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## Feeding Families and our Students During Covid-19

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**Feeding Families and Our Students During COVID-19**

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### **Abstract**

This Capstone project is focused on providing families and students with meals during a pandemic. The majority of students in California are enrolled in a free or reduced breakfast and lunch program. Due to virtual learning it has become increasingly more difficult for students to be provided with school meals. Schools give opportunities to students to pick up their lunches but this is not beneficial for students with a lack of transportation or two working parents. Food security is important to allow students to focus in school and continue developing correctly both physically and mentally. Evidence shows that the number of students picking up their lunches now, compared to when schools were open has decreased significantly. Unemployment is at an all time high and this deeply affects family income and ability to provide for their families. Considerations of the issue should include school teachers as well as members of the Redwalk Food Distribution Center. Based on these considerations an action plan was formulated.

### **Feeding Families and Our Students During COVID-19**

Hundreds of thousands of students in California rely on free and reduced breakfast/lunch programs to provide them with food while at school. For some this is the only time they are able to eat. Students were able to wake up knowing that they were going to be fed while at school and now that COVID-19 has occurred it has made food security for families across the United States increasingly more difficult. Students wake up everyday in 2020 dreading the new reality of online education, there is no more socialization with classmates and it has become more difficult to focus during class with many distractions that come from being at home. Imagine having trouble focusing on online school work as a young student in elementary school. Now imagine

trying to focus on online school work with many distractions at home while being extremely hungry and no transportation to get the food you would normally be provided with by your school. Many schools in California are offering curbside pick up for free and reduced lunches but for students who relied on the bus to get to and from school are not able to receive lunch. Students who have two working parents may not have a way to get to these locations. Many of the students who are eligible for the free and reduced breakfast/lunch programs are left to their own devices to be able to access food during the school day.

When I was in elementary school I relied heavily on the free and reduced lunch programs. There was a time when my dad was unemployed and my mom was a realtor during a recession and my family was struggling greatly. We only shopped at the 99 cent store and my parents relied on the fact that my younger sister and I would receive free meals at school, this took a burden off my parents shoulders and my sister and I knew that we would not go hungry while attending school. Due to Covid-19 millions of people across the country are struggling with being unemployed and many states have run out of extra funds to supply those who do not have jobs. Those who have relied on free and reduced lunch programs to feed their children are now facing a multitude of issues on how to continue receiving these meals. Children are going through something they never even dreamed of. These circumstances have been hard to process as a 22 year old college student, imagine going through this as an elementary school student who can not figure out why their life has been turned upside down. They are wondering when their parents will be able to return to work and they will be able to experience any kind of normalcy in their lives. They are scared for their loved ones, especially those who are older, and they are scared for the future of their families. Food insecurity has only added to these issues. We are

eight months into a pandemic with no end in sight and there are children who need to be fed who no longer have access to free and reduced meals from their school.

My goal for my project is to find ways to assist these families and students who are struggling with food insecurity due to COVID-19. A solution to these problems need to be found and our children deserve to be fed, especially during the school year when food is typically guaranteed to be received by those who need it. This is an extremely hard time for middle class and lower class families and there should be more done to guarantee that our children will not go hungry. We need our children to thrive and focus on their school work which is hard to do while being distracted at home and having a lack of food.

### **Literature Synthesis**

The problem being addressed in this Literature Synthesis is one that is affecting students around the entire country, in the middle of the COVID-19 pandemic there is an abundance of problems being faced by the public school systems and community programs. The focus of this paper will be centered around how schools and local communities are working to feed their students who would typically be receiving free and reduced breakfast/lunch during a traditional school year. School provided breakfasts and lunches have always played a large role in many students' lives. Students are required to attend school for roughly eight hours a day and the majority of students in California qualify for free or reduced lunches and rely on the school to provide them with food while they are there. In 2010, an act was passed called the Healthy, Hunger Free Kids Act. This act was passed to set nutritional guidelines and increase access to children who come from low income families (President Obama Signs Healthy, Hunger-Free Kids Act of 2010 Into Law, 2010). This Act has been beneficial to many but due to the current

state of the world it has become more difficult to keep up with the same level of distribution. In 1975 California, Education Code 49550 states that all public school districts and county superintendents of schools are to provide, free or reduced-price, one nutritionally adequate meal to each needy student every school day (State Meal Program, 2020). When a pandemic comes as a surprise to most it is hard to be well prepared and be equipped with a plan to feed students while they learn virtually from home and this is an issue schools all over the entire nation is facing.

