


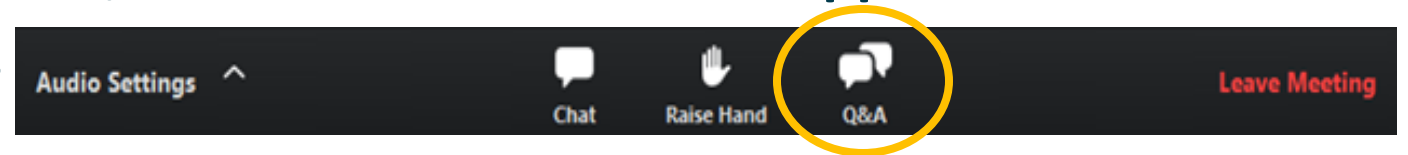
Nourishing Minds: The Connection Between Food Insecurity & Youth Mental Health in SBHCs

March 6, 2025

REMINDERS

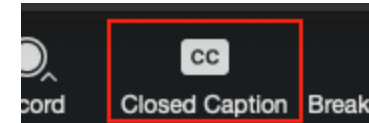
 All attendees are in listen-only mode.

 To ask a question during the session, use the “Q&A” icon that appears on the bottom your Zoom control panel.



 Chat is disabled for participants during this event.

 To turn on closed captioning, click on the “CC” button



 Please complete evaluation poll questions at the end of the presentation.



OBJECTIVES

Attendees will...

1. Understand the connection between food insecurity and its impact on mental health for youth and their families.
2. Learn about unique initiatives in healthcare settings that are addressing both food and behavioral health needs.
3. Explore opportunities for youth-led food and behavioral health initiatives in your SBHC.



TODAY'S FACILITATORS



Addie Van Zwoll (she/her),
Director, School-Based
Health Alliance



Sarah Mills (she/her),
Senior Manager Health
Systems, Share Our
Strength



Harper Byers (she/her),
Coordinator, School-
Based Health Alliance



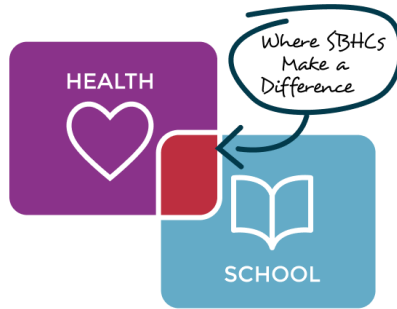
TODAY'S PRESENTERS



- **Cindy Leung, ScD, MPH**, Assistant Professor of Public Health Nutrition, Department of Nutrition, Harvard T.H. Chan School of Public Health
- **Nicole M. Casbarro, DNP, MSN, APRN, FNP-c**, Clinical Assistant Professor of Nursing, School of Nursing, Quinnipiac University
- **Rachael Jones**, Executive Director, Farm to School of Park County
- **Celeste Mascari**, Education Manager, Farm to School of Park County



Who We Are



School-Based Health Alliance

The National Voice for School-Based Health Care

Working to improve the health of children and youth by advancing and advocating for school-based health care. When health and education come together, great things happen.

Learn more: www.sbh4all.org

No Kid Hungry

A Campaign by Share our Strength

An organization dedicated to ending hunger and poverty. Through proven, effective campaigns, that connect people who care to ideas that work.

Learn more: www.nokidhungry.org

NKH and SBHA Continued Partnership

2024-2025

- Continuing to work with the Ohio School-Based Health Alliance and Youth Healthcare Alliance to expand their work with a focus on evaluation and sustainability
- Launching a National Survey to learn more about what SBHCs are doing across the country about food security—More details coming soon!
- Webinar Series:
 - **Webinar 1 (In SBHA Archive):** *"Bridging Health and Nutrition: Food Assistance Strategies for School-Based Health Centers"*
 - **Webinar 2: (In SBHA Archive)** *"Hunger Ends Here: Exploring the Continuum of Food Security Programs in SBHCs"*
 - **Webinar 3:** Today! *"Nourishing Minds: The Connection Between Food Insecurity & Youth Mental Health in SBHCs"*



Understanding the Links Between Food Insecurity and Children's Health



HARVARD
T.H. CHAN

SCHOOL OF PUBLIC HEALTH

Cindy Leung, ScD, MPH

March 6, 2025

What is food insecurity?

- **Worrying** about food running out
- Not being able to afford a **balanced meal**
- **Eating less** because there wasn't enough money for food
- **Skipping meals** because there wasn't enough money for food
- **Hungry but didn't eat** because there wasn't enough money for food
- **Losing weight** because there wasn't enough money for food
- **Not eating for a whole day** because there wasn't enough money for food

Who experiences food insecurity?



- **Household composition**

- Households with children
- Households with young children
- Female headed household
- Male headed household

