

## School Challenge Categorization

### School Labels (determined by # challenges):

- 0-1 challenges = Tree School
- 2-3 challenges = Sapling School
- 4-5 challenges = Sprout School
- >5 challenges = Seedling School

Count challenges by identifying how many of the highlighted challenges the school experiences. In coordination with program coordinators assigned to schools, Senior Program Managers should assign each school a challenge category at the beginning of each school year, and reassess as necessary throughout the year.

### Challenge categories:

#### ➤ School level:

- **Culture of school is difficult/turbulent**
  - Lack of parent engagement/involvement in school programs in general
  - Communication/trust/respect between admin + teachers is poor
  - Lack of student interest
  - Lack of and/or poor/disrespectful communication & support between admin/principal + BB staff
  - Principal/admin acts passionate when interviewing for BB, tells us what we want to hear, then changes their tone once program begins
- **Staffing/logistics**
  - Being short staffed means lack of support for BB staff in implementation
    - No school champion
  - Poor school layout/design to support our distribution/bagging structure
  - School location is in dangerous area
  - Lack of volunteers
  - School size (enrollment) is very small
  - School lacks parking lot, no place for parents to park to enter building to pick up produce
- **Teachers**
  - Lack of tech literacy
  - Overwhelm; high student to teacher ratio
  - School challenges like academics, behavior, etc. take priority
  - Disinterest in nutrition education because they don't view themselves as "health" teachers
  - Nutrition Education curriculum BB wants to implement (CATCH/etc) is not already part of the district curriculum or union contract, so it is 'extra'
  - Teacher shortage / high teacher turnover means substitutes & school admin teaching classes
  - Lack of follow-through when action steps are identified

- Lack of principal support/admin buy-in trickles down, teachers don't view nutrition ed as mandatory (especially years 2 and 3 schools who have seen that there aren't consequences for not doing their nutrition ed responsibilities)
- Year 1 schools - principals bring program to campus without grasping the level of work BB entails
- Staff hostility toward Brighter Bites - from those who are NOT getting bags (affects shrink)

➤ **Parent/Family level:**

- **Hesitancy in participation/High refusal rates**
  - Stigma of receiving free things/Misunderstanding of program goals
  - Experiences with other school programs, especially other food programs, creates confusion and/or negative views if the previous experience was poor
  - Disinterest in nutrition/nutrition education
  - Lack of cultural connection and familiarity between families & what produce/recipes we share
  - Lack of connection with BB staff due to cultural differences
  - BB program I.E. scratch cooking feels like a huge step in terms of time/skill needed, storage of food, etc.
  - Diverse socioeconomic school population, many parents do not need Brighter Bites produce support and choose not to enroll/pickup
- **Difficult to attend during hours of operation**
  - Family schedules are inconsistent/constantly changing
  - Working families not able to arrange pick-up
  - High percentage of bus riders
  - High percentage of walkers
  - School hesitant to align distribution with dismissal (miss parents not willing or unable to stop by twice)
- **Language & literacy challenges**
  - Several different languages spoken at the school
  - Inability to support languages
  - Low digital/tech literacy
  - High phone turnover with prepaid devices makes it difficult to stay in contact - numbers change, limited texts run out before the end of the month
- **Experiencing additional hardships that mean BB can't be a priority**
  - High percentage of families living beneath poverty line
  - High percentage of families living in temporary or transitional housing
  - School community concerned over current health environment
  - School scored poorly on standardized state testing, principal is focused on bringing scores up, not bandwidth for nutrition ed