

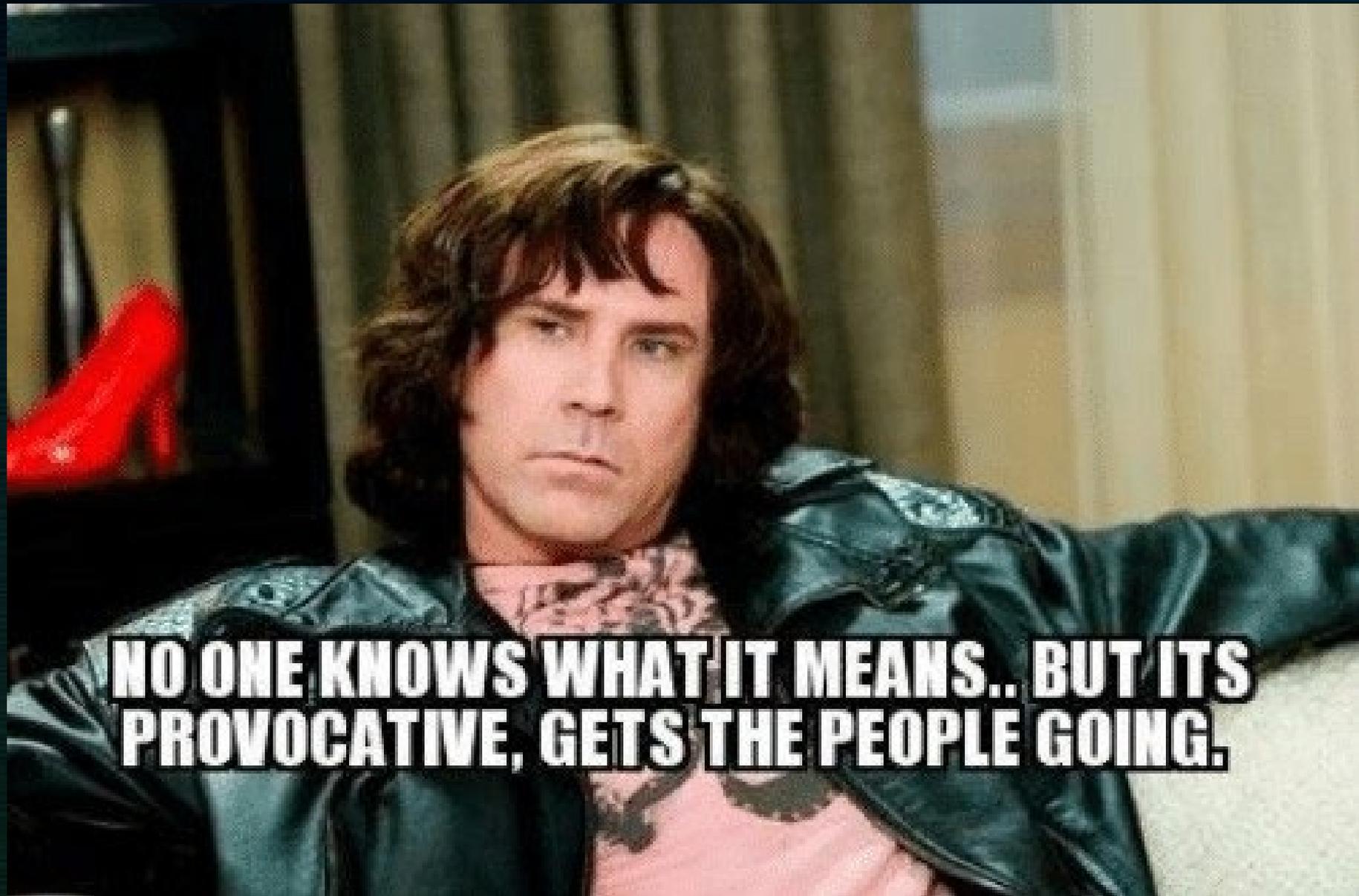
"If you can't feed  
a hundred people,  
then feed just one"

*- Mother Teresa*



# Baylor University

**BAYLOR COLLABORATIVE ON HUNGER AND POVERTY**  
Texas Hunger Initiative



**NO ONE KNOWS WHAT IT MEANS.. BUT ITS  
PROVOCATIVE, GETS THE PEOPLE GOING.**

# History

- The Texas Hunger Initiative was founded in 2009 by Jeremy Everett, a Baylor graduate and pastor who was looking for ways to address food insecurity in the state.
- Housed in the Baylor University Diana R. Garland School of Social Work, THI partners with federal, state and local agencies to develop and implement strategies to combat hunger.

# History

- As a result of THI's growth into a larger network of researchers and practitioners working on a national scale, on October 1, 2019 Baylor University launched the Baylor Collaborative on Hunger and Poverty (called The Collaborative) which became the new parent organization for THI.
- The creation of The Collaborative is a way to better communicate our model and continue the work we have begun with over 25 states developing solutions to address hunger and poverty nation-wide.

# Texas Hunger Initiative

Currently THI employs 45 staff members and interns in six regional offices in:

- Dallas
- Austin
- Houston
- Lubbock
- McAllen
- San Angelo

in addition to its Waco operation. The initiative also has 38 research staff fellows who conduct the research and evaluations that support its work.