- **Race/ethnicity**

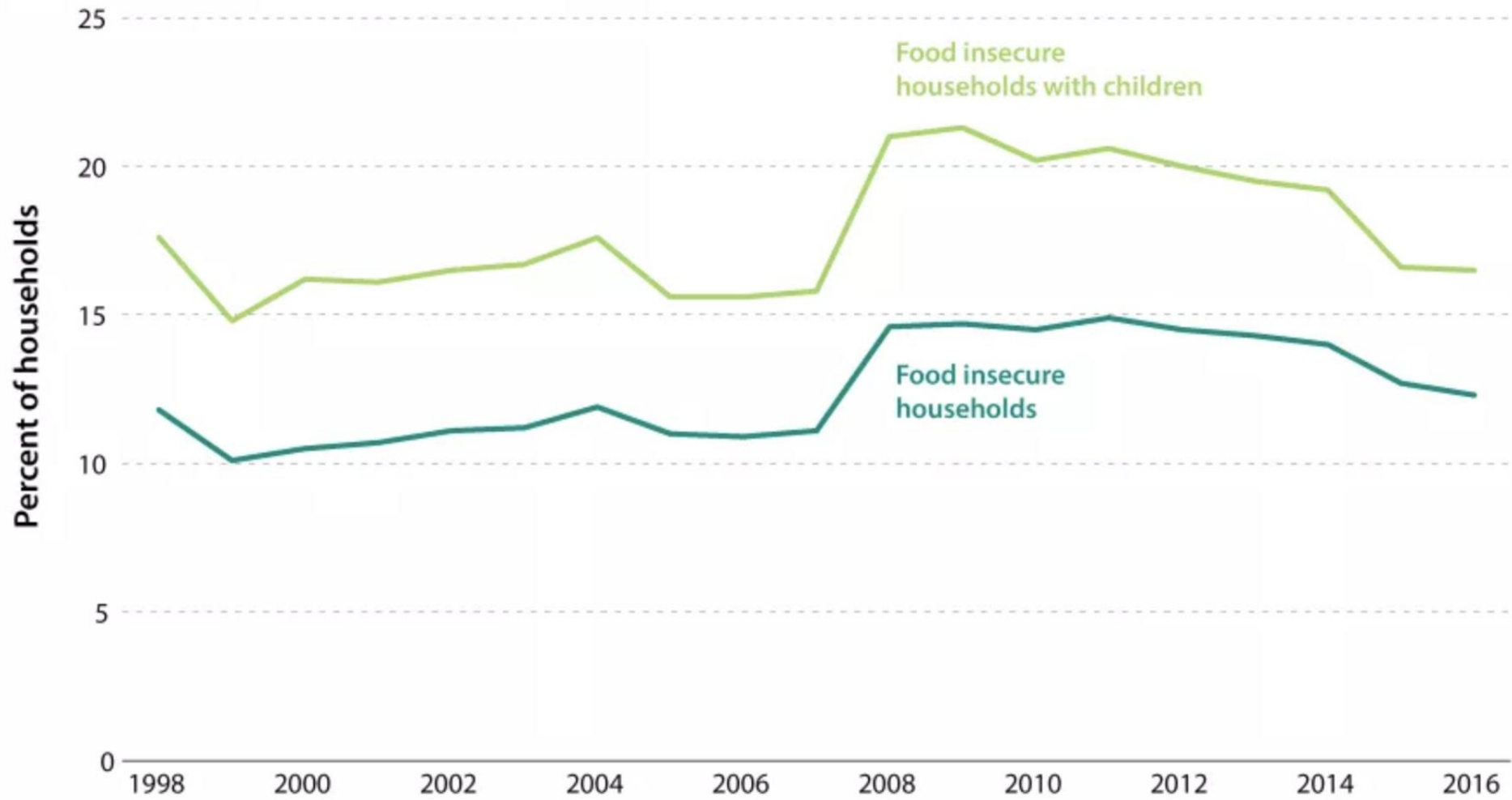
- Black, non-Hispanic household
- Hispanic household

- **Income to poverty ratio**

- Under 1.00
- Under 1.30
- Under 1.85

FIGURE 1.

Percent of All Households and Households with Children That Were Food Insecure, 1998–2016



Goal #1:

Reduce HH food insecurity and hunger

Target: 6.0%

Current: 13.5%

Status: Getting worse ⊖

[Learn more about our data release schedule](#)

Goal #2:

Eliminate very low food security in children

Target: 0.0%

Current: 1.0%

Status: Getting worse ⊖

[Learn more about our data release schedule](#)

Consequences of Adult Food Insecurity

- Micronutrient deficiencies
- Lower diet quality
- Poorer sleep outcomes
- Lower physical activity
- Smoking
- Lower overall health status
- Poorer physical health
- Poorer mental health
- Greater mental distress
- Lower cognitive function
- Depression
- Obesity
- Hyperlipidemia
- Hypertension
- Diabetes
- Poorer glycemic control

Consequences of Child Food Insecurity

- Increased developmental risk
- Lower physical function
- Lower psychosocial function
- Lower motor development
- Lower mental development
- Lower maternal attachment
- Hyperactivity
- Absence from school
- Aggression and anxiety
- Internalizing disorders
- Externalizing disorders
- Mood disorders
- Behavior disorders
- Depression
- Asthma
- Mental health problems
- Behavioral problems
- Substance abuse problems
- Lack of concentration
- Difficulty getting along with peers
- Suspension from school
- Thoughts of death, suicide attempts

Why do these associations exist?



?



The environment nudges us towards the foods that do not support health.



Simply Orange
NOT FROM CONCENTRATE

BEST IF USED BY 11/01/14
LOT 13 25 3 4 540 4 54 05

HIGH PULP
Simply Orange
NOT FROM CONCENTRATE
100% Pure Squeezed
Pasteurized Orange Juice

89 FZ
TL
25 04314
6.99
39610073
7.9c

Florida's Natural
100%

Florida's Natural



TAQUERIA MEXI!

BUNGER CHEESE, PULLEY GRILLTY
 BUNGER CHEESE CHICKEN
 PASTRAMI ROAST TURKEY
 BOLLAR BUNNY
 BOLLAR PICE
 BOLLAR BOM
 BOLLAR BOM

\$5.49 \$5.99 \$6.99
 \$7.99 \$8.99 \$9.99 \$11.99

CRISPY RESTAURANT CHICKEN

OPEN

YOU BUY WE FRY!

