



The Feast for the Future Program: Development, Evaluation and Replication

NNR-11.332

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Research Conference
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Agenda

- Welcome
- Brief Center Overview
- Feast for the Future (FFF) Video
- FFF Program Overview
- FFF Evaluation Results
- FFF Replication Website
- Acknowledgements
- Q & A/ Discussion



Johns Hopkins Center for American Indian Health

*Founded in 1991 by Dr. Mathu Santosham after spending
10 years in tribal communities*



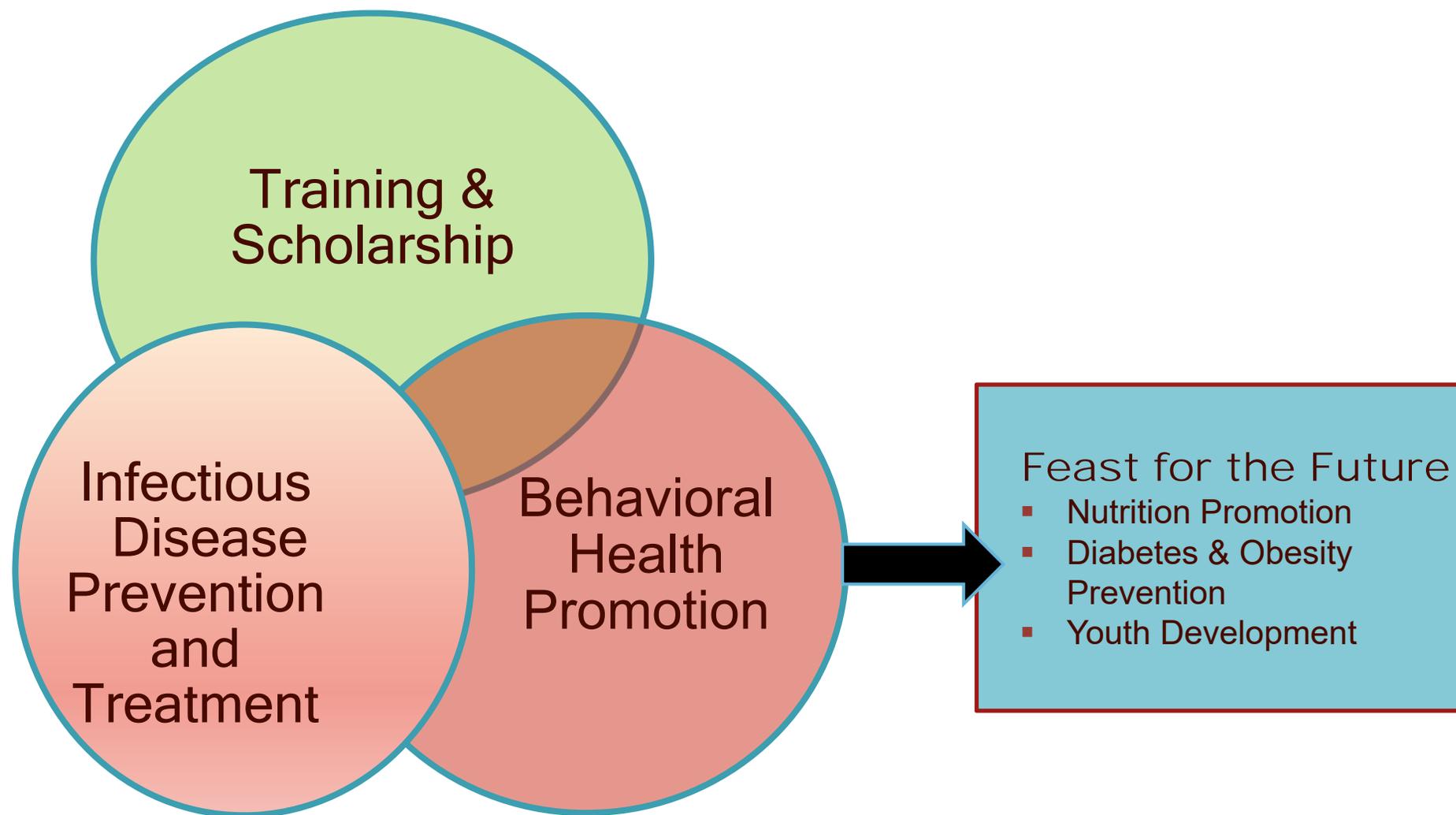
Johns Hopkins Center for American Indian Health



