m. The opening session will address the theme of childhood hunger and malnutrition in the United States, and nutrition services provided to children across the country. Recent research on hunger, along with a discussion of education and health issues will be presented.

Larry Brown, MD
Director, Center on Hunger, Poverty and Nutrition Policy
Tufts University

Carol Rasco
Domestic Policy Advisor
The White House

Discussant

*Roz confirmed
no GFA 11/10/93
ram*

10:00 - 10:15 a.m. Break - Coffee, Juice and Water

Thursday, December 2, 1993, cont..

Session 2: Nutritional Needs of School Children

10:15 a.m.-
11:00 a.m.

This session will focus on the nutritional requirements of children. The need for school meals to contain adequate calories and variety of foods to support growth, development and the maintenance of desirable body weight will be addressed. Changes in these needs and factors contributing to these changes will be presented.

(Speaker to be Announced)
American Academy of Pediatrics

William Dietz, MD, PhD
Director of Clinical Nutrition
New England Medical Center
Chair, Heart Healthy School Lunch Task Force
American Heart Association - Massachusetts Affiliate

11:00 a.m. - 12:00 p.m. Group Process

Luncheon

12:20 - 1:30 p.m.

Session 3: Effects of the School Environment on Nutrition

1:30 - 2:10 p.m.

A discussion of the effects of the school environment and its impact on food choices made by students will be the theme of the third session. The need to evaluate and alter factors such as time and space to consume school meals, supervision in the cafeteria, and "fast food"/a la carte menu choices will be presented.

Ellyn Satter, MS, RD, MSSW
Satter Associates

Michael Jacobsen, PhD
Executive Director
Center for Science in the Public Interest

3:10 - 3:30 p.m.

Break - Coffee, Juice and Water

Thursday, December 2, 1993, cont...**Session 4: Role of Nutrition Education and Team Building**

2:10 - 3:10 p.m. Nutrition education and the school cafeteria as integral parts of developing lifelong, healthy eating habits will be discussed. Building partnerships within the school setting, community, private sector and among governmental agencies to promote policies to advance school nutrition programs will be the theme of the final session.

Sara Parks, MS, RD
President, American Dietetic Association

Lillian Cheung, DSc
Harvard School of Public Health

Shirley Watkins
Deputy Assistant Secretary for Food and Consumer Services
United State Department of Education

3:30 - 4:40 Group Process

4:40 - 5:00 p.m. Wrap-Up Day 1

Reception

5:00 - 6:00 p.m. Grand Ballroom

(Dinner on your own)

December 3, 1993**Continental Breakfast**

8:00 - 8:30 a.m. Foyer, Grand Ballroom

Plenary Session

8:30 a.m. - 12:00 p.m. Grand Ballroom

Call Ron Vogel
if you have questions
at (703) 305-2054

FAX COVER SHEET

TO: Rosalyn Miller

FROM: Ronald Vogel

PHONE: (703) (305-2054)

OF PAGES (INCLUDING COVER): (37)

DATE SENT: 11/29/93 4pm



Carol -
Marion requested the
attached from Ellen Haas.
Says he can get other
material if this isn't
helpful.

Wiley allows students only one fried food per meal. Her schools have machines that turn fruit juice into an icy slush drink — a real favorite.

She has been offering more fruits and vegetables the last few years, but they are tough to give away. "The older kids get, the better they eat. The seniors eat better than the freshmen."

High school kids eat lots more broccoli that's spiced with just enough cheese to make it palatable than junior high kids who "wouldn't touch the stuff with a 10-foot pole."

Wiley says USDA's commodity program is making some efforts to respond to the need to lower fat in school lunch.

She buys a hamburger that's lower in fat than the typical patty. "It has a good taste but it is a very firm-biting product. It's so lean that the meat can get tough very easily."

But she doesn't get any fresh produce from the commodity program because she's found "by the time it's shipped into Ohio and around the state to the schools, it's in a very unacceptable form." Instead, she buys fresh fruits locally with her own funds. Haas says it's a problem she's working on.

Schools in USDA's pilot programs that cut fat create a new dilemma: offering kids enough calories. Lunch is supposed to be about 700 calories or about a third of the day's requirement. For some kids it may be their only hot meal of the day.

But if you serve a lower fat hamburger and take off the mayonnaise, you strip away lots of calories, Wiley says.

Haas says the solution is to fill in with rice, pasta and other carbohydrate-rich foods.

If USDA commodities account for only 20% of the foods served at school lunches, how much of a difference can switching the products make?

Haas thinks it could make a big difference. When schools are given fatty cheese, then it becomes macaroni and cheese or cheese-topped potatoes.

But besides changing some of the commodities, school personnel need to learn how to cook with less fat. It's going to require nutrition education for students.

Says Haas: "Children need to be aware that they can eat carrot sticks as a snack instead of fatty cookies."



HAAS: Planning meetings to talk about healthier lunches

Counting cafeteria calories

There's plenty of room on students' lunch plates for improvements. The U.S. Department of Agriculture's own studies have found:

► An average of 38% to 39% of calories in school lunch come from fat. This is about the same amount as in a typical American diet. But USDA dietary guidelines say no more than 30% of calories should come from fat.

► A large proportion of the vegetables elementary school children and teenagers eat are potatoes, mostly fried.

► 35% of elementary school children ate no fruit on one day of a USDA survey. USDA recommends two or more servings a day.

THE NATION'S NEWSPAPER



NO. 1 IN THE USA... FIRST IN DAILY READERS

WEDNESDAY, SEPTEMBER 8, 1993

Trying to cook up healthier school lunches

By Nanci Hellmich
USA TODAY

If there's one thing that steams Ellen Haas about school lunch, it's that too many foods on the menu are deep-fried.

There's everything "from fried chicken to fried nuggets to fried vegetables to french fries. We're not cooking the way we should," Haas says.

Today, she announces plans for public meetings this fall in four cities — Atlanta, Los Angeles, Flint, Mich., and Washington, D.C. — to talk with people about how to make school lunches healthier. She'll also announce doubling the amount of fresh fruits and vegetables supplied to schools in an attempt to fix a problem she's been stewing about for years.

Now, as new assistant secretary for food and consumer services for the U.S. Department of Agriculture, she's in charge of the National School Lunch Program, which provides about 25 million lunches daily.

But for years, Haas was executive director of Public Voice for Food and Health Policy, a consumer group. She spearheaded study after study investigating school lunches.

Public Voice, which Haas left in the spring, also releases a report today charging again that school lunches are too high in fat and too low in fresh fruits and vegetables.

One reason: Commodities supplied by the USDA include too many fatty and over-processed foods such as oven-fried potatoes, cheese, butter, beef and pork.

"A lot of the commodity foods are dictated by what's in surplus as opposed to what's healthiest for kids," says Tricia Obester of Public Voice. Commodities account for about 20% of the foods in school lunches across the country.

No one says offering healthier fare and actually getting students to eat is easy. Kids who have been weaned on hamburgers and french fries are pretty tough customers.

"We can't offer food that kids won't eat," says Dorothy Caldwell of the American School Food Service Association. "It doesn't do any good if it lands in the garbage can."

"We can't expect them to eat baked skinless chicken, brown rice, broccoli with lemon juice, 100% whole wheat roll and orange wedge. I can tell you high school students would rebel if that's all that was offered that day. And right down the hallway, there are snack bars and concession stands and banks of vending machines."

About 40% of kids eat something besides the school lunch — brown-bagging, going off campus or eating food from machines and snack bars.

Caldwell says one solution to getting kids to eat healthier school lunches is to make subtle changes in food that kids won't recognize.

For instance, putting low-fat cheese on the pizza, adding whole wheat flour to the cinnamon roll dough, using low-fat hamburger meat for the burgers or substituting ground turkey for part of the ground beef in spaghetti sauce.

These are exactly the types of things that Linda Bass Wiley has done as school food supervisor at the Princeton School District in the Cincinnati area.

She revamped her school lunch program several years ago as part of a pilot project sponsored by the USDA. The fat level is down to about 30% of calories.

Students routinely select low-fat foods like bagels and pretzels. They like 1% fat chocolate milk and skim milk. Very few choose whole milk. And they like the baked skinless chicken nuggets.



MM GOOD: Lisa Miree and Ron Griswold are satisfied with their school lunch options at Princeton High School in Cincinnati, which include more fruits, vegetables and low-fat dishes. By Cathy Lyons

Sampling students' tastes in fresh, managed menus

Everybody's a critic, especially when it comes to food. And high school students are no exception.

Over the last few years, the school food service personnel at Princeton High School in Cincinnati cut some of the fat and increased the fruits and vegetables served at the lunches.

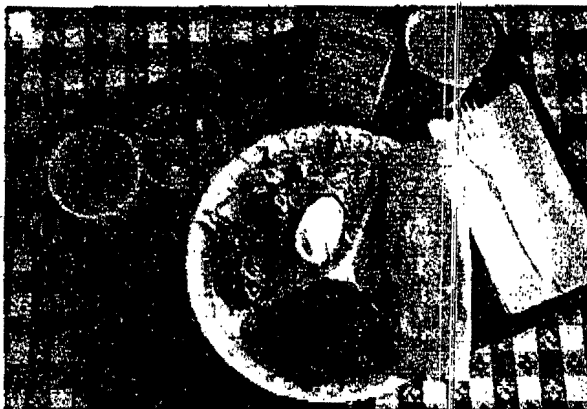
Here are some of seniors' comments on the school lunches:

► **Gary Croley Jr., 17.** "The lunch has changed but not drastically. There are more vegetables on your plate and a wider variety. I don't like broccoli, but I do eat corn.

"French fries are the best part. I have them every day. If I don't eat a good lunch, I can't function at (football) practice. I don't have enough energy."

► **Krista Sprecher, 17.** "It's gotten better. There's more to choose from. Pizza and french fries are my favorite foods.

"Sometimes they have



A SAMPLE LUNCH: A burrito, spinach, salad, fruit cup, orange juice, apple and low-fat milk make up a healthful meal. By Cathy Lyons

breakfast foods for lunch and Chinese food. If I don't like what they are having, I can have a chef salad with lettuce, eggs, tomatoes, ham and cheese. I take off the ham because I don't like meat."

► **Lisa Miree, 17.** "It's good. Sometimes it's a little cold. I like the fries and (skinless) chicken nuggets. I

like the chef salads a lot. I should eat more vegetables but I don't. I like the slushy (a crushed ice juice drink)."

► **Ron Griswold, 17.** "I usually eat a super lunch — 1½ pieces of pizza, large fries, slushy and milk. I usually don't eat vegetables. I'll eat them if my mom makes me. I won't eat broccoli, but I like corn and stuff."

The New York Times

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NEW YORK, WEDNESDAY, SEPTEMBER 8, 1993

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Agriculture Dept. Is Putting More Emphasis on Nutrition

By MARIAN BURROS

NUTRITION at the United States Department of Agriculture is about to assume a more prominent place, equal to farm concerns.