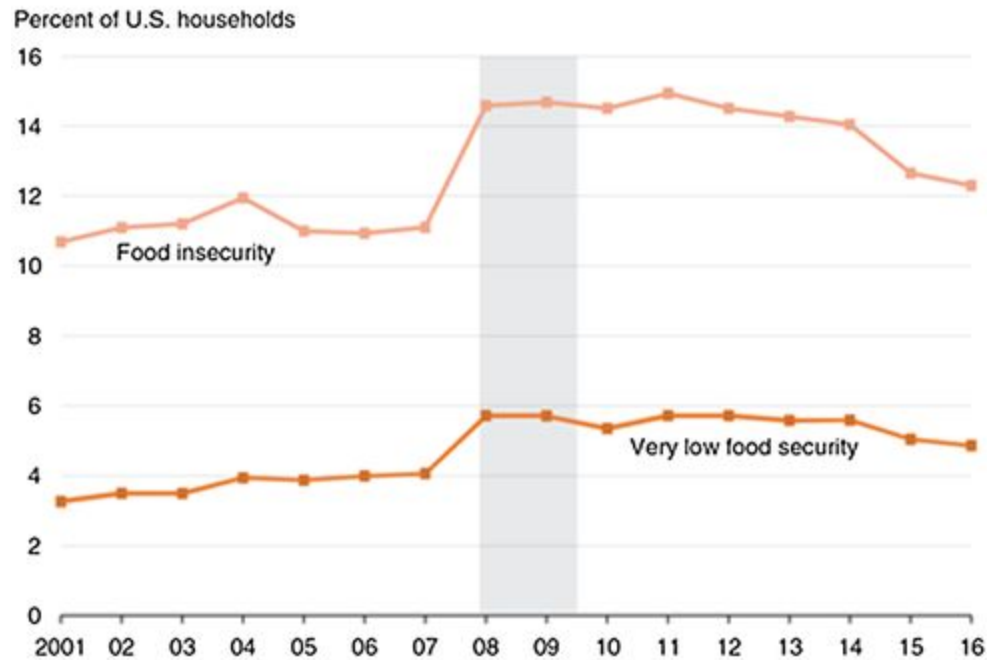
Many schools are offering curbside pickups for these meals but this creates an issue for students who have two working parents or a lack of transportation during the middle of the day. Students are facing many more distractions with virtual learning and being well-fed plays a large role in keeping students focused and ready to learn. In Monterey County in 2018, 72% of all students were eligible and participated in free and reduced lunch programs (Brighthouse, , et al. 2018,). This is nearly  $\frac{3}{4}$  of all students and therefore the current situation regarding the pandemic is affecting the majority of students when it comes to receiving free meals provided by their schools.

### **How is this Affecting our Communities?**

Free and reduced lunches are something that the majority of students in California rely on and in the midst of a pandemic it is increasingly harder to provide meals to all of the students who would typically receive assistance from schools. Lack of transportation for students with two working parents or no means of transportation means that the child has to find food at home, which is not always an option for students who relied heavily on these programs. The issue of receiving a good quality and quantity of food will play a factor as well as school lunches are traditionally healthier than those brought from home (Bevans, et al. 2011). Children from

low-income households, who are already more at risk for poorer health and academic performance than children from high-income households, may be further disadvantaged by nutrition shortfalls. (Dunn, C., et al. 2020). The Covid-19 Pandemic has greatly impacted families already facing food insecurity, a study conducted by Abrams, et. al focused on low income families struggling with nutritional short falls due to a lack of income. Out of the two hundred families interviewed ninety four percent agreed that the pandemic has worsened their financial situation and created more barriers between them and food security (Abrams, et.al, 2020). Covid-19 has led to closures of many businesses throughout the year of 2020 and has caused unemployment rates to skyrocket. Kocchar claimed that the unemployment rates in the United States has increased three times more than two years of The Great Recession in only three

**Food insecurity has declined since peaking in 2011, but remains above pre-recession level**



Note: Shading indicates the 2007-09 Great Recession.

Source: USDA, Economic Research Service using data from U.S. Department of Commerce, U.S. Census Bureau, Current Population Survey Food Security Supplements.