# Child Hunger & Food Insecurity: *A regional introspective*



# Definitions

- Hunger - a potential consequence of food insecurity that, because of prolonged, involuntary lack of food, results in discomfort, illness, weakness, or pain that goes beyond the usual uneasy sensation
- Poverty - having an income below a federally determined **poverty** threshold
- Poverty Threshold - the U.S. Poverty Threshold is the level of annual income which defines whether a person or family is in a poverty status
- Shelf Stable – a type of food that can be safely stored at room temperature in a sealed container. This includes *foods* that would normally be stored refrigerated but which have been processed so that they can be safely stored at room or ambient temperature for a usefully long *shelf life*.

## 2019 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA

PERSONS IN FAMILY HOUSEHOLD	POVERTY GUIDELINE ( TOTAL FAMILY GROSS ANNUAL SALARY)
1	\$12,490.00
2	\$16,910.00
3	\$21,330.00
4	\$25,750.00
5	\$30,170.00
6	\$34,590.00
7	\$39,010.00
8	\$43,430.00

For each additional family member over 8 add \$4,420.00 per person to total family gross annual salary.

# Definitions

Food Security - the state of having reliable access to a sufficient quantity of affordable, nutritious food.

- **High food security:** no reported indications of food-access problems or limitations.
- **Marginal food security:** one or two reported indications—typically of anxiety over food sufficiency or shortage of food in the house. Little or no indication of changes in diets or food intake.

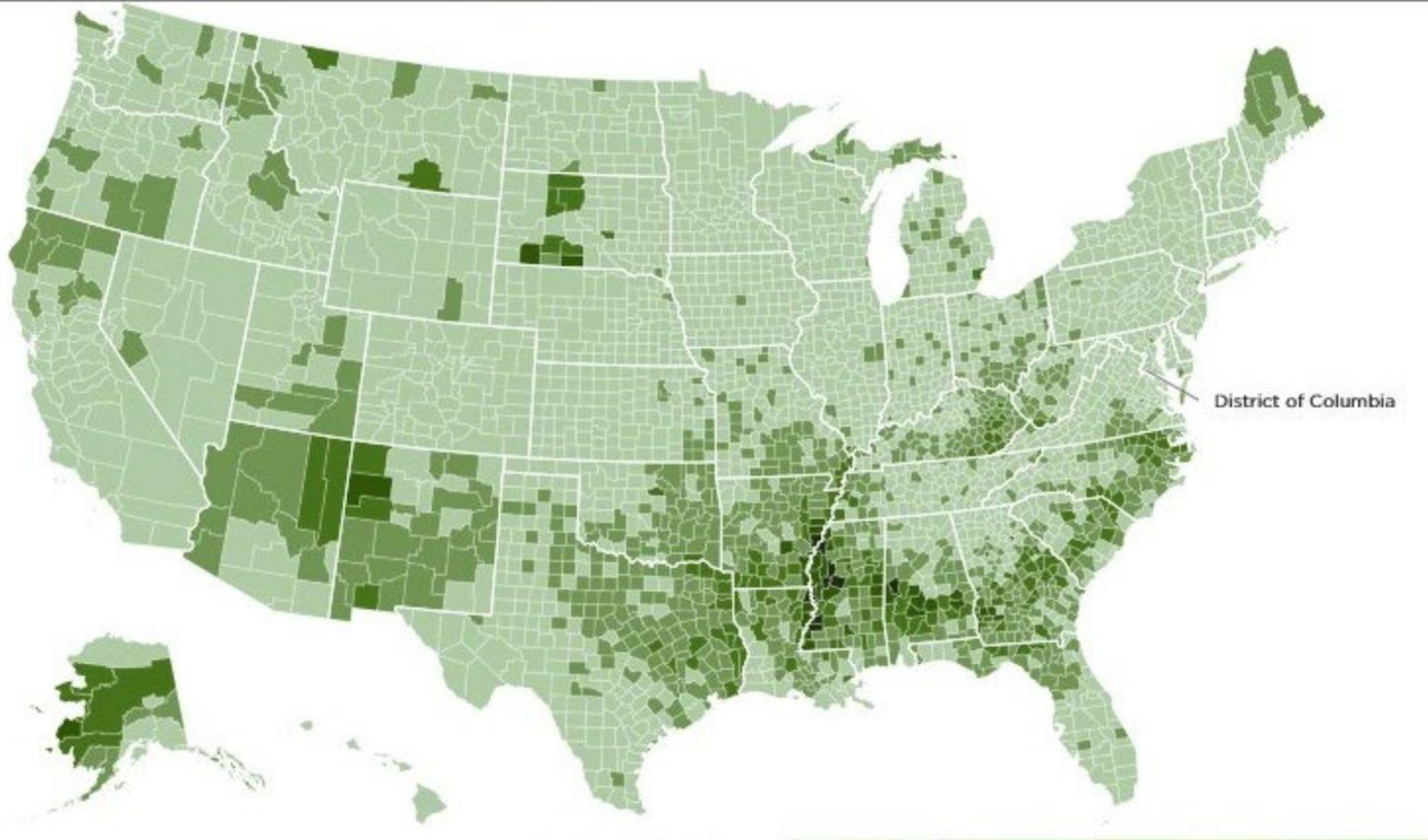
Food Insecurity—an limited or uncertain access to adequate food based on an economic and/or social condition

- **Low food security:** reports of reduced quality, variety, or desirability of diet. Little or no indication of reduced food intake.
- **Very low food security:** Reports of multiple indications of disrupted eating patterns and reduced food intake.