Mike Espy, the Secretary of Agriculture, announced yesterday that the department would give the same status to the person heading its nutrition segment, which receives 53 percent of the department's budget, as it gives to each of two people who direct its agriculture segment.

In a switch from the Reagan-Bush administrations, the Clinton Administration will make no more cuts in the financing of the school lunch program. And Mr. Espy announced, the department will improve the nutritional quality of the lunches, reducing the amount of fat and salt and increasing fruits and vegetables, and will put

more effort into nutritional education.

This move represents a shift in emphasis from merely providing enough calories to children (many of whom are eating their only meal of the day) to providing good nutrition and teaching them to appreciate it.

Ketchup will not be classed as a vegetable, as the Reagan Administration once proposed to save money.

The changes, known collectively as Fresh Start, coincide with the release of an annual report on the state of school lunches by Public Voice for Food and Health Policy, a Washington-based public interest group. The group was founded by Ellen Haas, who directed it until last spring, when she was appointed Assistant Secretary of Agriculture for Food and Consumer Services. With the elevation of that job announced today, she will become the Under Secretary of Food, Nutrition and

Continued on Page C6

Agriculture Dept. Emphasizing Nutrition

Continued From Page C1

Consumer Services, pending Senate confirmation. The department now has two under secretaries and six assistant secretaries; the under secretaries have more responsibility, more staff and more access to the Secretary.

The Public Voice report says that more than half the children in the school lunch program eat less than one serving of fruit a day and that one-fifth eat less than one serving of vegetables. One-third of the lunches the children select include no fruits or vegetables.

Public Voice recommends that servings of fruits and vegetables be increased from two to three and that a wider variety of produce be offered. It also suggests nutrition education for children in the lunch program and a 25 percent increase over five years in the amount of food grown with few or no pesticides.

Not surprisingly, the Agriculture Department is thinking along the same lines. Mr. Espy said the fresh fruits and vegetables offered to

Ketchup's not a vegetable.

schools this year would almost double, from 8.8 million to 16 million pounds. The department is also testing reduced-fat Cheddar cheese, low-fat mozzarella and turkey sausages.

Ms. Haas said: "There is no longer any question that diet is related to chronic disease. Studies indicate that children's diets do not now meet the dietary guidelines for Americans" as published by the Agriculture Department.

About 25 million children, representing 59 percent of all public school students, are fed through the lunch program, more than half at reduced cost or no cost. The Agriculture Department says the lunches provide

around 40 percent of calories from fat, 10 percent above the maximum recommended by dietary guidelines.

The idea of offering more fresh fruits and vegetables to school children would seem to be noncontroversial. But the National Food Processors Association has already complained. Roger Coleman, the vice president of the group, said in a telephone interview: "Anything that argues that canned and frozen fruits and vegetables don't provide good variety, good taste and solid nutrition is a bum rap. It's tough to feed millions of people with fresh."

Ms. Haas agrees that it can be difficult to do, but she said: "You have to find cost-effective ways to do it instead of throwing up your hands. A lot of 7-year-olds would happily snack on carrot sticks and celery sticks. It's not alien for kids to eat fruits and vegetables but not when they've been cooked and recooked and don't taste good."

Ron Vogel, the acting deputy administrator for special nutrition programs in the department's Food and Nutrition Service, said, "Personally, I think kids would eat a lot of vegeta-

bles if they were fresh." Some schools have found it popular to add potato bars that offer baked potatoes with a choice of toppings, he added.

Like Public Voice, Ms. Haas says spending for nutrition education, which was severely cut in the last 12 years, has to be increased as part of the Fresh Start initiative. "The way to get kids to eat more fruits and vegetables," she said, "is to intensify efforts in nutrition education. You can't provide foods in isolation."

To make certain that final changes in the lunch program reflect the views of parents, teachers, nutritionists and others, the department will hold four public hearings: in Atlanta on Oct. 13; in Los Angeles on Oct. 27; in Flint, Mich., on Nov. 12, and in Washington on Dec. 7.

Mr. Vogel, who has been with the Agriculture Department for 13 years, said that a change in emphasis was a big challenge but energizing.

"For a long time, we wondered if anyone knew nutrition was part of our name," he said.

Then, as a long-time bureaucrat, he added, "We'll see how much commitment there really is."

The Washington Post

WEDNESDAY, SEPTEMBER 8, 1993

USDA Seeks to Improve School Lunch Nutrition

By Carol Sugarman
Washington Post Staff Writer

The U.S. Department of Agriculture is scheduled to announce today a program to improve the nutritional content of school lunches, including efforts to increase the amount of fresh fruits and vegetables and to reduce the fat content of meat and dairy products.

"I think there's no question any longer of the relationship between diet and chronic diseases and the consequences children face of lifestyle dietary patterns that are too often high in fat and sodium," said Ellen Haas, assistant secretary for Food and Consumer Services at USDA.

Approximately 25 million children in 92,000 schools participate in the school lunch program, the federal government's largest feeding effort. More than 5 million children receive breakfast at school. USDA provides schools with 17 percent of their food needs in the form of commodities. Last year that amounted to approximately 1 billion pounds of food, valued at \$680 million.

Beginning this school year, the USDA will double the amount of fruits and vegetables provided to schools in the commodity program, to almost 18 million pounds. The variety also will increase, according to USDA. Last year, only six kinds of fresh produce were available free to schools: apples, pears, grapefruits, oranges, tomatoes and baking potatoes. Fresh produce makes up only 2 percent of the total fruits and vegetables now provided free to schools; the rest are canned or frozen, Haas said.

As part of the initiative called "Fresh Start," the USDA also will test reduced-fat cheddar cheese and mozzarella in schools around the country, and is developing a low-fat turkey sausage. It also will hold four public hearings in the next three months to solicit comments on how to improve the nutrition of the school lunch and breakfast programs.

USDA data show that school meals, on average, do not follow the the department's own dietary guidelines, which call for consuming less than 30 percent of calories from fat. USDA's most current analyses indicate that the average school meal in 1989-90 derived 38 percent of its calories from fat.

Also today, a consumer group, Public Voice for Food and Health Policy, will release a report that calls on USDA to increase fruits and vegetables in the school lunch program.

The consumer group, headed by Haas until her confirmation in May as an assistant secretary at USDA, annually prepares a report criticizing the school lunch program. This year's report, initiated in part by Haas before she left Public Voice, recommends that USDA increase the number of servings of fruits and vegetables in the school lunch meal plan from two to three (for a total of 1½ cups), provide nutrition education for children about the importance of consuming fresh produce and require that 25 percent of all foods provided by USDA to the lunch program in the next five years be organic or grown with low levels of pesticides.

Last year, only six kinds of fresh produce were available free to schools.

The report cited federal government statistics indicating that only 9 percent of 6- to 11-year-olds consume the recommended minimum of five servings of fruits and vegetables per day, and that almost 60 percent eat less than one serving of fruit per day.

The Public Voice's report found that the school lunch program provides a "striking lack of variety" of fruits and vegetables, that most of the vegetables are represented by fried potatoes and that many school food service personnel complain about the poor quality of the fresh produce supplied by USDA.

Dorothy Caldwell, president of the American School Food Service Association, said she agreed with most of Public Voice's recommendations and welcomed the USDA's emphasis on increasing the number of fruits and vegetables in children's meals. Caldwell said she wanted to be certain that the produce items arrive in optimum condition so that they "will be eaten by the students who will benefit from them."

The New York Times

NEW YORK, SATURDAY, SEPTEMBER 25, 1993

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75 cents beyond the greater New Yo

Lunch Break

It's refreshing to have an Administration in Washington that finally takes child nutrition seriously. Last week Secretary of Agriculture Mike Espy promised to improve the quality of federally financed school lunches.

The link between diet and chronic disease makes this a serious issue. About 25 million children — nearly 60 percent of all public-school students — are fed through the Agriculture Department's lunch program, most at reduced cost or no cost. For many children this is the only meal of the day.

Too often the lunches are crammed with fat, cholesterol and sodium. The average school meal, the Agriculture Department estimates, derives about 40 percent of its calories from fat — violating common dietary guidelines, which recommend a maximum of 30 percent.

A disturbing new report by the consumer advocacy group Public Voice for Food and Health Policy finds that more than half the children who participate in the school lunch program eat less than one serving of fruit a day. About a third of them consume less than one daily serving of vegetables, and their main vegetable of choice is fried potatoes.

Under its new "Fresh Start" initiative, the Agriculture Department plans to reduce fat and salt, and double the amount of fresh fruits and vegetables provided to schools under the commodities program, from 8.3 million to 16 million pounds, beginning this school year. That's not much of an increase for each student. But it's progress, at least, if the department can solve some daunting delivery problems in getting the produce to the schools in good condition.

Mr. Espy promises no more cuts in the financing of the school lunch program. But improving the offerings on the tray may require some increase in funding, which, adjusted for inflation, has decreased over the past decade.

Obviously, any attempt to change kids' eating habits comes up against all those junk food ads on television and the entrenched patterns of many school lunch administrators. But Ellen Haas, the former head of the Public Voice group, whom Mr. Espy has chosen to lead the new effort, is right to be optimistic. "It's not alien for kids to eat fruits and vegetables," she observes. What they need, for starters, is fresher, tastier choices.

The National School Lunch Program



Food and Nutrition Service
U.S. Department of Agriculture

For almost half a century, millions of American children have eaten a daily school lunch. Foods have changed, and our knowledge about diet, nutrition and health has grown significantly. Today, a scientific consensus exists on the link between diet and health. School meals have become a common part of our national experience.

The National School Lunch Program as we know it today was born in 1946 with the passage of the National School Lunch Act. Though schools had received commodity foods for years from the Department of Agriculture, the 1946 Act authorized a permanent lunch program, established a basic meal pattern and required schools to provide meals free or at a reduced price to children in need.

President Harry S Truman signed the legislation establishing the National School Lunch Program on June 4, 1946. Six months later in his Economic Report to the Congress, Truman said, "I hope this program will be expanded until we are sure that every American school child gets an adequate diet."

Since President Truman first created the National School Lunch Program, it has grown steadily. While some 4.6 million children participated in the program in 1947, nearly 25 million children received meals every school day last year.

Over the same time period, cash and commodity support from USDA increased from about \$68 million to more than \$4 billion. The Food and Nutrition Service, an agency of the U.S. Department of Agriculture, works in partnership with state governments to administer the school lunch program. States, usually working through their departments of education, work with county governments to administer the program at the local level.

At the same time, our knowledge and awareness of the important relationship between children's diets and our health has also grown. Reports by the U.S. Surgeon General, as well as the National Heart, Lung and Blood Institute and the National Cancer Institute agree on the benefits of a daily diet that includes more fruits and vegetables, and reduces the amounts of sugar, salt, fat and cholesterol in our diets. The 1990 Dietary Guidelines for Americans, jointly issued by USDA and DHHS, reflects that growing consensus.