*Figure 1.* Food Insecurity Over Time in the United States, (Roggio, 2018). This figure shows how food insecurity has not decreased past the pre recession period and has impacted families access to food since. Covid-19 has now caused a greater rate of unemployment which is leading to more food insecurity in the United States.

### **What is the Issue?**

This is an issue because of the way hunger affects students ability to learn and retain information. In the midst of a pandemic there are already an abundance of distractions that students are facing. This is something students have never experienced before and are dealing with fears of COVID-19 and social isolation from their peers. Working and learning from home



comes with many distractions and rational fears about what is going on in the world. Adding in a food shortage or lack of proper nutrition can be detrimental for many students. The majority of students in the state rely on school provided food for two out of 3 meals of the day and they typically have higher nutritional value for the price that is being paid. Thomas, et.al (2019) theorizes that the effects of malnutrition are often not diagnosed immediately, students may become irritable and suffer from anxiety before physical symptoms are seen. Poverty and lack of food has been shown to adversely impact cognitive function and academic achievement in students (Winicki, J. and Jemison, K. 2003). When children are eating less than what is necessary to thrive it can lead to health complications such as migraines, severe stomach aches and leads to underdevelopment in psychosocial skills (Leung, et. al, 2020). Even minor undernutrition can lead to long term effects on children's cognitive development and academic performance (Brown, A. and Pollit, J. 1999).

Not only does a lack of food hinder brain development and academic progress but it also impacts the physical growth of a student. Without proper nutrition and quantity of food intake there is a higher risk of a child not growing to their full potential (Winicki, J. and Jemison, K. 2003). Children represent a large number of students whose growth and development is particularly vulnerable to nutritional stress, and the experience of food insecurity is linked with adverse physical and mental health and learning outcomes among children (Howard, 2011). While taking this information into consideration it can be projected that these students who were already struggling with proper nutrition are now in a worse situation than before, they are now completing studies from home which comes with a number of stressors as well. For the students that do not have midday transportation to school sites during lunch time this is an especially

large stressor added to their plate. Students that would typically rely on being fed while they are at school will then have to make new arrangements or spend money out of their budget to make up for the gap, may go hungry instead, or be provided with lower quality/cheaper foods.

### **What can be Done?**

In order to meet this issue head on there are a number of solutions to take into consideration. Schools are responsible for feeding students throughout the school year and are in the process of figuring out the best way to reach every student in need. Schools in California are currently looking into ways to deliver meals to students' doors/neighborhood and create a more convenient way to do so, but this has not yet been successful (Schwabish, et al., 2020). In order to create a meal delivery service there must be thought put into the kinds of hot or cold meals that will be able to make it around the town and still remain fresh and ready to eat. They also have to find a new system of school transportation that is able to deliver these meals safely. Students must remain socially distanced and students cannot currently take their old bus route to and from the school without opening up a larger risk for spread of disease. Community food banks can also help to bridge the gap between families and food for their students. Increasing food distribution during the weekends allows for more families to have access to transportation and parents to assist their kids in receiving food for the week. While this is not equivalent to the quality of meals a school would typically provide it is a good starting point for feeding the community as a whole and decreasing hunger during a pandemic.

The majority of students in California public schools qualify for free and reduced breakfast/lunch programs and rely heavily on the school system for  $\frac{2}{3}$  of their daily food intake. A pandemic makes getting adequate food hard and especially for students who did not usually

rely on their parents income for food. Creating a system through community programs and improved food distribution through the schools themselves can make a large difference for students and families in need.

### **Method**

For this Capstone Project an investigation was conducted to evaluate the way that schools and local communities are working to provide low income students on free and reduced lunch programs with food during COVID-19. No one was prepared for the outbreak of a pandemic and no one expected it to last as long as it has. Schools and communities have had to make large adjustments to benefit the students in their community. The goal of this project was to evaluate what was being done and looking for ways to improve food distribution as the pandemic continues.

### **Context**

This research took place in Redwalk, CA which is located in Redwalk County. The city is very agricultural and the population is 91% hispanic/latino (U.S. Census, 2019). The programs involved in this project are Linda's Lunches and the Redwalk County Food Bank. Linda's Lunches partners with the Redwalk County Food Bank to distribute food every other Tuesday on one of the busiest streets in Redwalk. The distribution takes place in a parking lot behind their city hall building. For COVID-19 they had set up a drive through food pick up which consisted of two lanes, the families would drive through in their cars and the volunteers would place the groceries in the trunk or back seat of the vehicle. The amount of food given was dependent on the number of family members. There was also an option for families to walk up and use a

shopping cart to receive their food. Distribution took place from 8am-12pm and by the time food ran out there was typically still a long line of cars waiting. There were cars lined up for blocks during the entire distribution time and it was clear that there were many families struggling to themselves during COVID-19. Redwalk County Food Bank works to distribute foods throughout the entire county and has many distribution sites but the main focus will be specifically on the city of Redwalk and their work to distribute food.