# National Data Food Security & Poverty

# National Data

- As of 2017 there were **12,540,000** children who were food insecure in the United States.
- This represents **17.0%** of all children in the country.



US Department of Agriculture (2020).. Retrieved from: <https://www.fns.usda.gov/capacitybuilder>

Feeding America. (2020). Food insecurity in the United States. Retrieved from: <https://map.feedingamerica.org/>

# Top 15 states by food insecurity



## National Data

National food insecurity rate is highest in the South (12.0%) followed by:

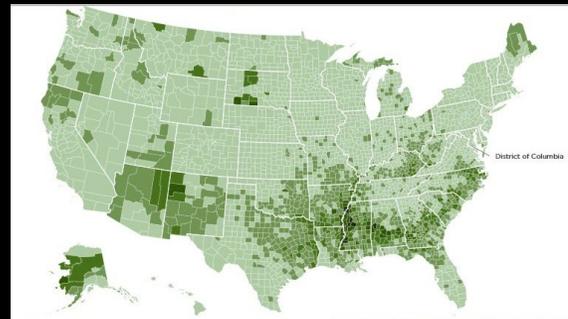
- Northeast (10.2 %),
- Midwest (10.8 %)
- West (10.4 %)

# National Data

- Nationally the food insecurity rate is highest in the South (12.0 %) than in the Northeast (10.2 %), Midwest (10.8 %), and West (10.4 %).
- The prevalence of food insecurity is higher for households located in nonmetropolitan areas (12.7%) and for those in principal cities of metropolitan areas (13.2 %), and lower in suburban and other metropolitan areas outside principal cities (8.9 %).

# National Data

- Very low food security is more prevalent than the national average for the following groups:
  - Households with children headed by a single woman (9.4%)
  - Black, non-Hispanic households (9.1%),
  - Hispanic households (5.1%),
  - Households with incomes below 185 percent of the poverty line (12.0%)



US Department of Agriculture (2020).. Retrieved from:  
<https://www.fns.usda.gov/capacitybuilder>  
Feeding America. (2020). Food insecurity in the United States.  
Retrieved from: <https://map.feedingamerica.org>