The Department of Agriculture has been working for several years to encourage the voluntary reduction of fat and sodium in school lunch. Changes have been made to improve the program over the years. However, with the knowledge we have today linking diet with health, there are many more improvements to be made. Despite the scientific evidence, federal regulations governing the school lunch program have not kept pace with nutrition knowledge and currently contain no goals or standards for fat, saturated fat, cholesterol, or sodium.

	NSLP Total Participation	NSLP School Enrollment	Participation as a percent of enrollment
UNITED STATES TOTALS	24,832,226	42,940,086	57.4%
NORTHEAST REGION			
Connecticut	215,805	432,965	49.9%
Maine	104,932	208,984	50.2%
Massachusetts	422,970	840,800	50.2%
New Hampshire	85,692	176,074	48.7%
New York	1,551,169	3,019,987	51.3%
Rhode Island	53,241	136,824	39.2%
Vermont	47,340	94,970	50.9%
TOTALS	2,490,546	4,921,804	50.5%
MID-ATLANTIC REGION			
Delaware	58,627	99,018	59.3%
District of Columbia	47,658	81,245	58.9%
Maryland	343,417	746,201	45.9%
New Jersey	493,729	1,333,196	37.0%
Pennsylvania	961,401	1,741,762	55.2%
Virginia	566,368	1,000,248	56.6%
West Virginia	185,662	325,575	57.0%
Puerto Rico	480,997	733,863	65.4%
Virgin Islands	15,621	23,394	67.2%
TOTALS	3,152,610	6,033,502	51.8%
MIDWEST REGION			
Illinois	933,540	1,705,367	54.7%
Indiana	600,575	933,389	61.1%
Michigan	720,822	1,578,713	45.6%
Minnesota	497,888	773,027	64.4%
Ohio	938,790	1,844,898	50.9%
Wisconsin	471,080	803,827	58.4%
TOTALS	4,162,798	7,682,021	54.1%
SOUTHWEST REGION			
Arkansas	303,001	429,455	70.7%
Louisiana	674,141	911,931	73.9%
New Mexico	179,416	317,427	56.5%
Oklahoma	360,660	595,698	60.4%
Texas	2,061,390	3,309,837	62.3%
TOTALS	3,578,610	6,486,048	65.6%

	NSLP Total Participation	NSLP School Enrollment	Participation as a percent of enrollment
SOUTHEAST REGION			
Alabama	550,412	728,079	75.6%
Florida	1,144,913	1,807,869	63.3%
Georgia	913,958	1,117,009	81.8%
Kentucky	509,699	671,133	75.9%
Mississippi	412,169	512,748	80.4%
North Carolina	739,031	1,101,080	67.1%
South Carolina	449,273	647,484	70.5%
Tennessee	577,970	851,415	67.9%
TOTALS	5,297,524	7,518,317	70.5%
MOUNTAIN FLAINS REGION			
Colorado	290,104	586,848	52.1%
Iowa	382,516	647,069	75.4%
Kansas	303,088	404,482	85.3%
Missouri	547,554	804,268	68.4%
Montana	88,531	160,360	57.5%
Nebraska	197,451	273,109	72.3%
North Dakota	91,170	121,580	75.0%
South Dakota	103,825	141,381	73.4%
Utah	244,943	445,080	55.0%
Wyoming	58,413	95,070	61.4%
TOTALS	2,305,594	3,619,241	63.7%
WESTERN REGION			
Alaska	42,286	101,570	42.4%
Arizona	350,459	606,461	57.8%
California	2,208,238	4,944,390	44.8%
Hawaii	149,050	181,618	78.8%
Idaho	194,712	292,888	63.9%
Nevada	82,872	178,514	46.9%
Oregon	243,232	429,154	56.7%
Washington	390,906	860,967	45.4%
Guam	18,621	38,642	57.7%
TOTALS	3,612,557	7,444,004	47.9%
Dept of Defense Base Schools	41,787	101,759	41.5%

Wisconsin	150	124,771	27,286	206,423	418,481
TOTALS	184	1,397,076	218,368	2,081,045	3,696,489

SOUTHWEST REGION					
Arkansas	179	127,157	20,062	129,787	277,007
Louisiana	171	345,245	45,507	244,247	634,999
New Mexico	183	98,664	15,470	47,550	161,984
Oklahoma	199	128,744	30,542	137,742	297,028
Texas	193	1,002,739	115,807	890,984	1,809,529
TOTALS	184	1,736,178	231,851	1,276,066	3,944,225

Secretary of Agriculture Mike Espy has brought a new emphasis for nutrition to the department and the 14 food assistance programs that represent 52 percent of its budget. His recent reorganization of the Department reflects the importance he places on nutrition in the food assistance programs. Among his recommendations was the elevation of the position of Assistant Secretary for Food and Consumer Services to Under Secretary for Food, Nutrition and Consumer Services.

Nowhere has the new emphasis been greater than in the National School Lunch Program. Secretary Espy and Assistant Secretary Ellen Haas announced an initiative to make school meals meet the recommendations of the Dietary Guidelines. To help achieve that goal, they intend to increase the amount of fresh fruits and vegetables that will be offered to school lunch programs through direct USDA commodity purchases. Currently, fresh produce makes up only two percent of the total fruits and vegetables now donated to schools.

Increasing the nutritional quality of the school meal program is an important element of the effort to improve national health. Because diet is linked to health, the school lunch program, serving 25 million American children every school day, is a first line of defense against poor health.

In addition, Assistant Secretary Haas is planning four regional hearings to gather ideas from around the country about how the school lunch program can work better. These hearings will provide the American public -- from the school children who eat the meals, to the parents, public health officials, school food service workers, dietitians, and administrators -- with a forum to discuss how and where improvements can be made.

The public field hearings will be:

October 13, Atlanta, Georgia

October 27, Los Angeles, California

November 12, Flint, Michigan

December 7, Washington, DC

	Days of Operation	Free Meals Served	Reduced Price Meals Served	Full Price Meals Served	Total Meals Served
SOUTHEAST REGION					
Alabama	189	225,444	33,904	219,394	478,742
Florida	181	573,984	81,315	406,267	1,061,515
Georgia	191	328,747	53,085	423,413	810,245
Kentucky	173	205,037	33,235	243,419	481,891
Mississippi	179	245,305	28,940	115,406	389,649
North Carolina	180	280,838	55,253	354,838	690,527
South Carolina	182	197,760	27,415	186,847	412,022
Tennessee	188	206,451	30,374	278,130	514,956
TOTALS	180	1,298,631	202,549	1,392,148	2,893,328
MOUNTAIN PLAINS REGION					
Colorado	174	98,313	22,843	142,720	263,876
Iowa	184	76,319	22,314	237,911	336,543
Kansas	207	68,402	21,371	153,849	243,023
Missouri	182	173,674	30,569	285,421	489,865
Montana	180	27,796	7,094	44,408	79,297
Nebraska	175	46,416	17,222	117,125	180,762
North Dakota	204	17,827	6,013	48,578	72,718
South Dakota	200	27,601	8,748	47,520	83,869
Utah	198	59,137	28,863	128,211	212,231
Wyoming	200	13,100	4,219	30,291	47,599
TOTALS	183	618,965	171,247	1,260,757	2,050,960
WESTERN REGION					
Alaska	180	16,580	3,963	19,101	39,644
Arizona	192	160,494	22,629	116,787	299,910
California	187	1,409,488	133,368	669,221	2,182,067
Hawaii	175	29,639	9,217	93,308	132,164
Idaho	178	40,407	13,142	69,553	123,432
Nevada	189	28,297	5,249	42,731	76,277
Oregon	177	85,916	17,426	118,449	221,790
Washington	180	141,753	20,606	168,150	369,509
Guam	182	4,937	1,132	11,208	17,277
TOTALS	185	1,928,969	295,459	1,340,015	3,404,335
Dept of Defense Base Schools	179	5,241	4,281	28,600	38,121

47853

Notices

Federal Register

Vol. 58, No. 175

Monday, September 13, 1993

This section of the FEDERAL REGISTER contains documents other than rules or proposed rules that are applicable to the public. Notices of hearings and investigations, committee meetings, agency decisions and rulings, delegations of authority, filing of petitions and applications and agency statements of organization and functions are examples of documents appearing in this section.

DEPARTMENT OF AGRICULTURE

Food and Nutrition Service

National School Lunch Program and School Breakfast Program; Notice of "Nutrition Objectives for School Meals"; Public Hearings

AGENCY: Food and Nutrition Service, USDA.

ACTION: Notice of public hearings.

SUMMARY: This notice announces the U.S. Department of Agriculture's intention to hold four public hearings concerning the National School Lunch Program and the School Breakfast Program. The hearings, entitled "Nutrition Objectives for School Meals," will provide an opportunity for public dialogue on issues concerning meeting current nutrition objectives in school meal programs. The National School Lunch Program makes an important nutritional contribution to nearly 25 million school-age children. Over 5 million children get breakfast at school. The hearings will provide public comment on issues concerning how school meal programs can meet current nutritional goals.

DATES: FNS is requesting that participation forms be submitted no later than seven calendar days prior to the applicable hearing date. Written submissions in lieu of oral presentations must be submitted or postmarked no later than December 15, 1993. Hearings will be held on the following dates from 8:30 a.m. to 5 p.m.:

1. Atlanta, Georgia: Wednesday, October 13, 1993.
2. Los Angeles, California: Wednesday, October 27, 1993.
3. Flint, Michigan: Friday, November 12, 1993.
4. Washington, DC: Tuesday, December 7, 1993.

ADDRESSES: Written submissions should be clearly marked with the words

"Nutrition Objectives" and submitted to Mr. Stanley C. Garnett, Director, Child Nutrition Division, FNS, USDA, 3101 Park Center Drive, room 1007, Alexandria, Virginia 22302 (Phone: (703) 305-2590).

Completed participation forms should be submitted to the appropriate Regional Office, as follows:

1. Atlanta, Georgia Hearing: Ms. Nena P. Bratianu, Regional Director, SERO, USDA, FNS, SNP, 77 Forsyth Street, SW, suite 112, Atlanta, GA 30303 (Phone: (404) 730-2612).

2. Los Angeles, California Hearing: Mr. Bob Kragh, Regional Director, WRO, USDA, FNS, SNP, 550 Kearny Street, room 400, San Francisco, CA 94108-2518 (Phone: (415) 705-7229).

3. Flint, Michigan Hearing: Ms. Theresa E. Bowman, Regional Director, MWRO, USDA, FNS, SNP, 77 West Jackson Boulevard, 20th Floor, Chicago, IL 60604-3507 (Phone: (312) 353-6673).