## **Participants and Participant Selection**

### ***Participants***

Volunteers and Coordinators at Linda's Lunches and Redwalk County Food Bank were invited to participate in interviews. This group was invited to participate because they have all seen first hand how the community is currently handling food distribution during a pandemic. The participants included one male and two females. The age of the participants ranged from 30-45.

**Researcher.** The researcher is Elyse Bryan, a senior at CSU Monterey Bay working towards a degree in Liberal Studies. This topic has importance to her because she was on free and reduced lunch programs through all of grade school and had many friends who also participated in the program. Relying on school for a meal or two was something she experienced frequently and she knows that it is more difficult for students to receive food from these programs with a lack of transportation and maintaining social distancing during the COVID-19 pandemic.

**Volunteers and Organization Coordinators:** The participants involved have had their

names changed to remain anonymous. The participants names are Linda Brown, Jose Gonzalez and Cyndy Michaels. They have all participated in or coordinated local community organizations that work directly with feeding the community.

### **Semi-Structured Interview and Survey Questions**

1. What do you see as the problem or challenge with food distribution during a pandemic?
2. What is currently being done to improve food distribution? What do you think of those efforts? Do you think the current situation is a good or bad one?
3. What do you think should be done about improving food distribution during a pandemic?
4. What do you think are the obstacles that may be faced while trying to improve the distribution and transportation of food to families during a pandemic?
5. Is there anything else that you would like to say about food distribution during a pandemic?
6. Have you noticed/encountered any issues with students in your community receiving free/reduced lunches provided by schools? If so, what were the issues?
7. How do you think that schools can distribute food more efficiently to those on free/reduced lunch programs?
8. How has COVID-19 affected your community in terms of access to enough food?
9. In a perfect world, what would you like to see being done to by schools and community organizations to assist communities during a pandemic?

**Procedure**

All interviews were conducted individually and over the phone or via email to maintain social distancing. A paper and pen were used to take notes and write down answers to the questions. The interviews took less than an hour and were recorded with interviewee consent. The interview was conducted at a convenient time for the interviewee. They received a copy of the questions ahead of time so they were able to form a response before the interview. After the interviews the recordings were analyzed and transcribed for future reference.

**Data Analysis**

The data was analyzed by listening to the recordings and transcribing them. After this all of the interviews were compared and key points from each were written down and put into categories based on similarities. Once key points were established it was easier to analyze the most important concepts to the participants and discover what they thought collectively would make the biggest difference.

**Results**

For this Capstone Project, community organization volunteers and coordinators were interviewed to see what they think could be done to improve food distribution to students during a pandemic. This is important because the majority of students in California participate in their schools free/reduced lunch programs and due to COVID-19 access to their schools food has become more difficult . Based on an analysis of the data and the relevant research literature three themes emerged (see Table 1). Evidence-based decision making required evaluating each potential Action Option by the following criteria: Time Required; Reach; and Effectiveness. Time Required is important because this is an issue that needs to be addressed quickly due to the

circumstances of COVID-19. It would be ideal for the action option to reach a large number of community members so more people receive assistance. The action should also be effective in order to serve the community members. Based on the evaluation of each Action Option an action will be recommended and justified.

Table 1

*Evaluation of Action Options*

	Time Required	Reach	Cost
Delivery drop offs to local neighborhoods during the week	Medium	Medium	Medium
Delivery drop offs to students home for those with no transportation access	High	High	High
Send families home with a weeks worth of food and do local	Low	Medium	Low