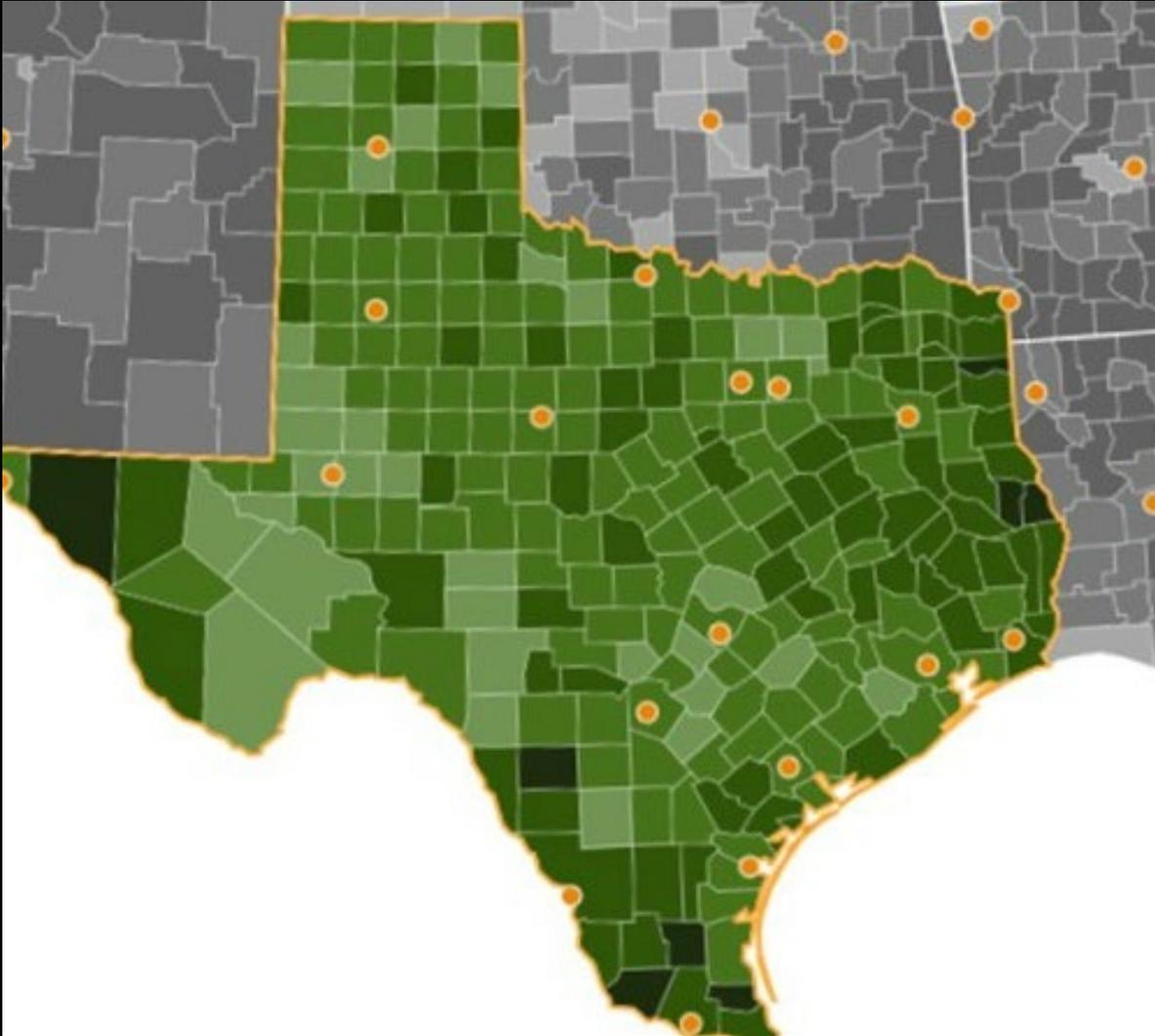


TEXAS

Food Security & Poverty Data

## TEXAS DATA

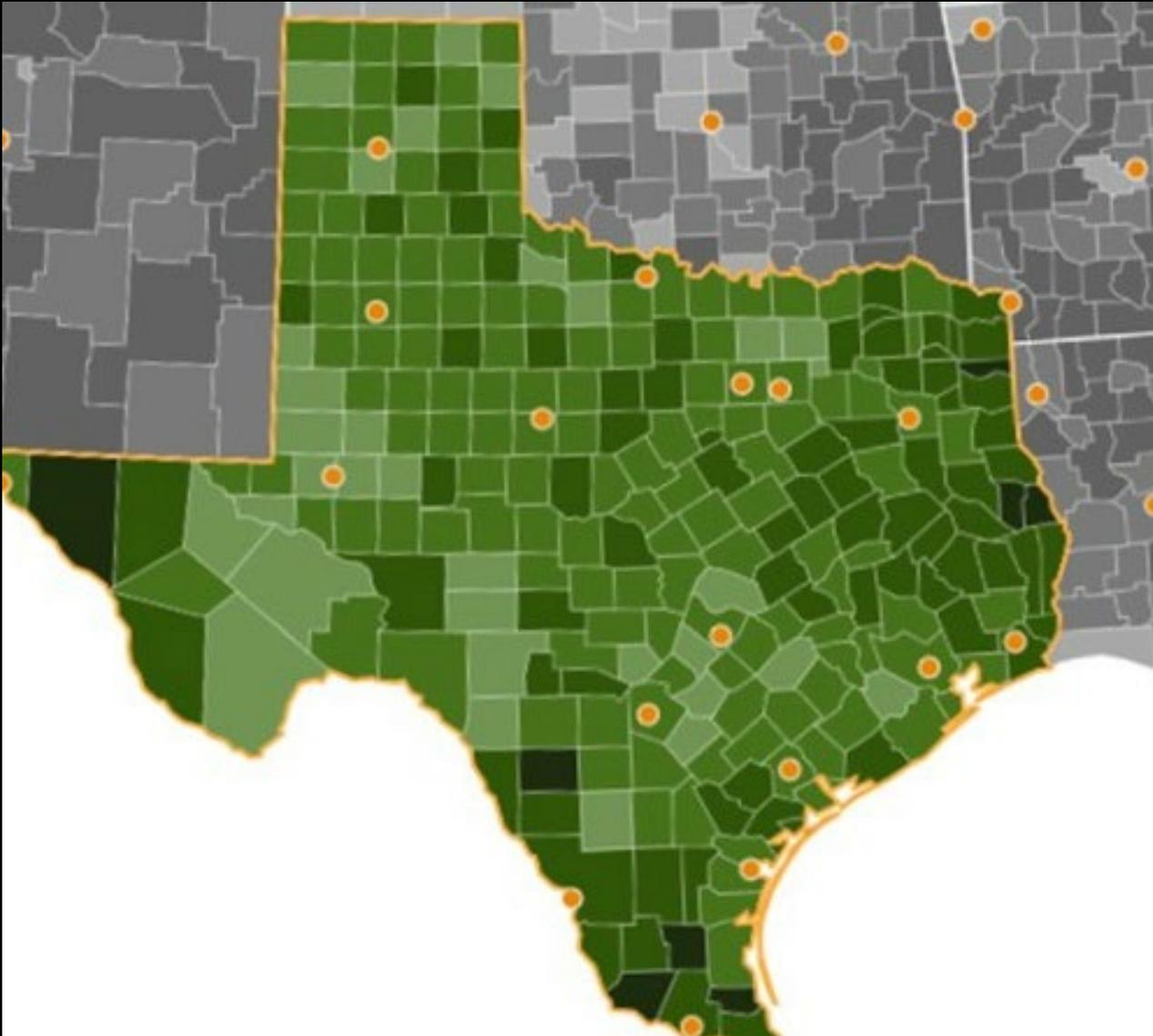
- There are **4,217,470** food insecure individuals in Texas
- This represents **14.9%** of all Texas residents
- The Texas county with the highest food insecurity rate (**35%**) is **Zavala County**



US Department of Agriculture (2020). Retrieved from: <https://www.fns.usda.gov/capacitybuilder> Feeding America. (2020).