4. Washington, DC Hearing: Mr. Robert Freiler, Regional Director, MARO, USDA, FNS, SNP, Mercer Corporate Park, 300 Corporate Boulevard, Robbinsville, NJ 08691-1598 (Phone: (609) 239-5050).

FOR FURTHER INFORMATION CONTACT: Mr. Garnett or the appropriate Regional Director, at the numbers listed above.

SUPPLEMENTARY INFORMATION: This action is not a rule as defined by the Regulatory Flexibility Act (5 U.S.C. 601-612) and thus is exempt from the provisions of that Act. In accordance with the Paperwork Reduction Act of 1980 (44 U.S.C. 3507), no new recordkeeping or reporting requirements have been included that are subject to approval from the Office of Management and Budget.

These programs are listed in the Catalog of Federal Domestic Assistance under No. 10.553 and No. 10.555 and are subject to the provisions of Executive Order 12372, which requires intergovernmental consultation with State and local officials. (See 7 CFR part 3015, subpart V, and the final rule related notice published at 48 FR 29112, June 24, 1983.)

Background

Over the past decade there has been a growing scientific consensus that diets high in fat, saturated fat, and cholesterol and low in fiber increase the risk of heart disease and certain cancers.

In 1988, the U.S. Surgeon General issued a comprehensive report showing that diets low in fat, saturated fat, cholesterol and sodium and high in fiber promote life-long health and reduce the risk of heart disease and certain cancers. The following year the National Academy of Sciences issued a report in agreement with the Surgeon General's findings.

In addition, there is increasing evidence that childhood diets high in fat, saturated fat and cholesterol have lasting adverse health consequences. A National Cholesterol Education Program report on cholesterol levels in children and adolescents cited studies showing that atherosclerosis begins in childhood. Children in the U.S. exhibit higher dietary intakes of fat and cholesterol than children in populations with lower rates of heart disease.

Based on the scientific evidence, the Departments of Agriculture and Health and Human Services issued the 1990 U.S. Dietary Guidelines that recommend that Americans 2 years and older limit fat to 30 percent of calories. Public health organizations such as the American Heart Association, the American Cancer Society and the National Academy of Sciences have also updated their recommendations based on current scientific knowledge.

The purpose of the Dietary Guidelines for Americans is to provide the best advice based on current scientific evidence for a diet that will help Americans live healthy lives. The guidelines are used as the basis for all federal government programs in nutrition.

The Dietary Guidelines for Americans are:

- Eat a variety of foods.
- Maintain healthy weight.
- Choose a diet low in fat, saturated fat and cholesterol.
- Choose a diet with plenty of vegetables, fruits, and grain products.
- Use sugars only in moderation.
- Use salt and sodium only in moderation.
- If you drink alcoholic beverages, do so in moderation.

Currently, five out of six school-age children (aged 6-19) have diets above the recommended levels of 30 percent calories from fat, according to the 1989/90 Continuing Survey of Food Intakes of

Individuals done by the USDA's Human Nutrition Information Service. The survey also found that 35 percent of elementary school children ate no fruit on the day of the survey. The Food Guide Pyramid—which visually translates the Dietary Guidelines—recommends from two to four servings per day from the fruit group. The pyramid also recommends between three and five servings of vegetables each day. The USDA survey showed that approximately 25 percent of school-age children ate no vegetables on the day of the survey.

The National School Lunch Program operates in more than 90 percent of the nation's schools and makes lunches available to nearly 25 million school children on a regular basis. Half of those lunches are served free or at reduced price to needy students. Of the approximately 5 million school breakfasts served in the School Breakfast Program, 4.3 million are served free or at a reduced price to needy students.

Currently, school meals are effective in delivering vitamins and minerals but are too high in fat, cholesterol and sodium. Ten years ago, USDA's research, the National Evaluation of School Nutrition Programs, April 1983, indicated that school lunches provided 38-40 percent of calories from fat. More current USDA data, Child Nutrition Program Operations Study, Second Year Report, June, 1992, although not nationally representative, on 20 school food authorities in the program indicated that the meals served had 38 percent of calories from fat in school year 1989-1990.

"Healthy People 2000," a report issued by the Department of Health and Human Services in September, 1990, recommended that steps be taken to assure that at least 90 percent of National School Lunch Program menus adhere to the nutrition principles determined in the U.S. Dietary Guidelines.

Given the prevailing research linking diet and health, it is clear that the Department needs to expand its efforts to ensure that school meals are consistent with current nutritional

recommendations. As a first step, the Department believes that the "Nutrition Objectives for School Meals" hearings will provide an opportunity for public dialogue prior to proposing changes in the National School Lunch Program and, if appropriate, the School Breakfast Program.

The "Nutrition Objectives for School Meals" Public Hearings

The Department is requesting representatives of the public to offer comments and suggestions about nutritional objectives of school meals and is particularly interested in gathering information concerning the issues listed below. Interested individuals are encouraged to address any other areas of concern regarding the implementation of current nutrition recommendations in the National School Lunch Program and, if appropriate, the School Breakfast Program.

I. What are the health consequences of children's current dietary patterns?

II. How can the Dietary Guidelines for Americans be used to bring about measurable nutritional improvements in school meals and in children's diets?

III. What are the opportunities and obstacles in meeting current nutrition recommendations in school meal programs?

IV. What actions can the USDA, parents, school food service, food industry and other public and private organizations take to encourage the implementation of current nutrition recommendations in local schools?

If you want to speak at a public hearing, complete the participation form attached to this Notice, with a concise description of the topic to be addressed, and return it to the appropriate Regional Office. To assist in the scheduling process, we are requesting that you submit your participation form no later than seven calendar days prior to the applicable hearing date.

Given the time constraints, individuals will be selected for oral presentations upon receipt of the participation form on a first-come, first-served basis. Individuals who have not submitted a participation form and who wish to make an oral presentation will have an opportunity to make oral presentations following the scheduled presentations, as time permits.

Oral presentations will be limited to no more than 5 minutes; however, the chairperson may, at his or her discretion, ask for additional clarification of issues and questions raised. Written submissions from those who want to present additional information will be accepted. Persons unable to attend the hearings may also submit written comments.

Written submissions must be submitted or postmarked no later than December 15, 1993, to Mr. Stanley C.

Garnett at the address listed above. All submissions should be clearly marked with the words "Nutrition Objectives."

This material will be considered in the development of any action that may result from the hearings process. Written submissions and hearing transcripts may be reviewed by the public at the 3101 Park Center Drive, Alexandria, Virginia address from 8:30 a.m. to 5 p.m., Monday through Friday.

Ellen East,
Assistant Secretary for Food and Consumer Services.

BILLING CODE 3410-30-M

LOS ANGELES TIMES • Wednesday • October 27, 1993


EDITORIALS of THE TIMES

LOS ANGELES TIMES

School Lunches: Hold the Fat

President Harry S. Truman started the federally subsidized school lunch program in 1946. Those meals reduced hunger in America. Now the Clinton Administration wisely has embarked on a mission to cut some of the fat out of school lunches.

Nearly 25 million children eat lunch at school. Most get an unnecessary extra helping of fat from menus that feature such favorites as hamburgers, fried chicken, french fries and pizza. Even pasta, a healthy low-cholesterol alternative, becomes fat-sodden macaroni and cheese at some cafeterias. The fatty fare is pretty standard. The Agriculture Department surveyed 565 schools and found that 99% served lunches that exceeded the federal dietary recommendation for fat consumption. The cooks didn't scrimp on the salt either. The sodium content was nearly double the recommendation.

The subsidized lunches cost taxpayers \$4.7 billion. Meals are provid-

ed without charge to nearly half of the public school children who participate in the program. For many of them, it is the best meal of the day. But "best" isn't good enough: Few school lunches meet federal nutrition regulations, established back when the Reagan Administration tried to cut the budget for children's nutrition and pass off ketchup as a vegetable.

Children need much healthier choices at school if they are to develop good eating habits. A diet heavy on fat and salt could lead eventually to heart disease, high blood pressure or stroke.

A pinch of prevention could head off many health risks. Some schools already offer low-fat alternatives such as spaghetti with lean ground turkey, baked potatoes, salads, fresh vegetables, fruit, low-fat milk and frozen yogurt.

To encourage more nutritious lunches, the Department of Agriculture is holding nine hearings, includ-

ing a session today at Fairfax High School in Los Angeles. They will gather information from school officials, chefs and others on how to prepare healthier meals without compromising on taste.

Some healthier foods—vegetables that are fresh or frozen instead of canned, for example—are expected to cost more at a time when few school districts can afford to spend more. Washington should help. Legislation introduced this week by Sen. Patrick J. Leahy (D-Vt.) would appropriate additional money to help schools pay for low-fat milk products and fresh fruits and vegetables.

Will the kids eat the healthy fare? Only if it tastes good.

Parents can't police what their children eat at school, of course. But they can insist that their school cafeteria reduce fat, salt and sugar while offering menus that satisfy young taste buds without short-changing young bodies.

NOTE TO EDITORS:

This graphic is designed as camera copy for drop-in placement, with or without accompanying story, for use in newsletters.

Your Views Count!

**National Hearings
on Nutrition
Objectives for
School Meals**

USDA wants to know your views on:

- Health consequences of children's current eating habits;
- Implementing Dietary Guidelines in school meals to improve children's diets;
- Opportunities and obstacles to meeting nutrition recommendations;
- Where do we go from here?

**By December 15, 1993,
send written comments to:**
NUTRITION OBJECTIVES
U.S. Department of Agriculture
FNS/CND-Stanley Garnett
3101 Park Center Drive, #1007
Alexandria, VA 22302
TEL (703) 305-2590

Facts About the School Lunch Program



Food and Nutrition Service
U.S. Department of Agriculture

- The National School Lunch Program is one of the largest food providers in the nation, ranking only behind McDonalds. In fact, on any given school day, while McDonalds is providing 18,000,000 meals, the school lunch program is serving 25,000,000 meals to children across America.
- During the peak hours of the school lunch period, cafeteria workers nationwide serve more than 3,000 meals per second.
- If all the school lunch trays served to children last year were lined up, the trays would run from Washington, DC to Miami, Florida.
- One of the driving forces behind the development of the modern School Lunch Program was World War II. During the war, too many young men were failing their physicals due to malnutrition and children needed to be fed while their mothers worked in defense plants. The program was signed into law by President Harry S Truman in 1947.
- Until 1974, there was a fat requirement in the School Lunch Program. All meals had to include a teaspoon of butter. This requirement was often met by adding a roll and pat of butter to each plate.
- In the 1930's, USDA paid farmers for cattle-on-the-hoof brought to large school districts.
- In 1945, the average price of a school meal was 23 cents. Today, the price has increased to an average of \$1.14. Twenty-five million children eat a school lunch each day, 40 percent of meals are free, 7 percent are at a reduced price, and 53 percent are full price.
- All the trucks used to deliver USDA donated food to schools last year, if parked end to end, would stretch across 4,500 football fields.