pickups once a week on a Saturday/Sunday			
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**Neighborhood Meet Up Option 1:** This option consists of local food bank organizations meeting at multiple neighborhood locations throughout the week to make access easier for those with no transportation. Families would be able to walk to a closer location to their homes and pick up a week's worth of food. Data from the interviews conducted shows that lack of transportation plays a large role in adequate access to food due to COVID-19. When presented with the question “What do you see as the problem or challenge with food distribution during a pandemic?” coordinator Linda Brown responded by saying “One of the main issues that I have experienced with my program is the fact that not everyone has reliable transportation. I have noticed less people coming to pick up food as the weeks pass by. As things are able to open up again more people are returning to work and can’t make it to allotted pick up times anymore.” Many local operations conduct distributions during the work week and it increases difficulty for those with one or more working parents or a one car household. The Neighborhood Meet Up will require more volunteers to reach more locations, however the time required should not exceed over two hours, once a week for distribution and an additional two hours for set up and clean up. The reach of this project would improve compared to current circumstances but would still create obstacles for students with two working parents and the inability to walk to the distribution site alone. Overall cost would increase a moderate amount to utilize more supplies for multiple distribution sites for the organizations.



**Stay at Home Delivery Option 2:** This option allows for families to apply for at home delivery through their local food distribution organizations. This option would primarily be used for families that do not have access to transportation during regular distribution times due to work or lack of transportation and can apply to have a week's worth of groceries delivered once a week to their house. The interview question "How do you think that schools can distribute food more efficiently to those on free/reduced lunch programs?" received similar answers from both Linda Brown and Jose Gonzales. Jose responded by saying "It would be ideal to create a delivery service kind of program to ensure more kids in our community are receiving enough food". Linda responded to this question with "I would love to be able to get kids food while they stay at home. It would create less stress on the students and parents during this weird and stressful time". Delivering a week's worth of food would allow for the family to plan meals ahead of time and make sure their children have food for while they are at work. The reach for this program would be high because it allows for those who do not have access to transportation to receive food and those who do have transportation would still be able to complete their pickups locally. Schools in California are currently looking into ways to deliver meals to students' doors neighborhood and create a more convenient way to do so, but this has not yet been successful (Schwabish et al., 2020). Cost of this option would be fairly high to employ delivery drivers and run background checks to ensure that the drivers do not have felonies and would be able to be trusted with addresses of community members.

**Weekly Pickup Option 3:** This option consists of sending families home with a week's worth of meals depending on the number of family members in the household. This would occur on a weekend day to assist families who work Monday through Friday. The reach of this program would increase compared to the current situation and impact a moderate number of families who can not pick up during the week. According to Abrams, et. al, fifty five percent of their participants in a study revolving around food insecurity during Covid-19 said that they were worried about running out of food before they received another paycheck. According to interview data there is a large increase in families that drive-through during the weekend compared to the work week. Volunteer Cyndy Michaels responded to the question “What do you think should be done about improving food distribution during a pandemic?” with “I think that there should be a better time frame for pick ups. If people work a job during the work week then it is more difficult to attend distribution times. I would be interested to see if we notice an increase if we added a time slot on a Saturday or Sunday.” The time required for this option would be low. It would be about four hours once a week. The cost of this option would be low and there would not be much of an increase compared to the current program unless distribution sites decide to charge more for a weekend slot.

**Conclusion [ recommendation + concessions+limitations, +potential negative outcomes + Conclusion and related outcomes]**

**Recommendation:** I recommend the Stay at Home Delivery option. This option has the highest reach out of the three and provides an opportunity for families lacking transportation.

**Concessions:** The Weekly Pickup option is the most cost effective and still is able to reach a moderate number of people. The Neighborhood Meetup option also reaches a significant number of people and allows closer access to pick up points for those who lack transportation and need to find something within walking distance.

**Limitations:** Limitations for my recommended option would include having to spend more money and time running background checks on drivers. This is a necessary step to ensure safety of the community members. It also requires a significant amount of time and drivers to make all necessary deliveries throughout the week. Those who wish to participate in this process would have to apply and be approved and this could also take a significant amount of time to go through all of the applications.

**Potential negative outcomes:** This option could cause organizations to spend more money/fundraise for more money to fund this option and pay drivers, unless volunteers are found. Food could be lost or misplaced during delivery routes. Food could be left out by the doorstep to minimize interaction but this could lead to food spoiling if the family is not home during drop off. There is also a chance of a driver experiencing car issues that could lead to families not receiving their food.

**Conclusion:** The Stay at Home Delivery option is still recommended. It has the most potential to reach the largest number of families and students. This will increase food security for students who have two working parents and limited access to transportation to receive food from their

schools or other organizations that offer pick-ups for a specific slot of time during the week. This option allows for families to still pick up their food if they are able and provides an opportunity to feed those who cannot.