CRISPY RESTAURANT CHICKEN
 11 piece
 12 piece
 14 piece

Why do these associations exist?



?



Food insecurity is stressful

Food insecurity and stress in families



Study Design

- 48 parent-child (7-14 y) dyads recruited from the San Francisco Bay Area
- Parent reported experiences of food insecurity during past year
- Semi-structured interviews conducted with parent and child separately

Study Analysis

- Interviews transcribed and checked for accuracy
- Iterative analysis using coding of independent themes and sub-themes (grounded theory approach)

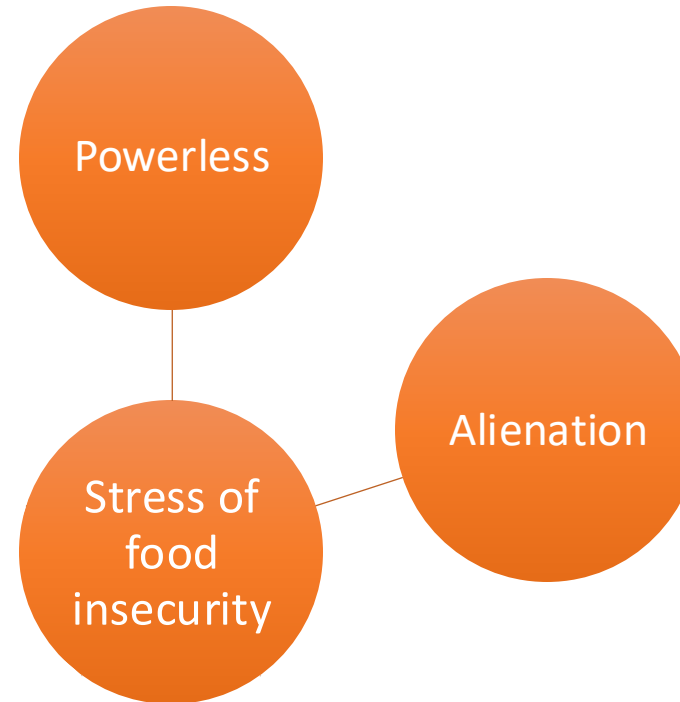
Food insecurity-stress in parents

“We get tired of eating the same thing over and over, but what can I do? Canned chili and rice, sort of healthy, but it’s something we eat all the time. Hot dogs. Again, all this processed food. We don’t have a choice. I have to buy what we can make the most out of, what we can make last, always the unhealthy stuff that we are stuck buying.”