Federal Register / Vol. 58, No. 175 / Monday, September 13, 1993 / Notices

PLEASE SEND THIS FORM TO THE APPROPRIATE REGIONAL OFFICE:

Atlanta Hearing: Ms. Nena P. Bratianu, Regional Director, SERO, USDA, FNS, SNP, 77 Forsyth Street, SW, Suite 112, Atlanta, GA 30303

Los Angeles Hearing: Mr. Bob Kragh, Regional Director, WRO, USDA, FNS, SNP, 550 Kearny Street, Room 400, San Francisco, CA 94108-2518

Flint Hearing: Ms. Theresa E. Bowman, Regional Director, MWRO, USDA, FNS, SNP, 77 West Jackson Boulevard, 20th Floor, Chicago, IL 60604-3507

Washington, DC Hearing: Mr. Robert Freiler, Regional Director, MARC, USDA, FNS, SNP, Mercer Corporate Park, 300 Corporate Boulevard, Robbinsville, NC 28691-1598

"NUTRITION OBJECTIVES FOR SCHOOL MEALS" PUBLIC HEARINGS PARTICIPATION FORM

I. Please enter participation of: _____ Name (please print)

_____ Address _____ Phone Number

II. I am representing (if other than self) _____

III. I would like to make an oral presentation at the _____ hearing. I request _____ minutes (5 min. max.).
Name of City

IV. I would like to address one of the following areas (circle one):

QUESTION I; QUESTION II; QUESTION III; QUESTION IV; OTHER

V. My specific focus will be: _____

SIGNATURE

DATE

** Please submit your participation form no later than seven calendar days prior to the applicable hearing. If you are unable to attend, you may send written comments to Mr. Stanley C. Garnett, Director, Child Nutrition Division, FNS, USDA, 3101 Park Center Drive, Room 1007, Alexandria, Virginia 22302.**

Fat Times at Ridgemont High

Food: Mystery meat and green gelatin are the least of the problems plaguing school fare

ELLEN HAAS HAS EATEN A GOOD MANY school lunches since she was named assistant secretary for food and consumer services at the U.S. Department of Agriculture last spring; it's part of her job to oversee the school lunch program. But even she was taken aback by the offerings at a Baltimore school recently. "The first thing you saw on the cafeteria line was french fries and pepperoni pizza," she says. "The second choice was french fries and a steak-and-cheese sandwich. The third choice was french fries and a fried-fish sandwich. The fourth choice was french fries and a submarine sandwich."

School lunches have long been objects of disgust and disbelief, but according to a newly released USDA study, the esthetic shortcomings of mystery meat and green gelatin are the least of the problems plaguing cafeteria food. What kids are getting on those plastic trays is a shortcut to heart disease. Typical school lunches get 38 percent of their calories from fat and 15 percent of calories from saturated fat. The guidelines for Americans, established by the USDA itself, call for a diet of no more than 30 percent fat and 10 percent saturated fat—and many nutritionists consider even those percentages too high. "This report emphasizes the excesses, but there are deficiencies too," says Haas. "Kids aren't getting enough carbohydrates, they're not getting fruits and vegetables." According to Public Voice for Food and Health Policy, a consumer-advocacy group, fewer than 10 percent of kids 6 to 11 eat the recommended five servings a day of fruits and vegetables; more than half of them eat less than a single serving of fruit a day. By now there is broad medical agreement that fruits and vegetables help prevent chronic disease, including some cancers, but school lunches are required to offer only two servings, and the kids often ignore everything but potatoes. Small wonder; much of the stuff is canned.

None of this bad news comes as a surprise: Public

Voice and other groups have been hammering away at school lunches for years. But critics of the program believe that change is a real possibility now, in part because of Haas's commitment—she was the executive director of Public Voice. "For the last 12 years, nobody at USDA cared about this," says Michael Jacobson, executive director of the Center for Science in the Public Interest, an advocacy group. "This time the USDA is using the study as a platform to improve the program."

Haas is conducting hearings on the school lunch program in four cities, taking testimony from pediatricians, school food-service administrators, parents, even chefs who specialize in healthful cooking.

"We can't make these changes alone," she says. Another push is coming from Capitol Hill, where Sen. Patrick Leahy of Vermont, chairman of the Senate Agriculture Committee, has just introduced legislation aimed at overhauling the USDA's meal programs. Under his bill, school meals would be required at last to comply with the dietary guidelines, the USDA would distribute more produce and low-fat dairy products, and schools would have the authority to ban sales of junk food. (Opponents are already clambering into their armor. They include candy and soft-drink manufacturers, and the dairy industry—milk prices are based on fat content.)

Some schools aren't waiting for the USDA. Bob Honson, director of nutrition services for the Portland, Ore., school system, says it's hard to get people to change their habits, but it can be done. "When we introduced kiwi fruit early last year the kids didn't know what to do with it," he says. "Now they love it." Last Tuesday he served beef-barley stew, spinach-romaine salad, vegetable muffins and kiwis. Participation in the lunch program is growing, and—thus far—there hasn't been a single death from french-fry deprivation.

LAURA SHAPIRO with TESSA NAMUTH

Hello, Heart Disease

School lunches are in line for an overhaul—at last. The meals send kids all the wrong messages about food and health. Here's what's on the tray.

Milk
Doctors agree low fat is best. But the dairy industry will be riding herd on any changes.

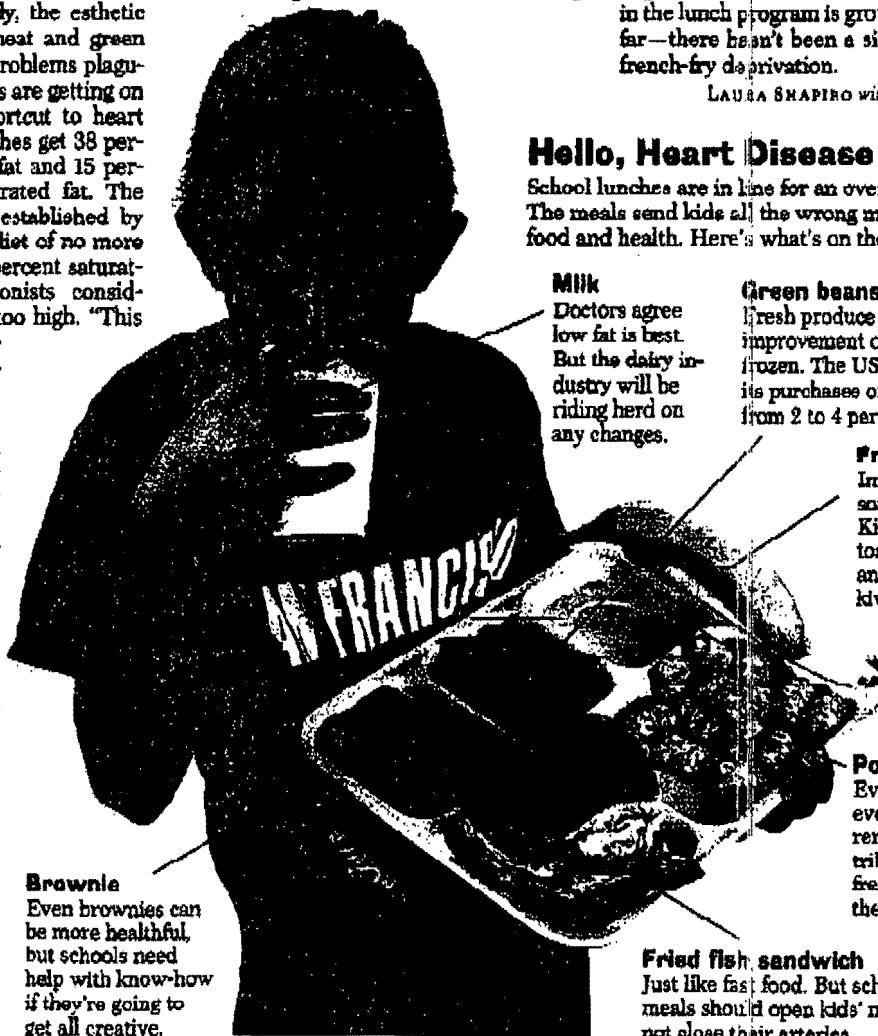
Green beans
Fresh produce would be a big improvement over canned and frozen. The USDA has doubled its purchases of fresh produce—from 2 to 4 percent.

Fruit
Important—but sometimes boring. Kids might not toss it if it's new and tasty, like kiwi fruit.

Potatoes
Ever popular and ever fried. Currently, USDA distributes almost no fresh potatoes to the schools.

Fried fish sandwich
Just like fast food. But school meals should open kids' minds, not close their arteries.

Brownie
Even brownies can be more healthful, but schools need help with know-how if they're going to get all creative.



Houston Chronicle Houston, Texas September 11, 1993**Houston Chronicle**

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FRESH IDEA**Sensible to use more fruits, veggies in school lunches**

To "motherhood and apple pie" and all the others things Americans ought to hold dear, we might suggest a healthy addendum: fresh carrots, zucchini, celery and string beans.

What red-blooded American can be opposed to the Agriculture Department's decision to increase the quantities of those and other fresh fruits and vegetables that will be put into the nation's federally subsidized school lunch programs?

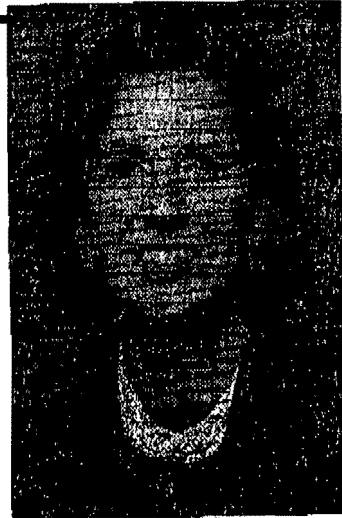
It is nothing short of silly that fresh produce makes up only a little more than 2 percent of the commodities that the Agriculture Department distributes for school lunch programs. Even granting the practical necessity to continue using large quantities of canned produce to serve more than 24 million lunches daily, this would seem a modest step. Doubling the amount of fresh produce in school lunches makes good common and nutritional sense.

It is astonishing that the selection of fresh

produce offered to school lunch programs apparently has been limited to apples, grapefruits, oranges, tomatoes and baking potatoes. The cornucopia produced by American farmers is filled to overflowing with all manner of tasty produce. There is no good reason why the nation's schoolchildren should not share fully in the abundance.

Doubling the amount of fruits and vegetables also increases the likelihood that more school-age children will begin to meet the Agriculture Department's guidelines to limit fat intake to 30 percent of daily calories. Surveys show that five out of six children exceed that limit, and that more than a third eat no fruit at all on a regular basis.