### **Action Documentation and Critical Reflection**

The focus issue of this Capstone is to work with local community organizations to reach a larger population of students and families struggling to feed themselves during the COVID-19 pandemic. To get a better understanding of the current situation, interviews were conducted and interviewees included volunteers/workers at the Redwalk Food Bank and Linda's Lunch Programs. These interviews were beneficial in gaining insight to current procedures and ways to improve food distribution while battling some of the most prevalent obstacles during the COVID-19 pandemic. From these interviews three Action Options emerged. These included Neighborhood Meetup, Stay at Home Delivery, and Weekly Pick Up. The option chosen to begin implementation is the Stay at Home Delivery. This option was chosen because it has the highest reach and allows for families with a lack of transportation during distribution times to receive food at their doorstep. While this option will take the longest to implement it was decided that this would have the largest impact on struggling families.

To build awareness around the issue of food distribution during a Pandemic I created a social media page on Instagram to receive community feedback while sharing information about local distribution times/sites and creating polls to establish the need of at home deliveries in the area. Engaging with the community through social media allowed for more input from those who would be directly impacted by the action and to gauge what improvements could be made to make the deliveries as effective as possible. I found it surprising how many people said that they

would be interested in volunteering to deliver meals during the week. This was a great surprise and showed how open the community is to supporting one another. The page includes highlights for every city located in Redwalk County with a list of each distribution center in that specific area. These lists can also be found on the main page or easily screenshot from the highlighted stories. This was done to allow community members to see what options they have near them for food distributions and volunteer opportunities. If a food distribution time in their city was missed they would be able to look at their surrounding cities and see if they can attend that distribution so they can attempt to avoid waiting another week.

So far, there has been a positive response to the idea of volunteering to distribute food throughout the community through a home delivery method. The polls on the social media pages have also displayed an interest in receiving food via home delivery and most were willing to complete an application process. Now that I am nearing the end of my Capstone project I have realized many things over the course of my work. At the beginning I wish I would have known how many willing community members there are who are willing to participate in a project that will benefit the members of the community. Knowing this could have allowed for more progression during my project at an earlier stage. To continue the process it will be important to create a list of volunteers and mark down who will need background checks if they plan on participating in a future delivery service. Proper training would occur and applications for receiving the food from home would be processed and approved or denied. From here delivery routes would need to be established and assigned to specific drivers. To continue spreading awareness the Instagram page will be updated as distribution times or location changes and polls

will continue to be posted on the story feature to engage with followers and people in search of food. A copy of the documentation can be found in Appendix A.

During this process I have learned that I am better at completing work virtually than I previously had thought. I have also discovered that I enjoy working more closely with the community organizations in my area and learning more about the issues they face, especially during a pandemic. While communication was sometimes difficult due to everyone's busy and hectic schedules, especially during a pandemic, it was very interesting to see what was being done and look for ways to improve the current situation. It was also very interesting to me to gain insight about how these food distribution organizations work and the processes they go through to meet community needs.

### **Synthesis and Integration**

This Capstone project along with other required course work over the semester has impacted my professional development as an aspiring professional in the field of education. The MLO's of a liberal studies major have all been addressed over the course of this semester. The first MLO is MLO 1: Developing educator encourages students to think, write, and speak critically about the general knowledge, skills, dispositions, and responsibilities of a California public educator in classroom, school, community, State, and National contexts. Students acquire introductory pedagogical skills and apply perspectives of the Educational Foundations to their developing professional practices. This has been accomplished over the course of my Capstone work, I have had to dig deeper into the way schools work, especially due to uncertain circumstances such as COVID-19, I have had to use new knowledge to create research to discover ways that the community has stepped up to support schools during these uncertain

times. The second MLO, MLO 2 encourages students to evaluate their own and others'

experiences as influenced by social identities, socialization practices, and societal institutions from both historical and contemporary perspectives. Students critically examine the value of diversity and multiculturalism. Students inform their educational practices and perspectives by applying concepts and theories of diversity and multiculturalism. I feel that I have met this MLO through working with my community partners and engaging in continuous research over the course of the semester. I have had to look into who is struggling the most during the COVID-19 pandemic with financial security and food security. I have been able to relate this research to my own experience as well, I was a student on free/reduced lunch programs throughout all of grade school. Before I began my project I could only imagine how difficult it must be to learn from home as a young student who relies on their school's lunch programs, I have found that this has been hardest on students with two working parents who have to rely on themselves or siblings to obtain food during the day.

