

School Breakfast/Lunch Programs

Name

Institution

Annotated Bibliography: School Breakfast/Lunch Programs

Many children are not able to carry on with their studies because of struggle with their hunger. Thus, there is a need for the breakfast and lunch programs to persist because they not only help in giving the student's the energy as well as the improve health and well-being.

Bailey, M. J., & Danziger, S. (2013). *Legacies of the War on Poverty*. New York: Russell Sage Foundation.

One of the biggest contributions of the school feeding initiative, as Bailey and Danziger claim, is that it provides free meals for children with low incomes. According to the writers, appealing to low-income children's nutritional requirements increases their food safety, emotional well-being, class attendance, and academic success. In this situation, all wellness and educational expectations are supported by the school breakfast program. Researchers at the University of Michigan and the Russell Sage Foundation, Bailey and Danziger, claim that while the consistency of school meals has been criticized, they also offer a realistic alternative than staying without food. More so, the authors argue that the initiative is an effective step towards poverty alleviation and other social diseases such as malnutrition. In particular, the book offers a theoretical context for analysis on the feeding plan's relation to the war against poverty. Lastly, to analyze mechanisms to strengthen the federal initiative, the authors suggest more analysis.

Bartfeld, J. (2009). *The School Breakfast Program: Participation and impacts*. Washington, D.C.: U.S. Dept. of Agriculture, Economic Research Service.

A holistic understanding of the essence and effect of school breakfast services is given in the Bartfeld book. Judi Bartfeld, who is a professor of human ecology, does an amazing job of describing the meal program process. The professor states that there is a regular meal plan for

children who come from households below the 130% threshold. For those between 130 percent-185 percent, reduced meal prices are issued. Bartfeld continues to state that through the scheme, more than 20 million low-income kids will get nutritious food. Finally, kids from high-income households are expected to pay the entire amount. Feeding services are important for children who don't get enough at home, according to Bartfeld, and they play an important role in enhancing their performance. Bartfeld, an expert nutritionist, claims that children who are starving are unable to concentrate. For any study on involvement in the school feeding program and the effects of the process, Bartfeld's work offers a theoretical and statistical context.

Edelstein, S. (2017). *Nutrition in public health*. Burlington, MA: Jones & Bartlett Learning.

More so, Edelstein reports that in the United States, the federal administration's school feeding policy has taken remarkable strides to boost children's wellness and academic standards. In addition, according to the author, a major achievement in alienating poverty has been the school breakfast program. Edelstein is an associate professor at the Simmons College of Nursing and Health Sciences Department. For her role in the study of dietetics, Edelstein won the Medallion Award. She provides a detailed description of the federal program's existence, involvement and potential. The book offers an analytical context for kid's nutrition studies and the role of school feeding policies in meeting children's nutritional needs. Edelstein, however, argues that the federal services pose major challenges. One of the main stumbling blocks, according to Edelstein, is the stigmatization of kids, especially those who are allowed to provide free meals. Edelstein also recognizes that quality issues have been posed, especially for families between 130 percent and 180 percent of poverty levels, a consideration that prohibits them from engaging in the program. The use of her experiences in utilizing the theoretical framework to unravel the breakfast to facilitate the health of children makes the article more credible. The source can be

used by the government to draft and implement policies that can save the children from giving up their education due to hunger.

Egner, R., Oza-Frank, R., & Cunningham, S. A. (July 01, 2014). The School Breakfast Program: A View of the Present and Preparing for the Future—A Commentary. *Journal of School Health*, 84(7), 417-420.

The work of Egner, Oza-Frank and Cunningham is an empirical study aimed at assessing the present and future of school breakfast programs. The paper is a practical reference point because it was conducted scientifically for future research into school feeding programs. According to the article, school meals have not only enhanced children's health standards, but also their cognitive performance. The authors of the study, however, state that there are several steps that the federal government needs to take to ensure that the obstacles facing the program are resolved. The authors say that the process of applying for free meals must be rationalized by the federal government. The article reveals that many worthy kids are locked out of the program by the existing financial guidelines. In addition, administration and other cafeteria nuances, such as long queues and employee negative attitudes, need to be addressed by the government. The work of Egner, Oza-Frank & Cunningham was evaluated and approved for publication by the Journal of School Health. An empirical point of reference for research on the role of school breakfast programmes is provided in the journal article. Egner has a Master's in Public Health and works at the School of Nursing, Duke University, as a research assistant. Oza-Frank is an assistant professor at the Nationwide Children's Hospital Center for Perinatal Studies. The article can be used by the government to come up with the programs that can improve academic and health betterment.

Institute of Medicine (U.S.), & Institute of Medicine (U.S.). (2008). *Nutrition standards and meal requirements for national school lunch and breakfast programs: Phase I. proposed approach for recommending revisions*. Washington, D.C: The National Academies Press.