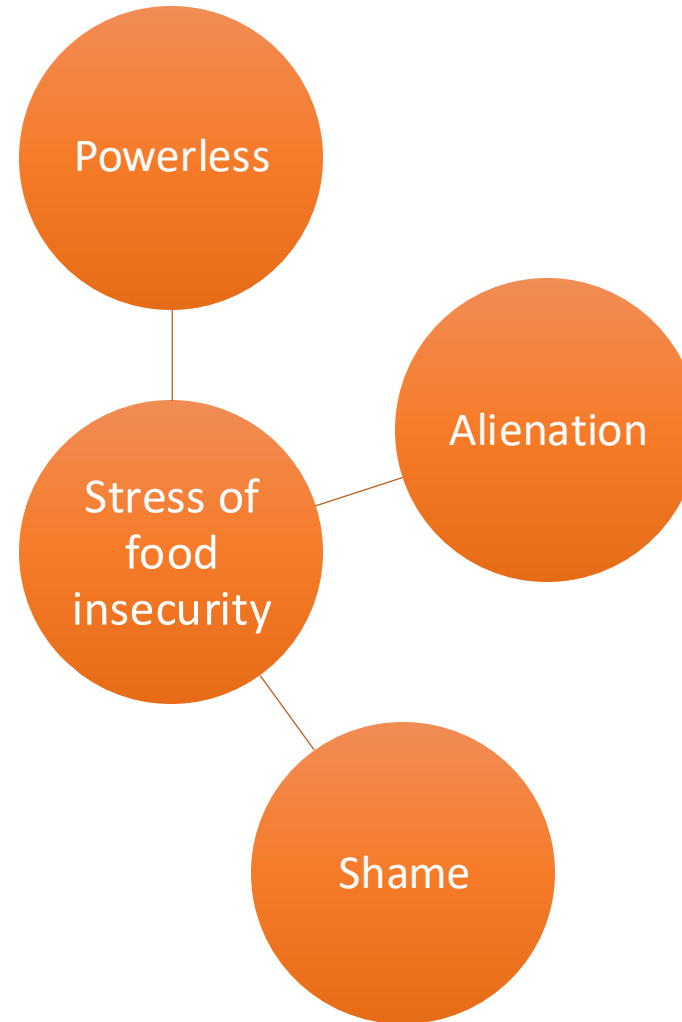


Stress of
food
insecurity

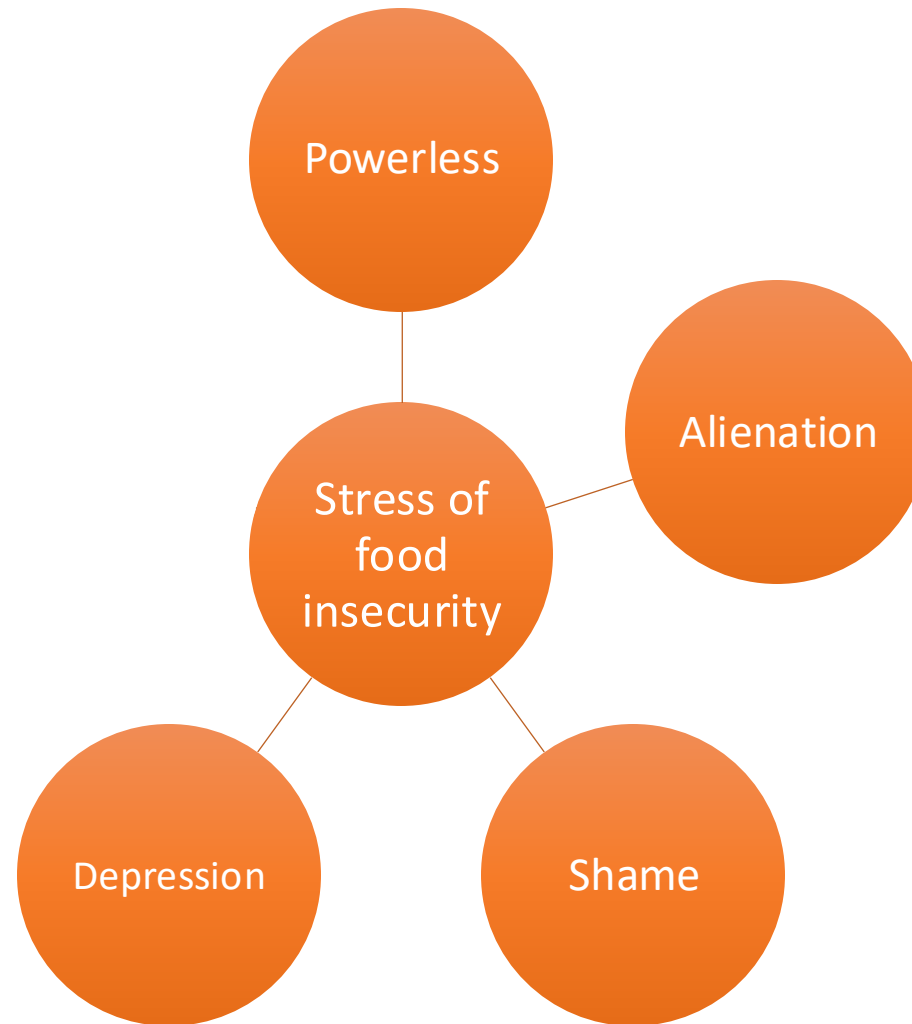
Food insecurity-stress in parents



Food insecurity-stress in parents



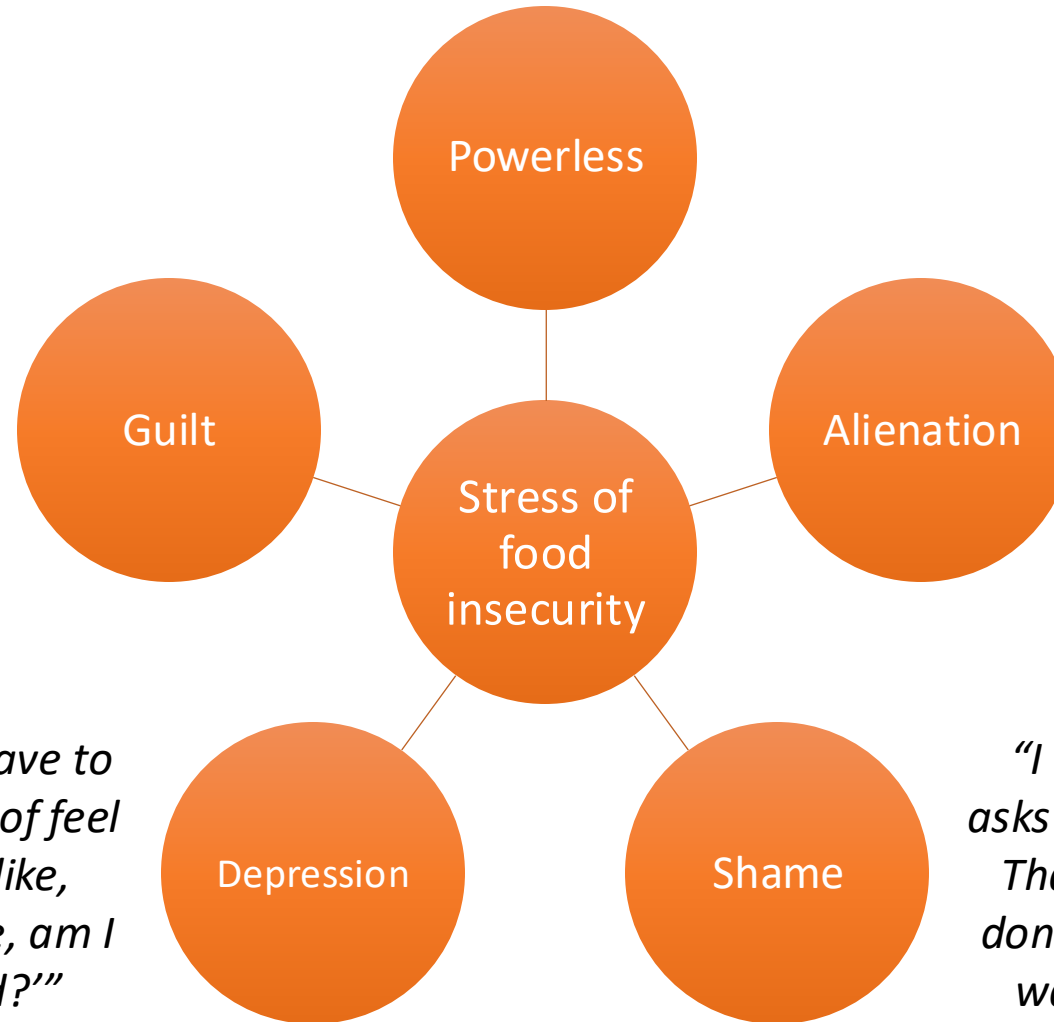
Food insecurity-stress in parents



Food insecurity-stress in parents

"It's just the feeling of not being able to care for the kids the way that you feel like you should. It's a lousy feeling not being able to give your kids the life that you think they deserve."