MLO 3 includes asking students to use technologies effectively for investigation, expression, design, and collaboration. Students reflect on the role of technologies for innovative teaching and learning, and effective instruction. This has been easy to accomplish due to COVID-19 requiring all studies to be completed virtually. I have had to communicate with community partners primarily through email or phone calls/zoom sessions. My research has all been conducted virtually through studies published on the internet. My courses this semester have taught me a lot about how to conduct learning virtually, I had never expected to finish my degree online because I have taken online courses in the past and had decided against taking them again as it did not fit my learning style. I have had to make major adjustments this semester

and push myself to learn virtually, I have also taken a lot from my courses and have found new ideas to incorporate technology into education more easily. MLO 4 asks that students combine disciplinary knowledge, community experience, and reflective practice to become ethically and socially responsible educators working toward a just and sustainable world. Students identify and pursue paths for social change. Students collaborate with stakeholders to advocate for access, equity, and justice in public education and other societal institutions. I have completed this MLO throughout the course of my Capstone project, I have had to look into the ways that COVID-19 has affected students from all backgrounds. I have collaborated with stakeholders over the past few months to find the best ways to increase access to food to all members of the community and create more equal opportunities for the members in the community. The fifth and final MLO requires students to demonstrate competency in subject area content and complete a coherent depth of study for successful practice in California public education. I have obtained this MLO over the course of my degree, I have taken all required courses that will allow me to enter a credential program for education. I feel confident that I am competent in all required fields to become a successful teacher and help my own students reach their full potential. As I progress in my career I will have to take necessary steps to continue on my path to being a professional in elementary education. I will have to take a credential course to further my education and work more effectively in a classroom. I look forward to completing my co-teaching hours and learning how to teach most effectively while gaining hands-on experience. I hope to have good relationships with my students and learn about their learning styles and adjust my teaching to offer the best education possible to each individual student.



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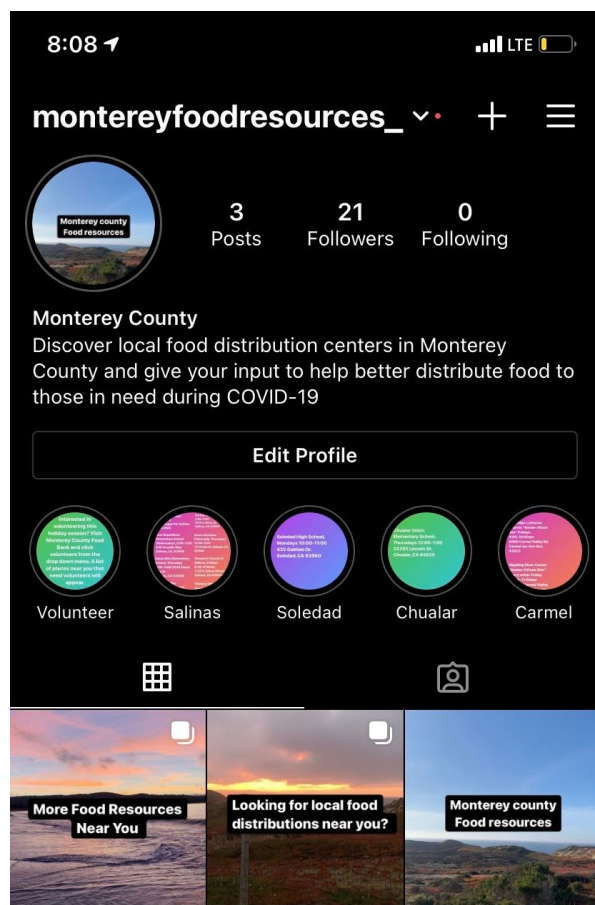
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## Appendix A



*Image 1.* This image shows the Instagram page that was created to keep community members informed about their food distribution/volunteer opportunities.