Food insecurity in the United States. Retrieved from: <https://map.feedingamerica.org/>

## TEXAS DATA



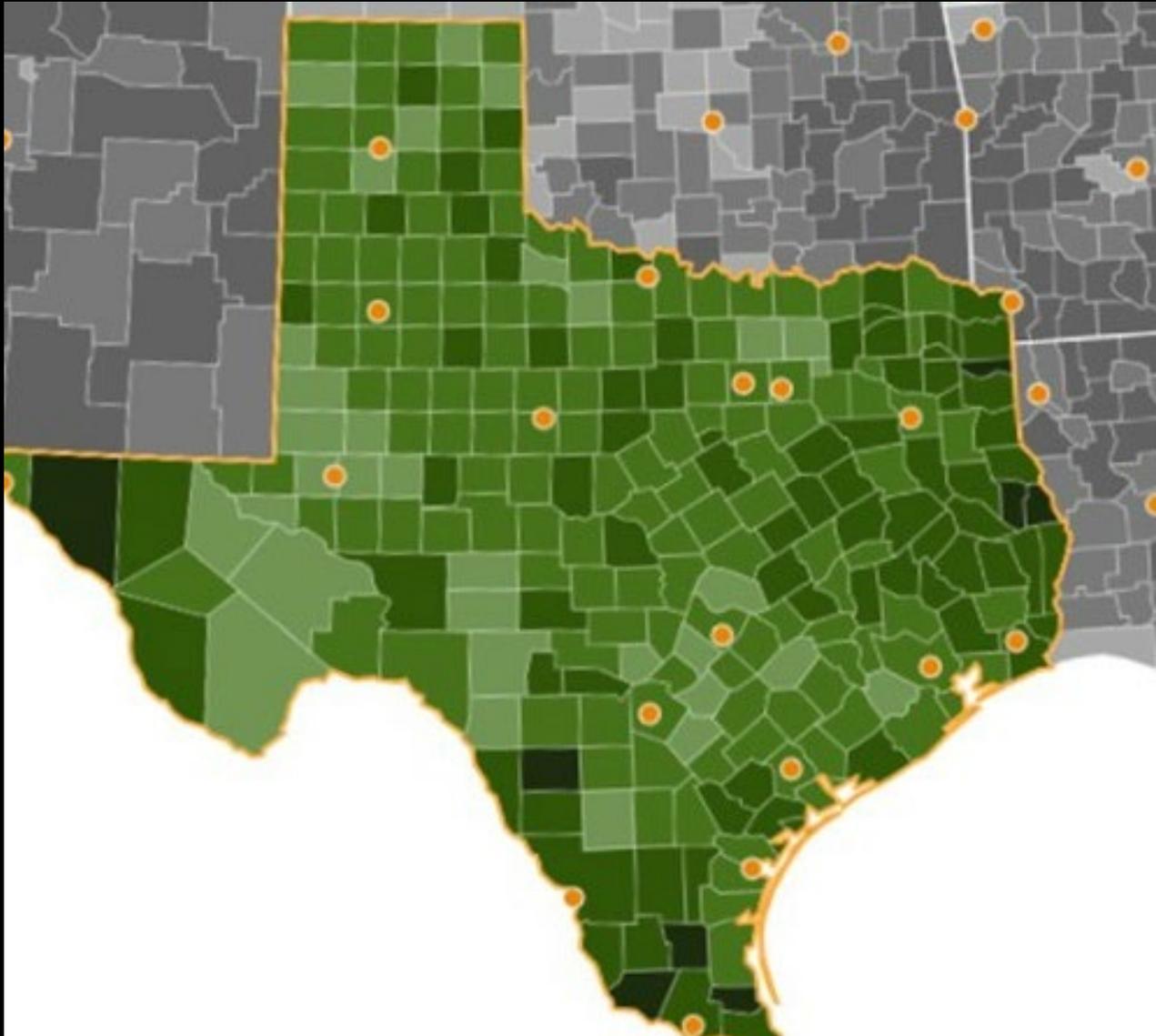
- There are **1,658,680** food insecure *children* individuals in Texas
- This represents **22.5%** of all Texas *children*.
- In Potter County 23.7% of children are food insecure (**7,930**)
- In Randall County 19.3% of children are food insecure (**6,110**)
- **Both counties = 14,040**

US Department of Agriculture (2020). Retrieved from: <https://www.fns.usda.gov/capacitybuilder> Feeding America. (2020).

Food insecurity in the United States. Retrieved from: <https://map.feedingamerica.org/>

## TEXAS DATA

- Hutchison County – **25%** of children are food insecure
- Wheeler County – **25.4%** of children are food insecure
- Carson County – **19.3%** of children are food insecure
- In most of these counties at least **80%** of these children (if not more) are eligible for income based nutrition programs



US Department of Agriculture (2020). Retrieved from: <https://www.fns.usda.gov/capacitybuilder> Feeding America. (2020).