"It's every month that you have to go through that, so you kind of feel down and depressed...It's like, when payday comes, 'it's like, am I gonna pay for bills or food?'"



"We have a couple at church that we always go out and eat with them. I think they know that we're struggling because they always offer to pay...They're probably like, 'This couple loves to go out because we always pay for them'...But, I don't want to feel like the church charity case."

"I think the shame is that he asks me, 'Dad, can we afford it?' That makes me cry, because I don't want to be a loser. I don't want to say, 'No, we can't.'"

Children's awareness of food insecurity

Sometimes, my mom didn't eat because we had to eat. She sacrificed eating her meal for us to eat our meal... She never tells me. She just lets us eat and she eats the leftovers that we didn't eat."

(10 y boy)

Children's awareness of food insecurity

Sometimes, my mom didn't eat because we had to eat. She sacrificed eating her meal for us to eat our meal... She never tells me. She just lets us eat and she eats the leftovers that we didn't eat."

(10 y boy)

Sometimes we don't have enough of something that all of us want. If it's egg or toast, and we don't have enough for my dad or my mom, they will eat cereal while we get eggs...[I feel] bad because we're not getting enough food for the whole family."

(12 y boy)

Children's awareness of food insecurity

Sometimes, my mom didn't eat because we had to eat. She sacrificed eating her meal for us to eat our meal... She never tells me. She just lets us eat and she eats the leftovers that we didn't eat."

(10 y boy)

We get money from my grandmother, my auntie, or we have this program and people donate money."

(9 y boy)

Sometimes we don't have enough of something that all of us want. If it's egg or toast, and we don't have enough for my dad or my mom, they will eat cereal while we get eggs...[I feel] bad because we're not getting enough food for the whole family."

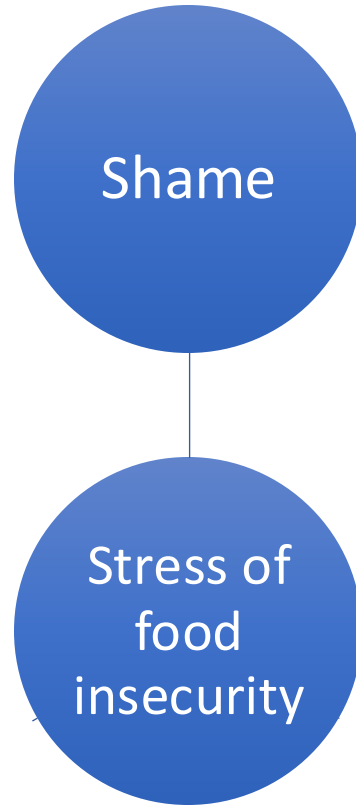
(12 y boy)

Food insecurity-stress in children

“It’s really expensive to live here. I know [my mom] has to pay bills and that always has to come first to have a roof over our heads. I know we should be grateful for what we have, but sometimes, I wish we didn’t have to worry about [getting food].”

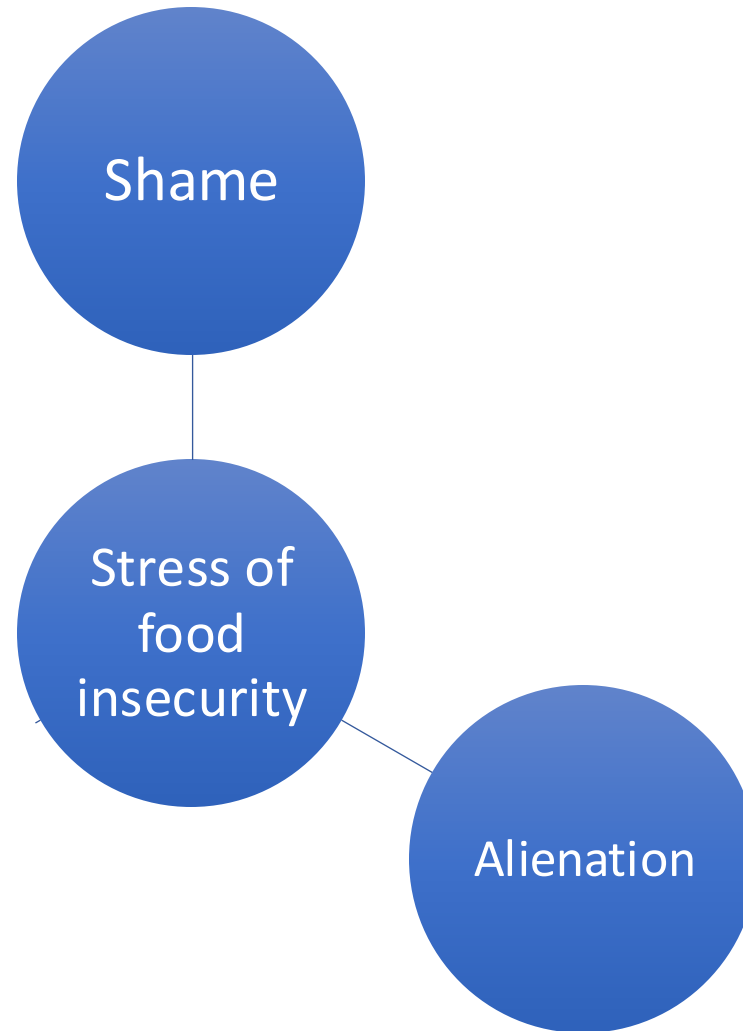


Food insecurity-stress in children



“One times my friends came over. There wasn’t anything in the refrigerator or the pantry. Their parents make money, their parents have a good education, their fridge is always full. And they came over, and there was nothing in the fridge.”

