



USDA



Community Eligibility Provision

Partial District Implementation

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What is the Community Eligibility Provision?

- Allows high poverty schools to serve free meals to all enrolled students for a period of up to **four** consecutive school years
- Individual schools, groups of schools, or entire school districts may elect CEP



What Makes CEP Different?

- Student eligibility for free meals not determined on individual basis
- Eliminates the need to collect household applications
- Relies on direct certification process and other means of certifying students without an application
- SNAP, TANF, FDPIR, or based on status as migrant youth, homeless, foster child, or Head Start

CEP Benefits



Students:

- Enjoy free, healthy meals at school
- With all meals served at no charge, there is no stigma attached to a free meal

Parents:

- Do not have to fill out individual household applications
- Do not have to worry about refilling meal accounts, or whether their child has an opportunity to eat at school

Schools:

- Reduces paperwork and administrative costs
- Streamlines meal service operation
- Students spend less time waiting in lines and more time eating; they are less likely to discard food and come to class better nourished and ready to learn



Eligibility for CEP

A school or district must:

- Participate in or agree to participate in the National School Lunch Program (NSLP) **and** School Breakfast Program (SBP)
- Must certify at least 40% of students for free meal benefits through means other than household applications; this is known as the Identified Student Percentage (ISP)
- ISP multiplied by 1.6 is the percentage of meals reimbursed at the Federal "free" rate; all other meals reimbursed at "paid" rate

States have made tremendous progress implementing CEP in its first year of nationwide availability. In SY 2014-2015:



Over **14,000** schools



About **2,200** school districts



Total enrollment of **6.8** million children



Schools participating in **49 States and DC**



Partial District Implementation

- For many districts, partially implementing CEP is the most financially viable option
- CEP's flexibility to allow different groupings of schools, or even individual elections, makes this possible
- Partial district implementation can be a good way to “try out” CEP before expanding service to more schools

Grouping Example

- In this example, three schools are grouped together by their LEA:

	Identified students	Enrollment	ISP
School 1	60	120	50%
School 2	38	100	38%
School 3	150	200	75%
Group of schools	248	420	59%

Total identified students for group (248)
Total enrollment for group (420)

Advanced Grouping Example

	Identified students	Enrollment	ISP
School 1	60	120	50%
School 2	38	100	38%
School 3	150	200	75%
School 4	54	150	36%
School 5	84	280	30%
School 6	150	250	60%
Group of schools	536	1100	48.73%

$$\frac{\text{Total identified students for group (536)}}{\text{Total enrollment for group (1100)}}$$

Advanced Grouping Example

	Identified students	Enrollment	ISP
School 1	60	120	50%
School 2	38	100	38%
School 3	150	200	75%
School 4	54	150	36%
School 5	84	280	30%
School 6	150	250	60%
Group of schools	414	720	57.5%

Total identified students for group (414)
Total enrollment for group (720)

Bring the Right People to the Table

Include all stakeholders in conversations about CEP!

- ◉ School administrators/board members
- ◉ School food service staff and/or food service vendors
- ◉ Title I and State Educational Agency contacts
- ◉ State nutrition/education contacts
- ◉ PTA representatives
- ◉ Other groups that may be impacted by CEP



Clear Communications are Important!

- When partially implementing CEP, it is important to communicate to households:
 - That meals served at CEP and non-CEP schools are the same
 - That CEP is most financially viable in schools that serve needy students
 - That CEP saves the school district time and money by streamlining meal service

Flexibilities and Resources from USDA

- Partially implementing districts may create a single household income form for CEP and non-CEP schools (Q78 in SP16-2015)
- USDA Grouping calculator assists with grouping decisions
- USDA reimbursement calculator will help you identify your breakeven point

Community Eligibility Provision

Successfully Feeding More Kids

Sandy Huisman, MS, RD, LD
Director Food and Nutrition
Management



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About Des Moines Public Schools

- Enrollment: 32,500
- 70% Free/Reduced
- 13 Provision 2 Schools
- Direct Certification 51% district wide.
 - School with highest % of identified students is 85%
 - School with lowest % of identified students is 5%

Implementation

- First Year, 35 CEP schools
- Total average % identified students greater than 62.5%
- This year, adding one high school, one elementary and one alternate program.
- One grouping will be at 97% reimbursement
- This year our district implemented an online registration process. A household economic survey is requested for all households. Data used for Title I and fee waiver.

Positive Changes



- Increased participation: 23% at breakfast, 11% at lunch
- Allowed expansion of Breakfast in the Classroom from 15 schools to 27
- Reduced time spent processing application
- Faster meal service lines at Elementary Schools
- Increased Revenue
- Able to increase labor hours/benefits and amount spent on food
- Decreased negative balances



LOS LUNAS SCHOOLS

Every Student Matters. Every Moment Counts.

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Nutrition Services

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Visit us online at USDA's CEP Resource Center

- Important dates coming up:
 - **August 31st:** Extended deadline for CEP elections
 - **Mid-year CEP elections** may be approved by State Agencies **throughout the remainder of School Year 2015-16**
- Community eligibility page on the USDA FNS website:
<http://www.fns.usda.gov/school-meals/community-eligibility-provision>
- **Includes:**
 - Policy guidance
 - Program requirements/information
 - Reimbursement estimator tool
 - Grouping tool
 - CEP guidance from other Federal agencies
 - *Coming soon:* CEP guidance manual

We want your feedback!

*Please keep
in touch to
share your
best
practices,
challenges,
and concerns*





Questions/Comments