Food insecurity in the United States. Retrieved from: <https://map.feedingamerica.org/>

# Income Based Nutrition Programs in Texas

- National School Breakfast Program
  - National School Lunch Program
  - Summer Food Service Program
- After School Snack and Supper Program



“I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do something that I can do.”

— Edward Everett Hale

# Food Insecurity & Poverty: *A School Nurse's Role*

Through your position as the resident health and wellness expert at your school you are provided a unique opportunity to explore food insecurity and poverty in a way that faculty, volunteers, and administrators are not.

Through individual conversations with students related to their health to educational activities, events and programs that you participate in, the subject of food as it relates to their wellbeing is a natural connection.

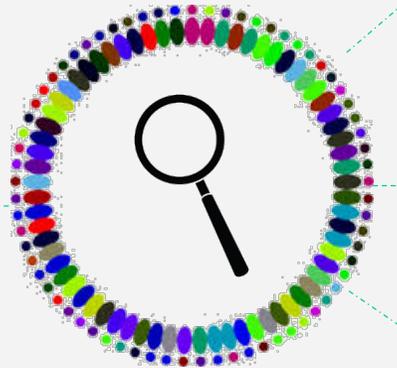
# Food Insecurity & Poverty: *A School Nurse's Role*

In order to maximize these opportunities as they present themselves it is important to know what to do, what to say, and how to help in a way that doesn't alienate your student or their family.

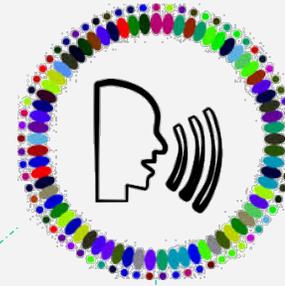
So -

**What are the steps/tools you need to handle food insecurity and poverty issues among your students at your campus and in your community at large?**

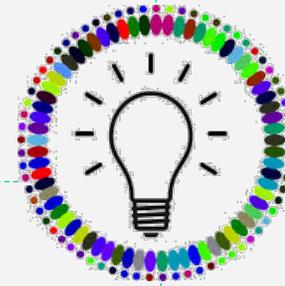
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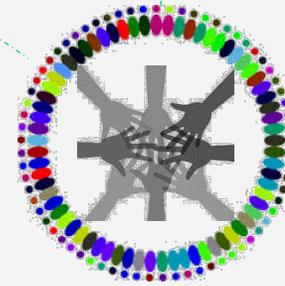
**IDENTIFY**



**COMMUNICATE**



**ACKNOWLEDGE**



**ENGAGE**



# IDENTIFY

How do you identify children/students who may be food insecure?

- 1) Actively *observe* students relationships with food (this will require help from your school partners)
  - Are there certain students who are consistently saving/taking food to go from their breakfast or lunch?
  - During meals or activities that involve food are there students who consistently ask other students for their leftovers or ask for seconds and possibly thirds?
  - In schools where meals require payment are there certain students who consistently do not eat?

Martinez, H. (2020) Health care response to food insecurity in schools. Professional paper.

Payne-Sturges, D.C., Tjaden, A., Caldeira, K.M., Vincent, K.B., Arria, A.M. (2018). Student hunger on campus: Food insecurity among college students and implications for academic institutions. *American Journal of Health Promotion* 32(2) 349-354.

Gundersen, C, Ziliak, JP. Food insecurity and health outcomes. *Health Affairs*. (2015)34(11)1830–1839.



# IDENTIFY

How do you identify children/students who may be food insecure?

- 1) Actively *question* food intake/food at home when given the opportunity
  - During visits to your office for illness during school
  - During conversations in the hallways/classrooms
  - As part of the weekly classroom check in (this could be a written report)

Martinez, H. (2020) Health care response to food insecurity in schools. Professional paper.

Payne-Sturges, D.C., Tjaden, A., Caldeira, K.M., Vincent, K.B., Arria, A.M. (2018). Student hunger on campus: Food insecurity among college students and implications for academic institutions. *American Journal of Health Promotion* 32(2) 349-354.

Gundersen, C, Ziliak, JP. Food insecurity and health outcomes. *Health Affairs*. (2015)34(11)1830–1839.



# IDENTIFY

How do you identify children/students who may be food insecure?

1) Actively *question* parents/guardians about food in the home

- On required health and wellness forms for the district
- When following up with parents on children/students who have been ill or in your office
- When contacted directly by a parent or guardian

Martinez, H. (2020) Health care response to food insecurity in schools. Professional paper.

Payne-Sturges, D.C., Tjaden, A., Caldeira, K.M., Vincent, K.B., Arria, A.M. (2018). Student hunger on campus: Food insecurity among college students and implications for academic institutions. *American Journal of Health Promotion* 32(2) 349-354.

Gundersen, C, Ziliak, JP. Food insecurity and health outcomes. *Health Affairs*. (2015)34(11)1830–1839.



# COMMUNICATE

- Once you feel that you have identified a child/student with food security issues, the next step is to communicate with them and/or their parents and guardians.
- This can be a sensitive area/issue – particularly because food insecurity is often related to socio-economic status which means that in order for people to talk about food insecurity they have to talk about money – which can be very hard.