Mission

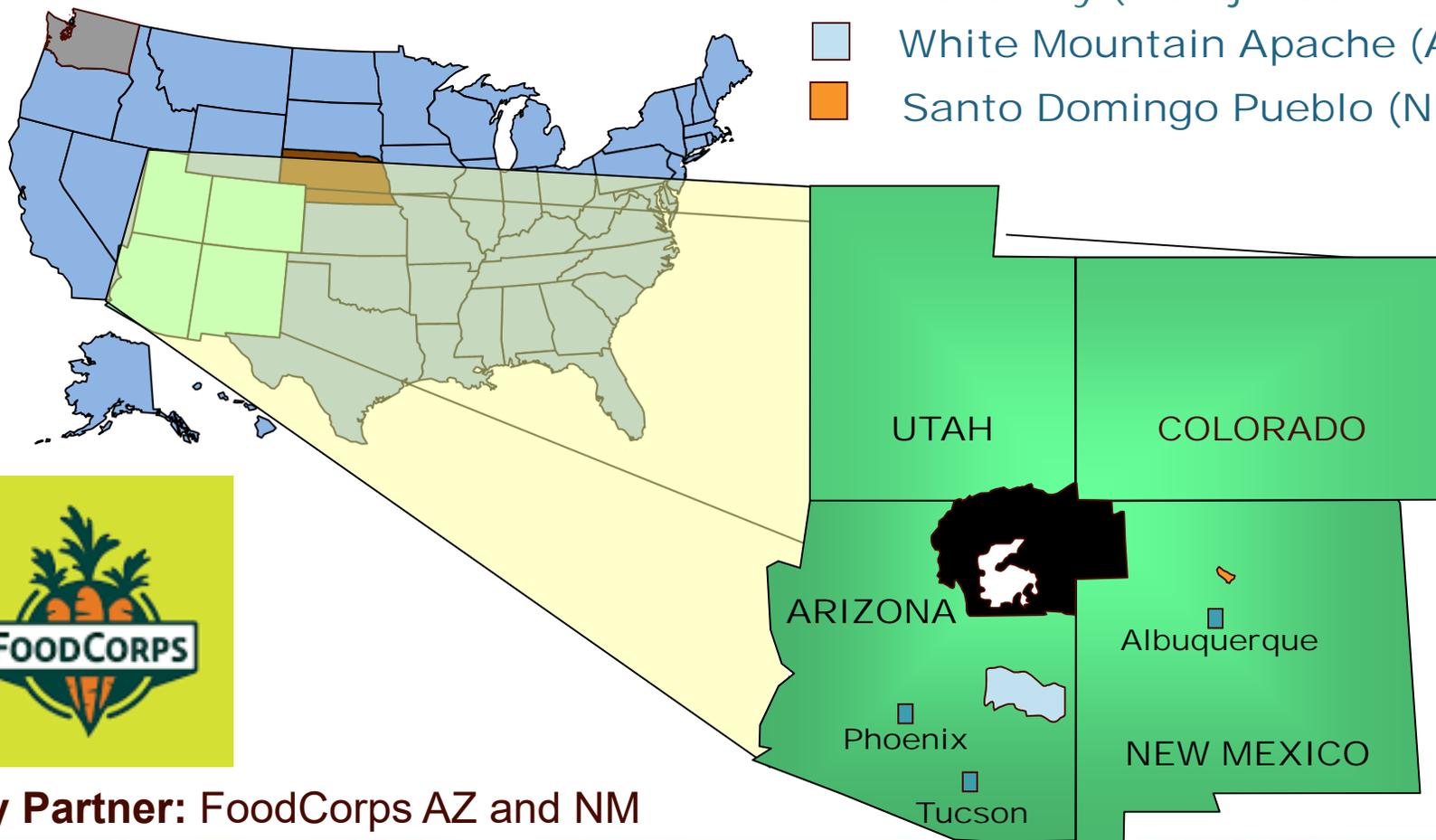
To work in partnership with American Indian and Alaska Native communities to raise the health status, self-sufficiency, and health leadership of Native peoples to the highest possible level.