Good habits should begin early in life. Presenting children with an appealing choice of fresh produce at school lunchtime promises to yield a rich harvest of healthier adults in the years to come.



Ellen Haas wants to see students eat more fruits, vegetables, less fat.

An activist still — but wearing a new hat

By Alan Sverdlik
STAFF WRITER

After 20 years of decrying American agricultural policy for what she saw as neglect of the consumer, Ellen Haas is now in the position to do something about it.

The fervid consumer-advocate-turned-government-bureaucrat is trying to prove that she can work just as effectively within the system as she did while agitating for change from the outside.

"The mythology about government is that it's so big you can't get anything accomplished," says the U.S. Department of Agriculture's assistant secretary for food and consumer services, who was in Atlanta Wednesday for a daylong hearing on the national school lunch program.

"I don't buy it. If I was going to have to fight a bureaucracy that never moved, it would be far too frustrating."

Took on agribusiness

One of Haas's pet causes is to improve school lunches by increasing amounts of fresh fruits and vegetables and reducing the fat content of meat and dairy products.

Haas, 54, was appointed to the post in April. She oversees the country's largest feeding programs, among them food stamps and school lunches, as well as the federal government's nutrition education arm.

As executive director of Public Voice for Food and Health Policy, which she founded in 1982, Haas took on agribusiness over purportedly lax meat inspections and pesticide-residue laws. She also criticized the programs she now administers, particularly the high fat and cholesterol content in school lunches.

Appeals to bottom line

But Haas doesn't see herself as an ideologue who is unable to forge new alliances or push the right buttons with former adversaries. And she tries to avoid the occasionally blustery lingo of the consumer protection movement, which likens its mission to a war.

When talking with cattlemen and pork producers, Haas says, she appeals to the bottom line by stressing that nutrition consciousness is a juggernaut they can't afford to ignore.

"If they keep their heads in the sand, the marketplace will be a much more difficult place for them," she says.

Haas grew up in Queens, N.Y. Nutritionally speaking, her family was ahead of its time. Every meal in the spring and summer began with honeydew melons or cantaloupes. The winter repast commenced with grapefruit.

With that kind of upbringing, it's easy to see how Haas became disconsolate when she visited a middle school and saw but a few patches of green on the lunch plates of 500 children.

"If the pattern continues, those kids will put themselves in risk of heart disease and cancer," she says.

'Must do better' on feeding students

School meals don't always make the grade, nutritionists contend

By Donna Williams Lewis
STAFF WRITER

How could school lunches be more nutritionally correct? Several hundred school nutritionists, educators and food industry representatives from across the Southeast gathered at Atlanta's Usher Middle School Wednesday to answer that question for the U.S. Department of Agriculture (USDA).

The regional hearing was one of four to be held across the nation to gather public input for the USDA as it revamps the National School Lunch Program.

Menu changes urged

Ellen Haas, USDA assistant secretary for food and consumer services, said it's time for change on school lunch plates.

She recounted eating lunch with some Baltimore students who told her vegetables were only for the teachers. "There were bowls of fruit, but many of

the children said they couldn't reach them," Haas said. "We must do better."

School lunches could be better if cafeterias didn't serve so many processed foods, said Marlene Gunn, child nutrition director in the Mississippi Department of Education. It's the fat and sodium added during the processing that's hurting school food, she said.

The USDA has already announced plans to double the number of fresh fruits and vegetables, offer lower-fat meats and expand the variety of poultry dishes with items such as turkey burgers.

Long lines, short breaks

But the problem goes beyond what goes on the plate, speakers said. Parents and children need to be educated on healthy eating so children will make the right choices, speakers said.

And with students discouraged by long lunch lines and 20

minutes to eat, nutritionists need ammunition to compete with vending machines on every school floor and canteens that serve pizza, hot dogs and other fast foods, said Pat Truett of the South Carolina Food Service Association.

The hearing gave food industry types the chance to push their wares.

A Florida produce broker told frustrated school nutritionists the key to getting fresh produce "from field to fork" without being faced with tons of tasteless tomatoes and rotten rutabagas.

Produce must be handled at the right time, in the right way, and in the right quantity, said Chuck Weisinger of Weis-Buy Services Inc. The benefits: "Color, taste and nutritional benefits," he said. "So they're cool for kids to consume."

(Here are the rest of them 13 more!)

(Call Ron Vogel if you have questions at (703) 305-2054)

FAX COVER SHEET

TO: Rosalyn Miller

FROM: Ronald Vogel

PHONE: (703) (305-2054)

OF PAGES (INCLUDING COVER): (37)

DATE SENT: 11/29/93 4pm



The energy source

We get our energy from calories and our calories from three sources: fats, carbohydrates and protein. We should get less than 30 percent of our calories from fat, about 60 percent from carbohydrates and about 15 percent from protein.

School lunches

A school lunch should provide about one-third of a child's daily nutrients. But an analysis of one week's worth of meals from a metro Atlanta school menu showed that too much energy came from fat and not enough from carbohydrates — breads, grains, cereals, vegetables, fruits and legumes. Here is the sum of that week of school meals:

	Desired	School meals
Protein	12-15%	16%
Carbohydrates	60% or more	50%
Fat	Less than 30%	34%

Source: Dr. Dan Benardot, Georgia State University

The USDA has already announced plans to double the number of fresh fruits and vegetables, offer lower-fat meats and expand the variety of poultry dishes with items such as turkey burgers.

Publication

City

State

Date

Submitted By

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10/12/93

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The Atlanta Journal / The Atlanta Constitution

Update: Kids speak out about lunch



Tiffany Thomas, 11, of Crawford W. Long Middle School, sits with what looks like ravioli, milk, salad, a roll and a cookie. Shortly after NFK's story on school lunches, the sixth-grader testified before a panel on how to improve the food. She was the winner of a government essay contest.

DIANNE LAAKSO/Staff

Food Guide Pyramid

A Guide to Daily Food Choices

Fats, Oils, & Sweets
USE SPARINGLY

KEY

□ Fat (naturally occurring and added)

■ Sugars (added)

These symbols show that fat and added sugars come mostly from fats, oils, and sweets, but can be part of or added to foods from the other food groups as well.

Milk, Yogurt, & Cheese Group
2-3 SERVINGS

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS

Vegetable Group
3-5 SERVINGS

Fruit Group
2-4 SERVINGS

Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

SOURCE: U.S. Department of Agriculture; U.S. Department of Health and Human Services.

Use the Food Guide Pyramid to help you eat better every day...the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk group and two to three servings from the Meat group.

Each of these food groups provides some, but not all, of the nutrients you need. No one food group is more important than another — for good health you need them all. Go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

To order a copy of "The Food Guide Pyramid" booklet, send a \$1.00 check or money order made out to the Superintendent of Documents to: Consumer Information Center, Department 169-Y, Pueblo, Colorado 81009.

U.S. Department of Agriculture, Human Nutrition Information Service, August 1992, Leaflet No. 572

LUNCHES

Continued from A1

Grates.

Kildee, who helped arrange the Flint visit, said the hearings are unprecedented since President Harry S. Truman started the school lunch program in 1946. Truman began the program after learning that many men failed their military physicals during World War II because of poor nutrition.

The eating and exercise patterns of American children, as well as information on nutrition, are much different now.

"Our standard is now the 1946 standard," Haas said in explaining the need for new policies. "How can we bring the standards up to 1990s standards?"

Parents, nutrition experts, school workers and food producers tried to answer that question for a panel including Haas, Kildee and representatives of the U.S. departments of Education and Health and Human Services.

Nutrition experts griped that the school lunch — sometimes the best meal children get all day — contributes to high-fat, high-salt diets.

Doctors and nutritionists cited statistics suggesting that U.S. children are too fat and unhealthy. They noted heart disease, stroke, diabetes, some cancers and chronic illnesses are linked to a poor diet.

"The statistics are shocking in American children," said Dr. James Moller, president of the American Heart Association and professor of pediatrics at the University of Minnesota Hospital.

One study suggests more than half of teens aged 13 to 17 are

overweight, Moller said.

Kids who don't eat well don't learn well and are more likely to be absent and excessively tired, others said.

But everyone agreed providing healthy food is pointless if kids scrape it off their tray.

The answer, some said, is a federally funded nutrition campaign that includes parents.

"When I was a child, our parents fixed dinner, and we ate what they fixed, and we had no alternatives," said Dr. Margaret Betts, a physician and a member of the Detroit Board of Education.

Now, she said, too many parents yield to their children's wish for junk food and their own desire for convenience.

Leslie Haikio of Flint said it is difficult to combat fast-food's grip on her son.

"He feels deprived if he can't go to McDonald's or Taco Bell or the like as much as his friends," she said.

Dr. Lawrence Reynolds of Hamilton Family Center in Flint said poor nutrition affects all families, not just the poor.

"It's pretty much a phenomenon of the hurried families — including mine," he said.

Nutritional information should start with young children and could take lots of forms, speakers said.

Suggestions included:

- Asking kids and parents to help plan the menu.

- Filling the lunch period with stories and games about nutrition.

- Nutrition lessons built into regular classroom activities.

- Workshops for parents and children.

- Better presentation of food

to attract kids toward healthy items.

Some said schools must get rid of their double standard, such as allowing snack vending machines because they supplement school funding.

"We teach nutrition objectives at school but allow parent organizations to sell candy," said Debra Robins, who runs the Genesee County Community Action Agency's Head Start program.

Food service workers said they are working to improve school meals, but obstacles include time-consuming paperwork, too little money, and rules that steer them toward buying fatter food.

Some also said negative media reports only result in fewer kids eating school lunches, and the USDA should instead promote the programs' positive aspects.

Schools could serve more fresh food if they could buy the items themselves as needed, said Janet Geffke, food service director for the Bay City School District.

The federal government now buys commodities and delivers them to schools just once a month, leading to storage and spoilage problems.

Haas said she has visited lunchrooms across the nation to gather information.

"Almost every one I saw had french fries (to eat)," she said. "And one boy I sat next to added a bag of chips."

She didn't have fries Friday and she didn't throw any of her meal away.

Flint's Pierce Elementary School served her lasagna, baked hash browns, carrot sticks, apples, low-fat milk and orange sherbet.

SATURDAY

THE
FLINT

JOURNAL

NOVEMBER 13, 1993

35 CENTS



The USDA's Ellen Haas opens her package of lasagna as Tamara Brickey (left), 11, and Candice Morgan (right), 10, look on Friday at Pierce Elementary School.

USDA hearing on school lunches offers food for thought to officials

By Marcia Mattson
JOURNAL EDUCATION WRITER

Tamara Brickey, Candice Morgan and Natasha Pillay told federal officials Friday they enjoy most lunches served in the Flint School District.

Tamara and Candice, fifth-graders at Pierce Elementary, pointed out the food is nutritious.

And Natasha, an eighth-grader at Whittier Middle School, said she understands the importance of eating healthy.