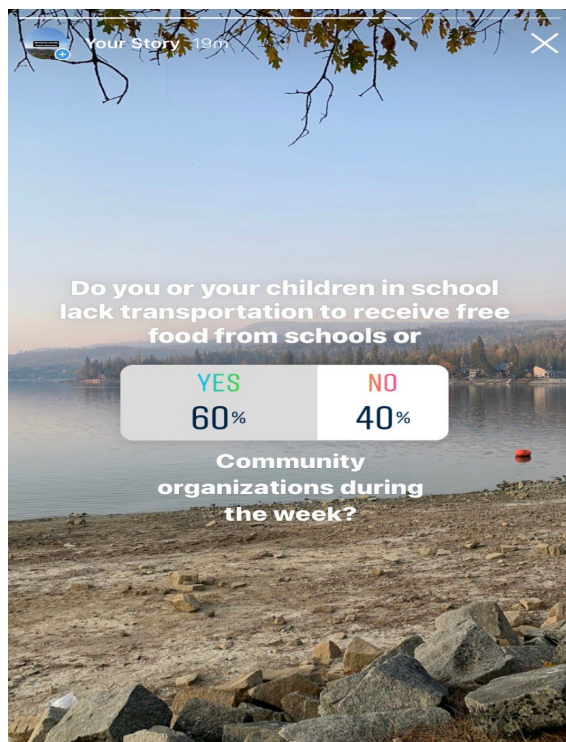
*Image 2.* This image shows an example of one of the lists with local distribution sites. A list similar to this one was provided for each city in the county.



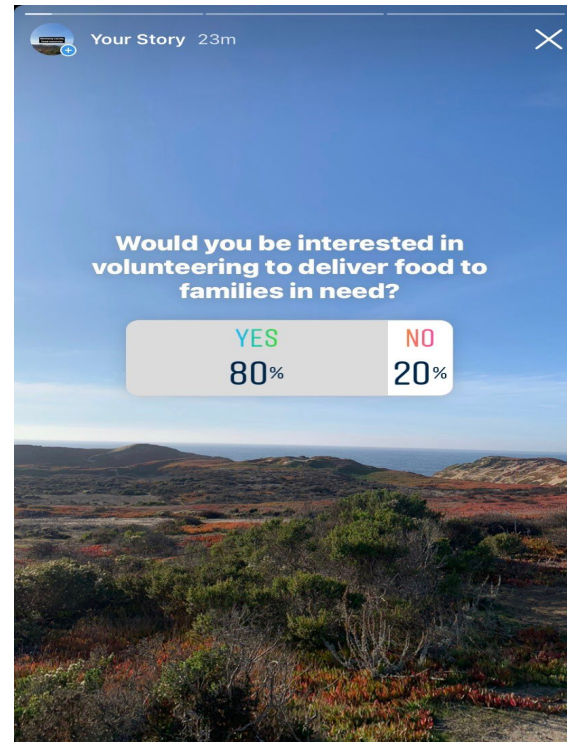
*Image 3.* This image shows the first half of lists provided with local distribution sites.



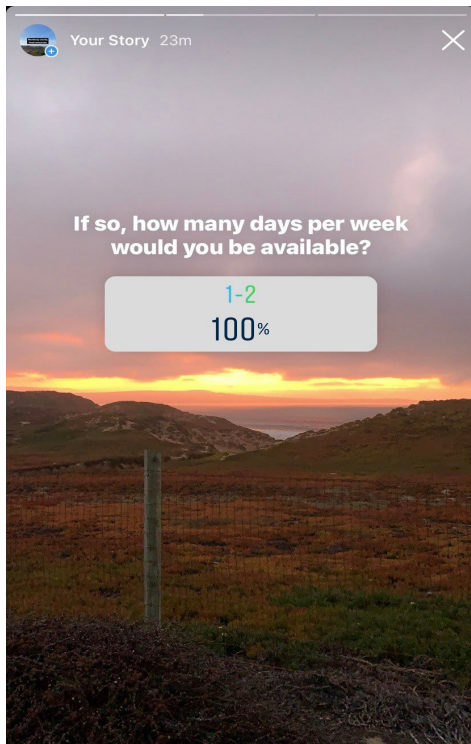
*Image 4.* This image shows the second half of the lists provided with local distribution sites.



*Image 5.* This image shows a poll taken using the story feature on Instagram. The question asked was “Do you or your children in school lack transportation to receive free food from schools or community organizations during the week?”



*Image 6.* This image shows another poll taken using the story feature on Instagram. The question asked is “Would you be interested in volunteering to deliver food to families in need?”



*Image 7.* This image shows a third poll taken using the story feature on Instagram. The question being asked is “If so, how Many days per week would you be available? This is in response to the question asked in image 5. The two answer options were 1-2 or 3-4.