Martinez, H. (2020) Health care response to food insecurity in schools. Professional paper.

Payne-Sturges, D.C., Tjaden, A., Caldeira, K.M., Vincent, K.B., Arria, A.M. (2018). Student hunger on campus: Food insecurity among college students and implications for academic institutions. *American Journal of Health Promotion* 32(2) 349-354.

Gundersen, C, Ziliak, JP. Food insecurity and health outcomes. *Health Affairs*. (2015)34(11)1830–1839.



# COMMUNICATE

## POSITIVE COMMUNICATION APPROACHES

- Avoid judgmental/opinionated language
- Avoid trigger words like “charity, handouts, poor, poverty”
- Consider using the pastoral approach
- Ask open ended questions



# COMMUNICATE

So what does that conversation sound like?

- It is from start to finish a conversation about giving children every opportunity to be successful
- It is an opportunity to gather data
- It is a learning opportunity
- It is by its very nature a referral – with a promise of sustainable involvement



# ACKNOWLEDGE

- This is a very important step in responding to food insecurity/poverty among children/students – and people in general – and one that we do not always embrace.
- Let's say you have identified potential food insecurity and your beginning to communicate with the appropriate individuals/groups to address the issue - what are some of the things that should guide your response/referral as you move forward?



# ACKNOWLEDGE

Your responses should consider:

- Your personal bias
- The fears/concerns of the individuals you are trying to help
- The limitations of the individuals you are trying to help
- Your own limitations
- The limitations of your resources



# ACKNOWLEDGE

## *Your Personal Bias*

- How do your own experiences influence your response?
- How does your education influence your response?
- How does your relationship with the involved parties influence your response?



# ACKNOWLEDGE

*The fears/concerns of the individuals you are trying to help*

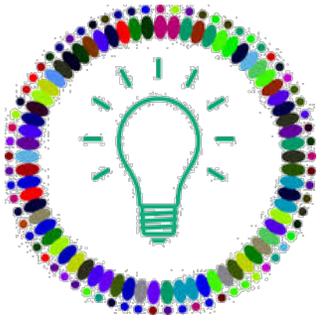
- Are they in a situation where they are afraid of drawing attention to themselves?
- Are they bothered by the concept of help/assistance – does it make them feel as though they have failed?
  - Does asking for/utilizing help embarrass them?  
*(Think older students/children)*



# ACKNOWLEDGE

*The limitations of the individuals you are trying to help*

- Are you giving them resources/help that they cannot use because of what they are lacking?
- Is your referral/help impacting the entire household – if not could this be a reason they do not take advantage of it?
- Is there a language/understanding barrier that prevents them from utilizing the resources/help you are offering?



# ACKNOWLEDGE

## *Your own limitations*

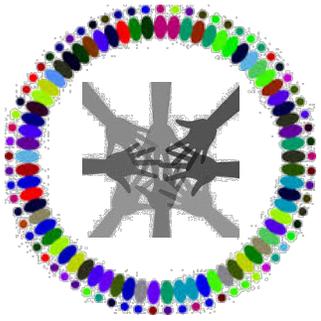
- Is what you are offering really feasible for you to follow through with and complete?
  - Is what you are offering safe and manageable for you?
- Can you honor request made of you and still abide by your professional obligations?



# ACKNOWLEDGE

## *The limitations of your resources*

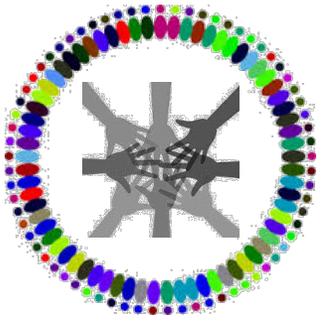
- What is the true ability of the resources you are providing/referring individuals to?
  - What things do you need to be clear about when making referrals/connections?
- What do you need to be clear about when communicating about where your role ends in relationship to your resources?



# ENGAGE

You have identified, communicated, acknowledged (and are still doing all of those things) now how do you actually help?

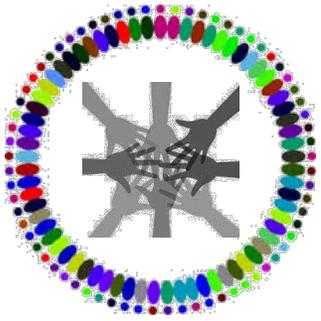
- 1) Be educated
- 2) Be connected
- 3) Be involved
- 4) Be creative



# ENGAGE

## *BE EDUCATED*

- Know what resources are available in your community and your region
  - Food Banks/Snack Pack Organizations
  - Hunger Free Coalitions/Organizations
  - Social Services/State programs
  - Religious Groups
  - Parenting Resources
  - ISD Resources



# ENGAGE

## *BE CONNECTED*

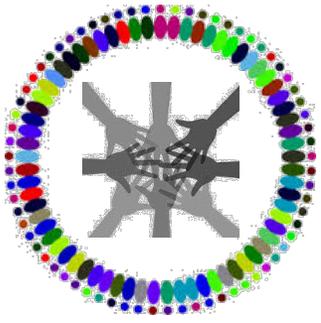
- Reach out to the resources in your community and region and identify yourself
- Ask for contact information and the process/requirements for referrals
- Ask to be included in list serves for information/educational opportunities on hunger and poverty

Martinez, H. (2020) Health care response to food insecurity in schools. Professional paper.