"In order for a machine to run smoothly and efficiently, the right kind of fuel must be used," she said.

But when U.S. Rep. Dale E. Kildee,

D-Flint, asked whether most students would prefer a sugary fruit cocktail or a piece of fresh fruit, the cocktail got the nod.

And Candice said kids at her school usually have a choice of fruit or hash browns — and pick the latter.

The girls, who won an essay contest on school lunches, were among more than 70 people who spoke about school lunches, at a U.S. Department of Agriculture hearing Friday in Flint.

One issue came up again and again: Schools now provide some healthy food, but kids don't eat it.

"Our tras. cans get better-fed than many of our children," said Luz Serrano, a principal in Minnesota's St. Paul

School District.

Ellen Haas, USDA assistant secretary for food and consumer services, conducted the hearing at Mott Community College. Haas is seeking ways to make school lunches meet the U.S. dietary guidelines and hopes to propose policy changes this winter.

Two hearings already took place in Atlanta and Los Angeles, and a fourth is set for Washington, D.C.

They follow the USDA's Oct. 25 report that concluded 99 percent of school districts should improve the nutritional value of their meals by reducing fat and salt and increasing carbohy-

Please see LUNCHES, A2

Included in the \$1.35 price of the Carman-Ainsworth hot lunch are several side dishes. Tuesday's options were a salad of lettuce, meat and vegetables; jello; carrot and celery sticks; a trail mix of nuts, fruits and grains; canned peaches; macaroni salad; and kidney bean salad.

Surprisingly, several Carman-Ainsworth kids said they were tired of eating pizza.

"We get pizza three days a week; we're getting tired of it,"

Quinarda Kidd, 12. "We want more nutritious food."

But what did Quinarda choose to eat? A cheeseburger, brownie and juice.

Nearly 25 million students receive school lunches on any given day. The USDA subsidizes the program by more than \$4 billion a year through cash payments to help poor students get free or reduced-priced meals and through buying food for schools.

The USDA recently decided to double its purchase of fresh fruits and vegetables for distribution to schools this year.

An Oct. 25 report found that 94 percent of U.S. schools should improve the nutritional value of their meals. The report found that school lunches give students more fat and salt than they need while shortchanging them on carbohydrates.

It found that 38 percent of the calories from school lunches come from fat, higher than the 30 percent cap set by government nutritionists. But the study also found the number of kids eating school lunches plummets when the average fat level drops below 32 percent.

The amount of salt, nearly 1,479 milligrams, is almost double the 800 milligrams recommended as a maximum for school lunches.

The USDA study looked at 542 of the nation's 94,000 schools for one week. Sandra Lemon, the Fenton School District's food service director, said the study doesn't reflect the food served to Michigan kids.

"We have been providing self-serve salad bars even for elementary kids for more than 10 years," said Lemon, who will speak at Friday's hearing.

But the study also showed that school lunches are more nutritious than all other choices — including home-packed lunches.

What kids eat at school often depends on their eating habits at home. And many of the sack lunches brought from home included lots of sugar, salt and fat.

Deepak Khandeiwal, 12, is a vegetarian who only eats chicken. So the seventh-grader brings his lunch to Carman-Ainsworth.

Tuesday, he had a jelly and butter sandwich, an apple, a chocolate snack cake filled with cream, cheese-flavored crackers, potato chips and fruit punch.

Information from The Associated Press was included in this report.

What's for lunch?

The U.S. Department of Agriculture will hold a public hearing in Flint on improving school meals and increasing children's nutrition awareness.

■ **When:** 8:30 a.m. to 5 p.m. Friday.

■ **Where:** Prah Center, Mott Community College, 1401 E. Court, Flint

■ **Featured speakers:** Ellen Heas, USDA assistant secretary for food and consumer services; Dr. James Moller, president of the American Heart Association; and representatives from the U.S. departments of Education and Health and Human Services.

■ **Open to the public:** The panel will take scheduled testimony until 4:15 p.m., when anyone attending can address the panel.

■ **If you can't attend:** Mail written comments by Dec. 15 to: Stanley C. Garnett, Director, Child Nutrition Division, USDA-Food and Nutrition Service, 3101 Park Center Drive, Room 1007, Alexandria, VA, 22302. Or call (703) 305-2590.

THE FLINT JOURNAL

NOVEMBER 11, 1993

Healthy food fails kids' test

Feds rip school lunches, but will students eat good stuff?

By Marcia Mattson
JOURNAL EDUCATION WRITER

Corey Brown's favorite hot lunch is the one he ate Tuesday — nacho chips, ground beef and melted cheese.

But Corey, 9, can't stand the spaghetti served at Clio's Garner Elementary School.

"It tastes gross," he said. "It's too mushy."

His schoolmate, Jacob Griffith, avoids the goulash.

"I don't eat it; it just tastes yucky," said the 8-year-old.

Think you've got a picky palate? Try dealing with a school cafeteria full of

Coreys and Jacobs.

While federal officials are blasting high-fat, high-cholesterol school lunches and talk about increasing the amount of fresh fruits and vegetables going to schools, school officials have a defense that many parents understand: You can offer healthy food to kids, but they may not eat it.

Federal officials might hear that complaint Friday, when Flint hosts a federal public hearing on school meals.

Ellen Haas, assistant U.S. secretary of Agriculture for food and consumer services, will attend the Mott Community College hearing, which is one of just four nationwide.

Lunch staples at most local schools are pizza, tacos, nachos, burritos, hamburgers, hot dogs and french fries. Some fresh, cooked and canned fruits and vegetables also usually are offered.

But when the cafeteria clears, the tacos, nachos and pizza are gone, and plenty of salads, vegetables and fruit is left over.

At Garner Elementary Tuesday, children could choose from two types of beans, canned pears and applesauce to go with their nachos.

Christine Stevens, 7, said she likes all of the food served and eats fruits and vegetables daily.

Not Jenna Haight, 8. When asked if there was anything she didn't like, she said: "Yep. Those green things," pointing to the green beans on another girl's plate.

Of dozens of children observed eating this week at Carman-Ainsworth Junior High, most had only a cheeseburger and fries on their tray.

Just a few chose a salad for lunch.

Carman-Ainsworth dropped its own hot lunch program two years ago and contracted with McDonald's, Pepperooni's Pizza and Taco Bell to provide entrees.

"These kids are so tuned into fast food, that's all they know," said Diane Williams, the kitchen manager at the junior high school. She's speaking from 26 years' experience on the food staff.

"Sometimes we put out macaroni and cheese or goulash and they say, 'What's that?'"



JOURNAL PHOTO/MICHAEL T. ROBB

Terry Keen, 15, washes down a McDonald's hamburger at Carman-Ainsworth Junior High School. McDonald's and two other fast-food businesses serve the school.

Request for Public Comment and Public Hearings "Nutrition Objectives for School Meals"



Food and Nutrition Service
U.S. Department of Agriculture

There is no longer any question that diet is related to chronic disease. Since eating habits are established early in life, the school lunchroom provides a first line of defense against poor nutrition. School meal programs should meet the Dietary Guidelines for Americans so that children get nutritious, healthful meals. The Dietary Guidelines are a cornerstone of preventive medicine. And, prevention is a central message of President Clinton's Health Security Plan. Before any policy changes are made, however, USDA wants to hear from the public. So Secretary Espy has announced that USDA will seek public comment on how we can meet Nutrition Objectives for School Meals. USDA will hold four regional hearings, and people who can't attend the hearings should send written comments.

Why is this issue important?

There is increasing evidence that childhood diets high in fat, saturated fat and cholesterol and low in fiber have lasting health consequences. Such diets increase the risk of heart disease and certain cancers in adulthood. Low-income Americans are at higher risk to such chronic diseases than are Americans of higher incomes, according to Healthy People 2000, a report of the Department of Health and Human Services.

The reorganization of USDA has put a greater emphasis on nutrition, recognizing the importance of healthful eating.

A USDA study and other studies show that school-age children get too many of their calories from fat and do not eat enough fruits and vegetables.

What are the Dietary Guidelines for Americans?

Based on the scientific evidence linking diet to health, the Departments of Agriculture and Health and Human Services most recently issued the 1990 Dietary Guidelines for Americans which identify healthy dietary practices.

The Guidelines recommend a diet with plenty of vegetables, fruits and grain products. Studies show that 35 percent of elementary school children ate no fruit on a given day and approximately 25 percent of all school children ate no vegetables on a given day.

The Dietary Guidelines also recommend that Americans *2 years of age and older* limit fat to 30 percent of calories. Studies show that five out of six school-age children (aged 6-19) have diets which exceed the recommended limit on fat.

Why is The National School Lunch Program so important?

The National School Lunch Program operates in nearly 95 percent of the nation's schools and serves about 25 million lunches a day. More than 5 million children are served breakfasts at school. Half the school meals are served free or at a reduced price to needy students and may be the only nutritious meals these children get each day.

How can the public provide their ideas on "Nutrition Objectives for School Meals"?

You can submit written comments or attend a hearing. To participate at one of the hearings you must complete a participation form with a concise description of the topic to be addressed, and return it to the appropriate Regional Office. Given the time constraints, individuals will be selected for oral presentations upon receipt of the participation form on a first-come, first-served basis.

- What should the public's written comments address?
- Health consequences of children's current eating habits;
- Implementing Dietary Guidelines in school meals to improve children's diets;
- Opportunities and obstacles to meeting nutrition recommendations;
- Where do we go from here?

Where can people send written comments?

**Nutrition Objectives
Stanley C. Garnett
USDA/FNS/CND
3101 Park Center Drive, #1007
Alexandria, VA 22302**

Dietary Status of School Children



Food and Nutrition Service
U.S. Department of Agriculture

- Studies sponsored by USDA indicate that children's diets do not now meet the Dietary Guidelines for Americans because they eat too much fat.
- School-age children get too many calories from fat. The Dietary Guidelines for Americans, issued jointly by USDA and HHS, recommend that children get not more than 30 percent of their calories from fat. The FNS-sponsored School Nutrition Dietary Assessment Study shows that school children who ate a lunch subsidized by the National School Lunch Program (NSLP) consumed 35 percent of their daily calories from fat, compared to 33 percent of calories from fat for other children who eat lunch in school. School lunches alone provided 37 percent of lunch calories from fat for children who ate them, compared to 33 percent of lunch calories from fat for other children eating lunch in school.
- The School Nutrition Dietary Assessment Study found that the percentage of calories from saturated fat also exceeds recommended levels for school-age children--about 13 percent of calories consumed in a day, compared to the Dietary Guidelines recommendation of not more than 10 percent. Those who ate a lunch subsidized by the National School Lunch Program consumed 15 percent of their lunch calories from saturated fat.
- Large numbers of children do not eat enough fruit. The most recent survey on what Americans eat conducted by the USDA Human Nutrition Information Service shows that on an average day 35 percent of elementary school children and almost 60 percent of teenagers do not eat fruit. The Food Guide Pyramid recommends 2 to 4 servings a day from the fruit group.
- The HNIS study found that on an average day about 25 percent of school-age children do not eat any vegetables. The Food Guide Pyramid recommends 3 to 5 servings a day from the vegetable group. Also of concern is the finding that elementary school children and teenagers vegetable selection lacks variety--they often eat potatoes, and many of them fried.
- The HNIS study also found that on an average day, 13 percent of the low-income male teenagers and 22 percent of the low-income female teenagers drank no fluid milk, compared to 3 percent for higher income male and female teenagers.
- Generally, the School Nutrition Dietary Assessment Study showed that average nutrient intakes of school children met or exceeded the Recommended Dietary Allowances (RDAs) for key nutrients. Intakes by female teens were below the RDA for calcium, iron, magnesium, and zinc.