Center's Three Core Areas



Feast for the Future Field Sites

-  Tuba City (Navajo Nation - AZ)
-  White Mountain Apache (AZ)
-  Santo Domingo Pueblo (NM)



Key Partner: FoodCorps AZ and NM



Feast for the Future



Feast for the Future Program Overview

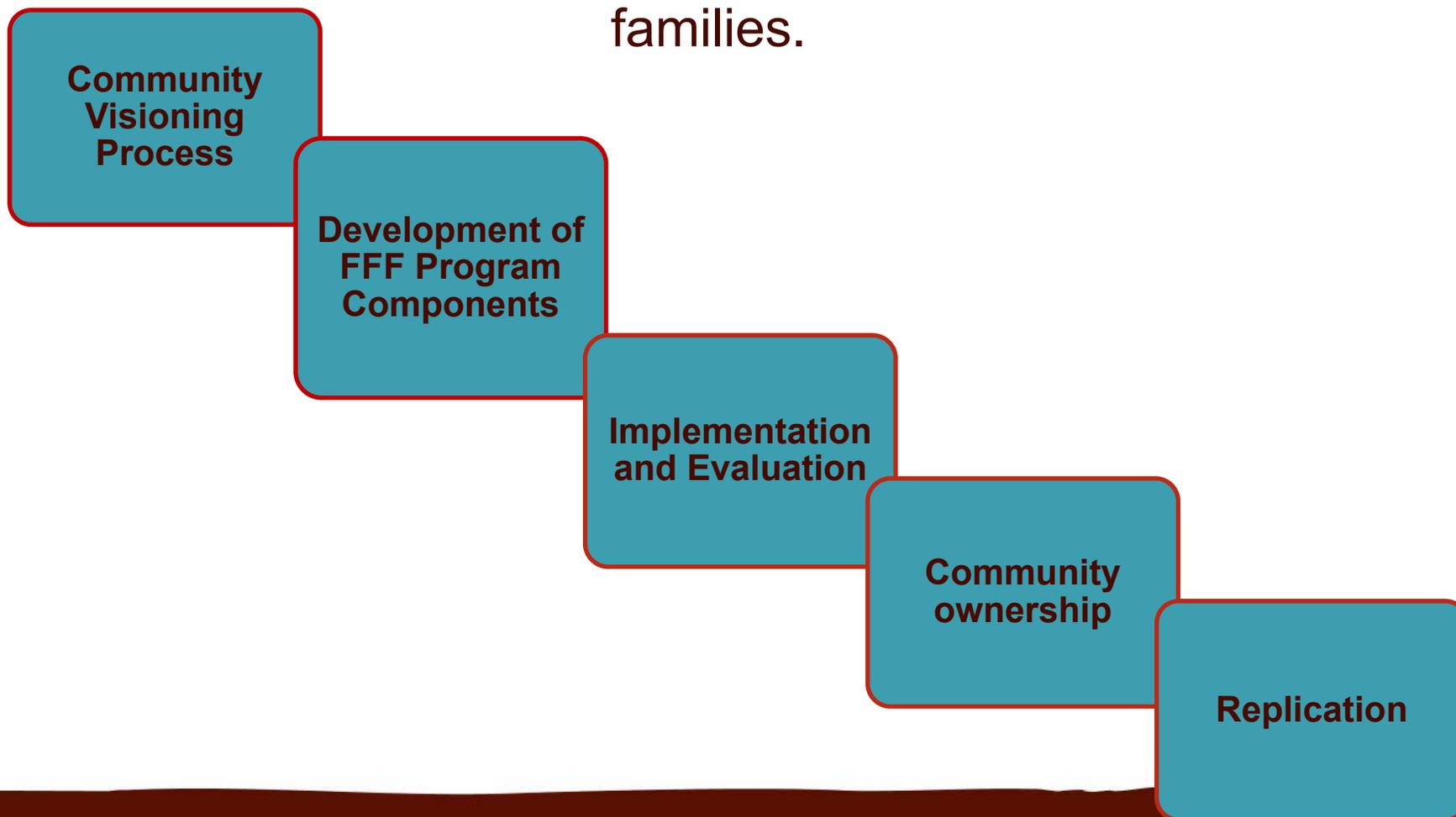
PROGRAM OBJECTIVES

- Increase gardening and nutrition knowledge, attitudes, and behaviors
- Increase sustainable practices of traditional farming and capacity building
- Increase access and availability to healthy foods



Program Timeline

Goal: To reduce the incidence and prevalence of obesity and obesity-related diseases among Native American families.



Feast for the Future Program Components

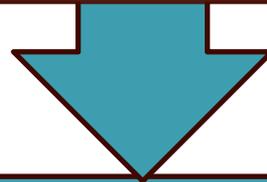
- Community Advisory Board
- Edible School Garden Program
- Traditional Foodways Education Program
- Community Gardens, Orchards, and Greenhouses
- Farmers Markets
- Farmers Workshops
- Family Gardens



How it works

Start a Community Advisory Board

Foundational step in developing your community's FFF program



Utilize the six different components of FFF

You can tailor how FFF looks in your community based on your CAB's desires/needs

Community Advisory Board

- A Community Advisory Board (CAB) provides vision and leadership
- A strong CAB consists of a diverse group of several community members with a vision to help their community



Edible School Garden Program

- Tailored to 3rd, 4th, and 5th grade
- Curriculum for fall and spring semesters (total 24 weeks)
- **Aligns with science and math state education standards for New Mexico and Arizona**
- Pilot ESG programs contained elements of gardens, greenhouses, composts, and outdoor classroom spaces



Traditional Foodways Education Program

- Target audience: 5-18 yrs. old
- Seasonal curriculum
- Usually taught by an elder or community leader
- Emphasis on traditional language



Additional Program Components



Community Gardens



Family Gardens



Farmers Markets



Farmers Workshops