South Plains Hunger Solutions Coalition – Regional data/trends/best practices

Baylor Collaborative on Hunger and Poverty - Retrieved from: <https://www.baylor.edu/hungerandpoverty/>

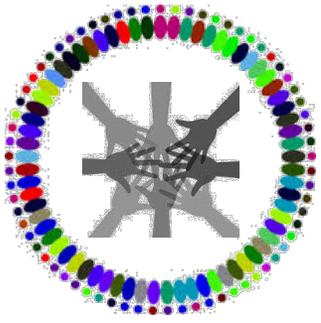
Everett, J. (2019). I was hungry: Cultivating common ground to end an American crisis. Grand Rapids, MI: Brazos Press.



# ENGAGE

## *BE INVOLVED*

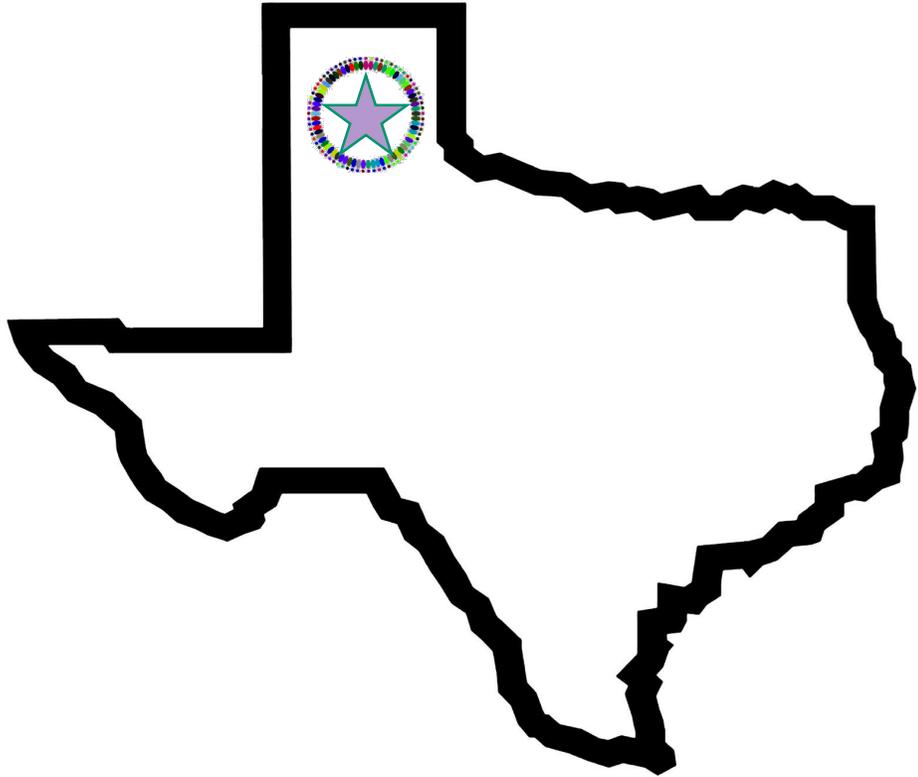
- When you receive notice of events/educational opportunities – participate!
- Join organizations that provide you the opportunity to give back
- Identify yourself as a resource/advocate so you can be included in key conversations



# ENGAGE

## *BE CREATIVE*

- Look at what other communities/professionals are doing to address this issue and work to build something similar that works in your community
- Try new things and see what sticks – everything can be a learning opportunity
- Ask for help from every connection – you never know what idea can spark another!



## PANHANDLE RESOURCES:

- High Plains Food Bank
- Snack Pack for Kids
- Catholic Charities of the Texas Panhandle
- Panhandle Community Services
- Cornerstone Outreach Center

# The Realities of Hunger

- Hunger does not discriminate on the basis of race
- Hunger does not discriminate on the basis of education
- Hunger does not discriminate on the basis of income
- Hunger does not discriminate on the basis of available resources
  - Hunger does not discriminate on the basis of age

Martinez, H. (2020) Health care response to food insecurity in schools. Professional paper.  
South Plains Hunger Solutions Coalition – Regional data/trends/best practices  
Baylor Collaborative on Hunger and Poverty - Retrieved from: <https://www.baylor.edu/hungerandpoverty/>  
Everett, J. (2019). I was hungry: Cultivating common ground to end an American crisis. Grand Rapids, MI: Brazos Press.

# The Realities of Response

- You cannot help every person you come across
- Not every person you want to help wants your help
  - You will miss key opportunities to help
- You will feel guilt and empathy – because you are human
  - **You CAN make a difference**  
*one child, one person, one situation at time*

FOREWORD BY DAVID BECKHOLD, BOARD FOR THE WORLD

JEREMY K. EVERETT

*Continuing Christian Ground to End an American Crisis*

# ~~I WAS HUNGRY~~





Baylor University

BAYLOR COLLABORATIVE ON HUNGER AND POVERTY  
Texas Hunger Initiative

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