Diet and Health: The Vital Link



Food and Nutrition Service
U.S. Department of Agriculture

Many young American children have diets that are too high in calories and fat (especially saturated fat), cholesterol, and sodium. They also are too low in complex carbohydrates and fiber. According to a Surgeon General's report, such diets are associated with 5 of the 10 leading causes of death in the United States: coronary heart disease, some types of cancer, stroke, noninsulin-dependent diabetes mellitus, and atherosclerosis. There is increasing evidence that such diets among children have lasting adverse effects on their health.

- The 1988 Surgeon General's Report on Nutrition and Health found that for the two out of three Americans who neither drink excessively nor smoke, eating patterns may shape their long-term health prospects more than any other personal choice.
- In a 1989-90 survey, USDA found that children and teenagers get 35 percent of their calories from fat. The percentage of calories from saturated fat was about 13 percent. This is in direct contradiction to the Dietary Guidelines for Americans, which recommend that Americans 2 years and older limit fat to no more than 30 percent of calories consumed (and saturated fat to less than 10 percent).
- According to a 1991 report of the National Heart, Lung, and Blood Institute, studies show that the atherosclerotic process begins in childhood and is affected by high blood cholesterol levels. Compared to children in many other countries, U.S. children have higher blood cholesterol levels and higher intakes of saturated fat and cholesterol.
- A number of studies relate saturated fat intake to high blood cholesterol and increased risk for coronary heart disease. Diets high in fat are associated with increased risk of some types of cancer, possibly gallbladder disease, and obesity.
- Americans eat only about half of the dietary fiber recommended by the National Cancer Institute to help reduce the risk of some types of cancer. Yet dietary fiber is readily available from a variety of foods such as vegetables, fruits and grains, which are also low in fat. In addition, plant foods are thought to contribute other protective substances, such as carotenoids, which may help reduce cancer risks.
- The Food Guide Pyramid suggests at least 5 servings of fruits and vegetables daily. A 1989-90 USDA survey found many children's diets did not meet this goal. In fact, 35 percent of elementary school children ate no fruit on a given day; and approximately 25 percent of all school children ate no vegetables.

How to Use The Daily Food Guide

What counts as one serving?

Breads, Cereals, Rice, and Pasta

1 slice of bread
1/2 cup of cooked rice or pasta
1/2 cup of cooked cereal
1 ounce of ready-to-eat cereal

Vegetables

1/2 cup of chopped raw or cooked vegetables
1 cup of leafy raw vegetables

Fruits

1 piece of fruit or melon wedge
3/4 cup of juice
1/2 cup of canned fruit
1/4 cup of dried fruit

Milk, Yogurt, and Cheese

1 cup of milk or yogurt
1-1/2 to 2 ounces of cheese

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

2-1/2 to 3 ounces of cooked lean meat, poultry, or fish
Count 1/2 cup of cooked beans, or 1 egg, or 2 tablespoons of peanut butter as 1 ounce of lean meat (about 1/3 serving)

Fats, Oils, and Sweets

LIMIT CALORIES FROM THESE especially if you need to lose weight

The amount you eat may be more than one serving. For example, a dinner portion of spaghetti would count as two or three servings of pasta.

How many servings do you need each day?

	Women & some older adults	Children, teen girls, active women, most men	Teen boys & active men
Calorie level*	about 1,600	about 2,200	about 2,800
Bread group	6	9	11
Vegetable group	3	4	5
Fruit group	2	3	4
Milk group [†]	**2-3	**2-3	**2-3
Meat group	2, for a total of 5 ounces	2, for a total of 6 ounces	3 for a total of 7 ounces

*These are the calorie levels if you choose lowfat, lean foods from the 5 major food groups and use foods from the fats, oils, and sweets group sparingly.

**Women who are pregnant or breastfeeding, teenagers, and young adults to age 24 need 3 servings.

A Closer Look at Fat and Added Sugars

The small tip of the Pyramid shows fats, oils, and sweets. These are foods such as salad dressings, cream, butter, margarine, sugars, soft drinks, candies, and sweet desserts. Alcoholic beverages are also part of this group. These foods provide calories, but few vitamins and minerals. Most people should go easy on foods from this group.



Some fat or sugar symbols are shown in the other food groups. That's to remind you that some foods in these groups can also be high in fat and added sugars, such as cheese or ice cream from the milk group, or french fries from the vegetable group. When choosing foods for a healthful diet, consider the fat and added sugars in your choices from all the food groups, not just fats, oils, and sweets from the Pyramid tip.

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION



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2 EA
Confirmed
11/10/93
mam
OCT 5 REC'D

2020 West Third, Suite 404
Little Rock, AR 72205
September 30, 1993

- Accepted for Dec. 2 / 9:30 am
- Dorothy Caldwell w/ call w/o 11/8
to speak w/ ctr
- More details + talking pts. will follow.

Carol Rasco
Domestic Policy Advisor
The White House
Washington, DC 20500

Dear Carol:

As part of our continuing efforts to focus attention on the health and education benefits of school nutrition programs, the American School Food Service Association will host a consensus conference in Washington, DC on December 2 and 3, 1993. I would very much like to have you be the keynote speaker.

The clarity you bring to discussions of education and health issues will greatly enhance this conference and ultimately, the nutrition services provided to children across the country. We do hope your schedule will permit you to join the nine other speakers and 30 representatives of strategic allied groups who will be a part of this important effort.

"School Meals: Building Healthy Children, Ready to Learn -- a Consensus Conference" will be held at the (Grand Hotel) We will begin with a continental breakfast at 8:30 a.m. on December 2 and would like to schedule your talk for 9:30. However, we will happily arrange for you to speak at lunch or any other time Thursday which would fit your schedule. Friday will be spent in discussion groups and a final general session refining issues presented by speakers on Thursday.

7 429-0100

Rosalyn told me yesterday that it is not possible to schedule you further than four weeks out. This will not present a problem for us.

I look forward to hearing from you and to having you be a part of our efforts on behalf of children's nutrition, health and education.

Sincerely,

Dorothy Caldwell, MS, RD
President


Dorothy Caldwell, Dir. Child Nutrition
Arkansas Dept. of Ed
(501) 324-9502
Marylou - Secty.

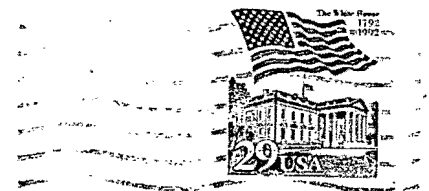
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Update
Reed - TV Violence
Justice Issue

Memo on Needs for
Crime Base Conf

AMERICAN SCHOOL FOOD
SERVICE ASSOCIATION

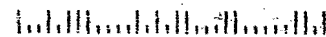

DOROTHY CALDWELL
2020 West Third • Suite 404
Little Rock, AR 72205



Carol Rasco
Domestic Policy Advisor
The White House
Washington, DC 20500

ATTENTION: Rosalyn Miller

1600 Duke Street, 7th Floor
Alexandria, Virginia 22314



JAN 10 1994

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION



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January 5, 1994

The Honorable Carol Rasco
Domestic Policy Advisor
The White House
Washington, DC 20500

Dear Ms. Rasco:

Thank you again for joining us at our consensus conference, "Building Healthy Children: Ready to Learn." I certainly enjoyed your stimulating remarks!

A copy of your transcribed comments is enclosed. Please ask someone in your office to review the transcript for accuracy. They can feel free to mark up this copy. All of the speakers' presentations will be included in the published proceedings of the conference. Once completed, a copy of the proceedings will be sent for your files.

We would very much appreciate receiving the "edited" copy of your presentation by January 26, 1994. A self-addressed envelope has been enclosed.

It was an honor to meet you, and please call me anytime I can be of assistance.

Sincerely,

Tami J. Cline, MS, RD
Nutrition and Education Specialist

Enclosures

cc: Dorothy Caldwell, MS, RD
ASFSA President

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION

2020 West Third, Suite 404
Little Rock, AR 72205



December 28, 1993

xc Halston
xc Marion Berry } fyi
orig: file

Carol Rasco
Domestic Policy Advisor
to The President
The White House
Washington, DC 20500

Bill & Marion: I
will refer her to
you when she
calls

Dear Carol:

Thank you for the extraordinary contribution you made to the success of ASFSA's consensus conference. Your presence and your presentation were of immense value to the goals of the conference.

Thanks -
CR

We were delighted by the interest shown by leaders of many health, education, government, advocacy, and industry groups whose support is critical to real reform in school nutrition programs. The conference report will include strong statements supporting a comprehensive approach to school meals and nutrition education as integral components of education and health care reform.

I hope you will find it possible to champion the efforts needed to help these programs reach their potential. I look forward to visiting with you soon to get your views on specific policy recommendations.

Please know that my tardiness in writing in no way detracts from my appreciation for your participation in our conference. Preparation for Christmas for my five children and ten grandchildren took precedence over all other activities during the last three weeks. Tomorrow, I'm off to Philadelphia for the birth of another grandchild. It's a wonderful, busy life!

Thank you again for your continuing interest in children.

Sincerely,

Dorothy
Dorothy Caldwell, MS, RD
President

DRC:cd

School Meals



DEC 29 REC'D

To: Carol Rasco Date: 12-29-93

Fax No. 202-456-2878

From: Dorothy Caldwell, ASFSA President

- P.Y.I.
- Per your request
- Please reply
- Per our conversation

Call 501/324-9502 if you do not receive all pages being sent. Total no. of pages (including this page) 2

Message:

Dorothy Caldwell
 ASFSA President
 Arkansas Department of Education
 2020 W. Third, Suite 404
 Little Rock, AR 72205
 Phone: 501/324-9502 ■ FAX: 501/324-9505

(Handwritten initials)

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION

2020 West Third, Suite 404
Little Rock, AR 72205



JAN 4 1993

December 28, 1993

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Domestic Policy Advisor
to The President
The White House
Washington, DC 20500

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President

DRC:cd