Food insecurity-stress in children



“There’s not a lot of people who are going through similar things around there. I don’t feel like I can talk to my mom or dad about this because they’re probably going through much worse than I am. I consider myself a little bit lonely in this situation.”

Food insecurity-stress in children



"If the food runs out, I get sad a bit. Just sad. The kind of sad where you want to try to be happy, but you know inside, you're sad about it."

Coping with or adapting to food insecurity

[My imaginary friend] is the one who gives me the imaginary food, because he works at a place where you could get any food you want. I just imagine I have food. I imagine I have food, then eat the imaginary food.”

(7 y boy)

Coping with or adapting to food insecurity

[My imaginary friend] is the one who gives me the imaginary food, because he works at a place where you could get any food you want. I just imagine I have food. I imagine I have food, then eat the imaginary food.”

(7 y boy)

I don't care if I don't eat for a day. If I didn't eat for a week, that's when I would start saying stuff, but 2-3 days is fine... We're been in rough times, but it's okay. If it wasn't for my mom saving up food, I wouldn't be here. I would probably be in a grave.”

(10 y boy)



Instead of treating food insecurity as a **nutritional concern**, we should ALSO treat food insecurity as a **toxic stressor**

Final thoughts

Food insecurity...

- disproportionately affects structurally marginalized groups.
- is associated with adverse health outcomes in childhood and across the life course.
- contributes to toxic stress in children and their parents.
- requires multi-pronged solutions to dismantle structural inequities across diverse demographic groups.

Questions?

For additional information, please contact Dr. Cindy Leung at
cleung@hsph.harvard.edu

Therapeutic Greenhouse Program

Quinnipiac
School of Nursing



Nicole Casbarro, DNP, MSN, APRN, FNP-C, AHNP-BC
Community Health Center, Inc., Middletown, CT
Quinnipiac University, North Haven, CT



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School of Nursing



A Successful Garden...

“Creates community, is an inviting space, is resourced and supported, is thriving and used,”

— Kate Burt, et al, 2018



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School Gardens Through The SBHC

Why Gardens?

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School Gardens Have Been Shown To...

- Reduce food insecurity through increased access to fresh produce, especially in underserved communities (Caruso et al., 2022)
- Improve students' mental health outcomes including reduced anxiety and depression symptoms (Davis & Martin, 2023)
- Enhance ecological awareness and environmental stewardship behaviors among students (Lam et al., 2021)
- Strengthen community resilience during crises such as the COVID-19 pandemic (Thompson et al., 2021)
- Increase consumption of vegetables by 1.2 servings per day among participating students (Williams et al., 2022)
- Improve academic performance in science subjects with 15% higher test scores for garden program participants (Morgan et al., 2020)
- Foster improved social-emotional learning outcomes and peer relationships (Hernandez et al., 2023)

How does a school garden help?



- A hyperlocal response to Food Insecurity through education & sometimes food production
- A way to build equity in public schools
- A vehicle for interdisciplinary outreach between medical / nursing, behavioral health and the school
- Expanded behavioral health services

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Greenhouses & Social Justice



Creating Equity

- Increase access to green spaces
- Opportunity for hands-on, experiential learning
- Enrichment activities (i.e. cooking classes, summer volunteering)
- Cultural connection (Greer, 2019)

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Food Justice

- Food Insecurity has increased since COVID-19 pandemic (Mangundu, R, Wilde, S 2020) (Lal, R. 2020)
- Acknowledgement of colonial land stealing (Orozco, AA, Ward, A., Grady-Lovelace, G., 2018)
- Recognizing racism in the anti-obesity movement (AAP, 2023)
- Empowering communities through education & access (Huelskamp, AC. (2018)

Food Literacy



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Food literacy is the holistic story of our food

- Where food comes from
- Who produces it
- How it is shipped
- How it is grown & prepared
- How food affects our bodies and minds
- How food connects us to our past

Behavioral Health



- The garden is used for individual therapy
- group therapy
- provides a positive environment for taste, touch and smell
- Provide a hands-on learning experience

Cultural Connections



Gardens can have significant cultural relevance in immigrant communities, many of whom report a recent history of gardening in their country of origin and a desire to grow their own food, (Greer, 2019)

Behavioral Health Visits



- Sprouting Seeds to instill confidence, empowerment
- Connecting to cultural origin and family roots
- Relating back to present moment, i.e. what's going on for them now
- Community building – we all take part in this greenhouse, no role is too small

Where to Start



- After meeting with your Principal and deciding which grades, days & times work best, you can go ahead and send out those permission slips!
- Be sure to attach your enrollment form & a photo consent with permission slip.
- Confirming all new patient charts are entered correctly as they come in.
- Make sure your lesson plans & supplies are ready to go for the first day



GARDEN WELLNESS CLASSES
at John Barry Elementary School
through the
School Based Health Center
Starting March 2, 2021

Dear Parents,

Your child has the opportunity to participate in a Garden Wellness Program at the School Based Health Center at John Barry Elementary School! The class will be taught by the health center staff, Nicole Casbarro, nurse practitioner and certified Yoga instructor.