The article book focuses on observational evidence obtained after the school feeding program was initiated. The school break scheme was designed to remedy the food shortages facing children in the United States, according to the book. One of the main food aid programs in the United States is the feeding initiative. In addition, the book states that the curriculum aims to combat childhood obesity, as the nutritional ratios of the meals are influenced by the Dietary Recommendations for Americans. The morning lunch services help provide dietary or nutritious requirements for children from low-income families are one of the main contributions that stands out in this text. The article documents the levels of poverty derail children's development and growth and impact their cognitive and behavioral functionalism. For this cause, school meals are an important component of impact reduction. The Institute of Medicine has been referred to as the most reliable and reliable point of reference on health problems. The institution was set up in 1970 to conduct independent research in the areas of science, technology and medicine. The non-profit corporation exists under the National Academy of Sciences' 863 Legislative Charters. The publication thus provides the primary source for study on the process of school services. The feeding plans by the governments can be bettered by the information contained in this book on how the programs can be ideally undertaken.

Martin, J., & Oakley, C. (2008). *Managing child nutrition programs: Leadership for excellence*. Sudbury, Mass: Jones and Bartlett Publishers.

PhD holders Martin and Oakley note that the school feeding policy was developed to provide children from low-income families with nutritious meals. The writers continue to suggest that the world has seen a profound decline in chronic diseases since the implementation of the program in the United States. Besides, Martin and Oakley suggest that observational results have found that school breakfast and lunch meals have increased academic achievement, especially for children below the poverty line of 130 percent. The federal government has taken profound strides to increase the quality of school meals, as in the book. Thus, more kids have been engaging in the services. To inspire more students to take part in the plan, the writers recommend that there is a need to build more visibility. The book is a great focal point for analysis and assessment of how nutrition services for children should be handled. This source can be used to show that the meals program of the government promotes health, provides energy to students to excel educationally, and alienates poverty.

O'Donohue, W. T., Moore, B. A., & Scott, B. J. (2008). *Handbook of pediatric and adolescent obesity treatment*. New York: Routledge.

A conceptual and mathematical context for considering the structuralism of school breakfast initiatives is provided by the writers of this book. O'Donohue is a registered clinical psychologist, Moore Ph.D. teaches at the University Of Nevada School Of Psychology and Scott is a professional nutritionist. In this case, a holistic overview of the psychological and nutritional significance of school feeding programs is provided by the three authors. The authors note that one of the key mechanisms for combating pediatric obesity is school breakfast services. Breakfast/lunch services aim to reduce obesity, according to the book, so participating schools must ensure their food follows the federal plans. Schools are expected to serve meals of not more than 30 percent calories and not more than 10 percent fat under federal dietary guidelines. In this

scenario, as opposed to those who do not feed in classrooms, children who enjoy school meals consume cleaner nutrients. Therefore, an analytical comparison point was provided by O'Donohue, Moore and Scott to establish an analysis of the association between school breakfast services and children's psychological functionalism. This resource can be used to show that school break/lunch services enhance children's wellness and cognitive well-being.

Poppendieck, J. (2011). *Free for all: Fixing school food in America*. Berkeley: Univ of California Press.

This study provides a holistic overview of the kitchens of the United States colleges. The positive and the ugly of American federal meals for school-going children was measured by Poppendieck. The speaker creates a holistic view of why his goal is not fulfilled by the school feeding program. In this situation, Poppendieck claims that the federal government provides unhealthy food made up of nachos and Tater Tots to children. Poppendieck's book is relevant for school-based meal analysis since it offers a comprehensive description of the federal meal strategy and other aspects affecting government feeding programs. These program lacks funding from the management and staff, according to Poppendieck. In addition, Poppendieck claimed that the children's parents would only accept the initiative if the food being delivered was safe, given in the correct way and by the necessary mechanisms. Poppendieck is a sociology professor at the New York City Food Policy Center at Hunter College. To paint an impression of the operation of school breakfast services, Poppendieck uses her scholarly experience in social welfare.

Stallings, V. A., Sutor, C. W., Taylor, C. L. (2010). *School meals: Building blocks for healthy children*. Washington, D.C: National Academies Press.

The authors, scholars at the U.S. Institute of Medicine, are using observational evidence from the State Department of Agriculture to assess the role of school meals in children's nutrition. The book provides an analytical context for recognizing the importance of school feeding systems to child wellbeing and nutrition problems that are alienating. The authors note that school meals are one of the key pillars that fulfill children's nutritional needs, especially those from low-income backgrounds. The book continues to provide a realistic process to reach milestones in ensuring that children obtain a healthy volume. In studying the relevance of school feeding systems, the chapters of the book are significant. In addition, the report provides government guidelines for achieving nutrition standards for young school children. In addition, whenever the government incorporates their recommendations, the book proceeds to create an analysis of the expected effects.

Research Paper

School Breakfast/Lunch Programs

The school feeding meal initiative is a campaign introduced by the United States federal government to meet the nutrition needs of children (Bartfeld, 2009). Children from low income families are the main recipients of government policies (Edelstein, 2017). Since the initiative was implemented, numerous reports have indicated that there have been substantial changes in children's wellbeing and education standards (Martin & Oakley, 2008). In addition, school meals have led to the elimination of infectious illnesses and have been an important step towards poverty alleviation. The programs need to be supported and kept alive because of them help the kids in school by bettering their health, motivate them, and eradicate poverty.