Evaluation Methods

The Feast for the Future Program has been rigorously evaluated to establish an evidence base.

- **Pre-post surveys with youth in the Edible School Garden Program**
- **In-depth Interviews with adult participants and community/school partners**
 - **PhotoVoice with youth participants**
- **Focus Groups and surveys with youth participants, adult participants, and Community Advisory Board members**

Evidence Base

Evaluation Results:

Edible School Garden Program

- *Increase in nutrition and gardening knowledge*
- *Improved nutrition & gardening attitudes*
- *Improved nutrition and garden self-efficacy/ communication*

Feast for the Future Programs

- **Promoted** farming/gardening,
- **Revitalized** traditional cultural practices.
- **Empowered participants to positively changed their behaviors** to eat and drink healthier
- Participants **passed knowledge from elders to youth**
- Participants promoted farming/gardening practices

Next Step: Replication Website

An interactive website toolkit is currently being designed to help tribal communities nation-wide replicate the Feast for the Future Program.



Website

<http://www.feastforthefuture.org>



FEAST FOR THE FUTURE

JOHNS HOPKINS CENTER FOR AMERICAN INDIAN HEALTH

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About Feast for the Future



Who We Are.



Why We Care.



How
Communities
Benefit.

Acknowledgements

- Thank you to the Navajo Nation Human Research Review Board for their ongoing thoughtful review of this research project (NNR-11.332).
- Thank you to numerous community partners, school staff and administrators, farmers and elders in Tuba City, AZ, Santo Domingo, NM and Whiteriver, AZ for their contributions to program development and evaluation.
- Thank you to Johns Hopkins staff members and FoodCorps service members for their commitment and dedication to the program and all participating youth and community members.

Q&A Discussion



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Thank you