To participate your child must be signed up for the health center and in good academic standing. If your child is signed up for the health center, simply return the signed portion of this slip below. If your child is not signed up and would like to participate, please fill out an enrollment form either on-line at www.sbh1.com or have your child get one at the nurses' station and return it along with the permission slip.

We will be working in the new Barry Garden Greenhouse. We will learn about, grow and harvest fresh fruit and vegetables! Classes will discuss nutrition education and will be hands-on and project based. We will adhere to social distancing, masks will be worn and cohorts will be maintained.

Please call the SBHC with questions: 203-237-8831 x2219

I give permission for my child _____

to participate in the SBHC Garden Wellness Class at John Barry Elementary School.

Teacher _____

Parent Name

Signature



Our Permission Slip



Increasing Visits & Enrollment

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- Six-week sessions with a 30-minute billable visit each week
- Can run multiple cohorts at a time with 5-8 students per cohort
- Expanded enrollment
- Increased familiarity with SBHC services

Numbers from Spring 2022 To Spring 2024

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- **34** New enrollments to our School Based Health Center because of the interest in the Garden Program
- **13** Existing SBHC patients who enrolled in our program from learning about it over time
- Over **240** billable garden visits in one year!

How To Bill & Chart - Medical

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- DX code Z71.3 Dietary Counseling
- If Pt. BMI >85%, add Z68.53 or >95% add Z68.54
- CPT 99411 Group Health Education
- >50% of this visit was spent in counseling.
- Continue to reinforce Healthy Eating and Activity.

How To Bill & Chart – Behavioral Health



- Bill same as individual diagnosis code.
- Bill groups same as usual.



The greenhouse “is a hands-on, hyperlocal response to larger issues such as food insecurity and childhood obesity”

Summer Volunteers 2021 - 2024



Seedling Sale May 2022, 2023, 2024



Farm to School Grant



- John Barry Elementary School in Meriden
- Create a connection from farms to schools
- Visits from farmers, 3 field trips to farms, adopt a cow program
- School-wide Garden Advisory Committee
- 3 new raised beds





UConn is offering
FREE Nutrition classes for
you and your child



6 weeks of classes in the Barry Cafe

Date	Time
December 14th	5:30-6:30 p.m.
January 4th	5:30-6:30 p.m.
January 18th	5:30-6:30 p.m.
February 1st	5:30-6:30 p.m.
February 15th	5:30-6:30 p.m.
March 1st	5:30-6:30 p.m.

Space is limited to 20 families, sign your child up today! If interested, please respond to this post and an application will be sent home with your child.

Family Nutrition Classes With UConn EFNEP (Expanded Food & Nutrition Program)



Collaboration with Lyman Hall Agricultural Program

Sample Curriculum



Week One- Establish guidelines, tour the greenhouse. Discuss what helps plants grow and related it to our own health.

Week Four - Today we introduced My Plate. We gave the kids cut-outs of food from magazines and had them construct a meal according to My Plate

Week Two- Where food comes from and the difference between processed and fresh food. Asked students to think about where each item on their lunch tray comes from. (it's origin)

Week Five – Today we discuss the five senses and sight, taste, touch, sound and smell. We talked about how our whole senses are involved in the food we eat, not just taste.

Week Three – Reviewed the four food groups. Dissected favorite meals and discussed what food groups are in those meals.

Week Six- Memory, culture and food. What foods do you like? What foods do you not like? Is there a food that reminds you of a special time or person? Is there a food your family eats that is special to you.



Elements of a successful garden:

A Successful garden “creates community, is an inviting space, is resourced and supported, is thriving and is used,” (Burt, et al, 2018).

Staffing	Time	Funding	Curriculum	Space
<ul style="list-style-type: none"> • Adequate # of volunteers • Compensated & Dedicated garden coordinator • Community involvement • Teacher / Staff interest • Supportive administration 	<ul style="list-style-type: none"> • For classes to use the garden • To train staff & faculty • Garden maintenance • Lesson planning • Maintenance during summer months 	<ul style="list-style-type: none"> • Time for grant seeking • Adequate distribution & allocation of funds 	<ul style="list-style-type: none"> • Integrated into the school day • Classroom management of students in the garden • Positive student engagement • Curriculum design 	<ul style="list-style-type: none"> • To store tools • For indoor garden • For outside gardening • Is inviting & secure • Has a water source

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Nourishing Minds: The Connection Between Food Insecurity & Youth Mental Health in SBCA's
March 6, 2025

FARM

Our Team

Rachael Jones,
Executive Director



Megan Randall,
Farm Manager



Celeste Mascari,
Education Manager



Anna Elam,
Operations Manager



Leah Gibson,
AmeriCorps VISTA
Service Member



Greater Yellowstone Country



North boundary of
Yellowstone National Park

23 miles east of Bozeman

County Population 17,000

City Population 7,000

Farm to School is...



Vision & Mission

We see a future where all Park County communities have a deep and meaningful connection to food and where it comes from.

Guiding schools and communities in building a prosperous local food culture that places healthy food on the plates and in the minds of all Park County children and their families

Program Pillars

Teach: We educate public school children on the connection between their diet, the environment and their lifelong health.

Grow: We cultivate learning gardens where we grow food with children, for their school meals.

Eat: We improve the quality of school meals.

Repeat: We pursue opportunities and relationships to advance our mission throughout Park County and beyond.