Contribution

Nutritional tests have found that consuming breakfast increases daytime results. Breakfast aims to satisfy their food needs, provided that more than 30% of children's calories are lost during the day (Poppendieck, 2011). The initiative was introduced largely by the federal government to ensure that all children had access to safe and nutritious food (Poppendieck, 2011). For that cause, the government implemented dietary provisions to schools through the State Department of Education and Agriculture to ensure that their food met the criteria of nutrition (Edelstein, 2017). Essentially, more than 20 million children have benefited from the services since the outset. Children from low-income backgrounds are the largest beneficiaries of the plan because they are allowed to have food for free (Bailey & Danziger 2013). Empirical studies have also shown that the process has seen an increase in the consumption of nutritious foods such as milk and a decrease in soft drinks such as sodas.

In addition, data from the U.S. Department of Agriculture (USDA) indicates that the state has seen a significant decrease in chronic disease and malnutrition deficiencies since the policy was initiated (Martin & Oakley 2008). Furthermore, nutritionists have found that school breakfast programs have played an important role in alienating pediatric obesity due to federal regulations on the dietary levels of food obesity (Egner, Oza-Frank & Cunningham, 2014). In this case, the government requires all school lunches to have less than 30% and 10% respectively of calories and fats. Besides, school meals have been found to reduce the prevalence of chronic diseases such as anemia because the food is adequately supplied with iron. In addition, the federal program offers other essential nutrients for children, such calcium supplementation. Medical surveys have also revealed that the bodies of children involved in the program have better immune system.

The school feeding programs support the learning of children from middle-income backgrounds, not only from low-income societies (Institute of Medicine (U.S.), 2008). Mainly, studies have found that students arrive at school because of a myriad of problems, including poverty, long bus hours and the early evening rush. Therefore, because it motivates them during the day, breakfast in school acts as an operating condition. Mainly, hungry children cannot concentrate, according to Bartfeld (2009), and will always lead to poor educational outcomes. The National Assessment of Educational Progress (NAEP) indicated that math scores increased by an average of 2.2 points as a result of the school breakfast/lunch programs. On the other hand, reading accomplishments have risen by an average of 2.0 points. Findings from the Early Childhood Longitudinal Study, Kindergarten Cohort, have shown that the nation has seen a deep increase in science language and math since the beginning of the school breakfast programs. Nutritional surveys have shown that children who are involved in feeding policies perform much better than those that are not involved.

There is also a mental significance of the breakfast program in children. The plan improves children's cognitive well-being in this case, resulting in positive behaviour (O'Donohue, Moore & Scott 2008). In addition, psychologists have revealed that healthy breakfast increases children's memories, leading to high cognitive performance. Empirical studies have found that students have insufficient food at home are likely to be involved in criminal activities in order to search for food. In addition, many children fail to go to schools that are hungry and end up looking very vulnerable to criminal gangs. The government has also helped improve classroom populations for that reason. Mental health is a key element that is reflected in academic excellence.

Bailey and Danziger affirm that poverty has played an important part in alienating the federal initiative. Under this scenario, kids can afford a nutritious lunch a day for low-income households. Parents in low-income areas should no longer think about supplying their children with food requirements. The minimum money they have will then be used to tend to other demands and issues (Bailey & Danziger 2013). The federal government study suggested that many households who are sponsored by full-time minimum wage jobs will fail to make their end meet without the school feeding service. The articles offered an image of a family of four led by a full-time minimum-way worker. In this scenario, without support from the federal government, the family of four will slip below the poverty line.

While several studies agree that the federal government has taken profound measures to enhance children's wellbeing and school success, there are also important road blocks that impede the process's functionality. Stigmatization is one of the plan's main challenges. In this situation, often low-income children or students refuse to partake in the exercise because they fear like they would be seen as disadvantaged persons. In comparison, middle-income students are hesitant to enroll in the initiative because it is considered a generous contribution to the disadvantaged section of the student community. Other logistical nuances facing the service include set money from the national government, personnel and time for cooking meals.

Conclusion

It is evident that the school feeding programs have been instrumental in facilitating and bettering education for children as well as their health. Because many kids need to not worry about breakfast and lunch because the programs advocate against hunger for children in schools. In the sources evaluated above, it is evidence that children who are incorporated in the program

are better performance and healthier as compared to kids who have to deal with hunger as a result of lunch and breakfast scarcity. There are barriers that inhibit the programs becoming beneficial to the kids in the school and who are at the danger of hunger. An example stigmatization and the schools administration. Thus, some kids shy away from disclosing their hunger struggles. Thus, it is recommended that the program be facilitated by a functioning collaboration and coordination between the schools and the planners to endure that it becomes helpful to as many children as possible.



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