The Need for “Food & Mood”

2015 MSN Money reported that Livingston was the poorest city in Montana

2015 and 2019 USDA Food Access Research Atlas, Park County classifies as a Low Income and Low Access

2015-2020 cluster of local youth deaths by suicide

2018 Montana had the highest suicide rate in the U.S. and Park County ranked 28th in all counties nationwide.

2018 Collective Impact Initiative deepens Farm to School partnerships in schools

2020 First virtual Food & Mood Townhall

Food and Mood Coalition



VISION

- *All children, youth, and their families are nourished and thriving, with their nutritional, emotional health, and wellness needs prioritized and met throughout their communities.*

MISSION

- *Provide leadership, partnership, data, effective interventions, and resources that improve the emotional health and wellbeing of children, youth and their families.*

GOALS

- *Promote emotional health and wellness and reduce the impact of mental health and substance use on children and youth by identifying and implementing community-based strategies that address food/nutrition security/cultural food /school gardens.*

Why is Nutrition Security so Important to Behavioral Health?

Diet quality is the #1 risk factor for death in the US.

Behavioral health and physical health are often interwoven, having significant influence over one another throughout the lifespan.

Diet and nutrition status, as well as food insecurity are understood to further influence the relationship between **physical and behavioral health** conditions.

The growing Food as Medicine movement recognizes the connection between nutrition and health.

Leverage Existing Happenings

Whole School, Whole Community,
Whole Child (WSCC) Model



4 Pillars of Food and Mood



- Equitable access to resources
- Multi-disciplinary community engagement
- Meaningful and holistic curriculum that is culturally informed
- An inclusive, normalizing public dialogue

Teach Philosophy

A full circle, relationship-based approach

Our curriculum: Instructional time during school day, meets local and state standards

Collaboration: Collaborative with educators and community partners; reflective of community needs

Lessons: Hands on food system, nutrition, agriculture, gardening and cooking lessons, age appropriate



Teach In Practice



Lead with connection: Begin with an invitation to engage, include time for reflection

Set the tone: Create shared group expectations

Relationship based approach: Cultivate trust and engagement over time

Collaboration, decision making and inclusion: Facilitate small group work, independent choice

Examples: Skill building, reflection wheel, songs, F2S stretch, language: “not for me”, whole body listening, small groups

Grow

Philosophy



Our network of school and community gardens and farms are designed to engage community and students in their relationship with food.

Food, ecosystems and education: Growing spaces have diverse roles and create connection across our programs.

Partnerships with Food Services: Crop planning for use in school lunches

Learning gardens at all Livingston schools: Integrated into K-12 schools in lessons, cafeterias and community interface

Grow

In Practice



10 growing spaces in Livingston area: School gardens, Lincoln School Farm, Community Garden, Deep Creek Green, Pappert Memorial Garden, Plant Growth Center

School learning gardens: Encourage self guided learning and connection with where food comes from

Lincoln School Farm: Food pantry, school meals, educational, volunteers, shared community space

Deep Creek Green: Community partnership, expand food access , potential for educational opportunities

Eat Philosophy



Building a prosperous local food culture:

Food is delicious, nutritious and affordable

Local procurement: Supporting local economies; fresh, healthy foods schools

Scratch cooked meals: Support fresh-food-based school meals, connection from lessons to cafeteria

Support and elevate Food Services:

Improve the culture and perceived value of preparing and serving school meals.

Kid tested and approved meals: Offer choice and opportunity for students to have say in what they eat.

Eat In Practice



Programs and Partnerships for Equitable Healthy Food Access :

Summer Lunch in the Park

Healthy Food Fund

Harvest of the Month Taste Tests

Classroom Cooking Lessons

Farm Fresh Meals



Repeat

Relentless Collaboration



In case we need a reminder

- **Access** to natural local food is a beneficial component in the learning environment.
- Food is the foundation to **children being able to learn**.
- The relationship between mood and food is an important factor in **neighborhood revitalization**.
- Nutrition security is a crucial element of leading a **substance-free life**.
- Nutrition is the driving force behind overall health and a **productive community**.
- Whole health initiatives are imperative for **population health**.
- **Connecting local farmers** to local schools is key to a local food initiative and the health of our families.

Putting It Into Practice

How to incorporate Food and Mood principles into your place of work?



Build support: Schools, families, food services, community partners; respond to the needs of your community

Whole Child: Teach to the child and incorporate Whole Child Skill Development practices

Offer choice: Encourage curiosity and ownership around food choices

Build student relationships: Build connection through continued presence in range of settings

Seek out tools: Find tools and encourage research to support understanding how food affects behavior and mood regulation



Visit the Food and Mood webpage for additional resources and information, as well sign up to receive a bi-monthly newsletter on new research, upcoming events, and funding opportunities related to Food and Mood. [Food and Mood Project | SAMHSA](#)

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QUESTIONS?

Please enter your questions into the “Q&A” box of the Zoom control window.



Toolkit Resource



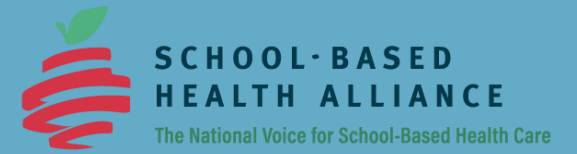
Emerging Models And Resources To Address Food Insecurity In School-Based Health Centers

No Kid Hungry and School-Based Health Alliance believe that by embracing and building on families' trust in school-based health centers, we can promote federal nutrition programs and nutritious food consumption in support of favorable health outcomes and improved food security for families.

This toolkit highlights promising practices for integrating nutrition and food access into school-based health center (SBHC) services to address social influencers of health, improve food security for families, and support student success and wellness.



**SAVE
THE
DATE**



**2025 National School-Based
Health Care Conference and "Be
the Change" Youth Training
Program**

**June 29 – July 1,
2025**

**Westin Washington, DC Downtown
Hotel (formerly the Renaissance
Downtown Hotel) in Washington, D.C**





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