

2021 FRTEP Grant Writing Webinar

November 19, 2021



FRTEP/1994s: Collaborating and thinking “outside the box.”

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Using A Design Thinking Strategy . . .

INSPIRATION

- ▶ Using opportunity spaces, data, and a human-centered lens to define the strategic issues.

IDEATION

- ▶ Generating models that will accomplish the organization's purpose and solve for challenges.

IMPLEMENTATION

- ▶ Creating pathways forward so you can test, iterate, learn improve, and make decisions.

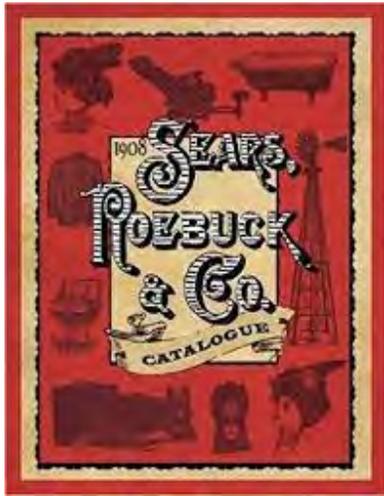


Inspiration

Setting the Context | **INSPIRATION.**



Learning &
Creating New
Ways of
Organizing &
Working



SEARS



Reinvention
is Necessary



Adaptation
is Hard but
Essential



Redefining
the
Future...

SPACEX

Opportunities to Inspire & Innovate

FRTEP: 35 Projects
in 18 states

Combined: 70
Projects/Programs in
22 states

1994 Extension: 35
Programs in 13 states

AK, AZ, CT, FL,
ID, MI, MN, MS,
MT, ND, NV,
NM, NC, OK,
OR, WA, WI,
WY

AZ (Navajo,) MI
(Bay Mills), MN
(Leech Lake), MT
(Blackfeet,
Flathead, Ft.
Belknap, Ft. Peck),
ND (Ft. Berthold), WI
(Bad River)

AK, AZ, KS, MI,
MN, MT, ND,
NE, NM, OK,
SD, WA, WI

Serving Tribal Communities

- ▶ Rural & remote
- ▶ Low SES & related outcomes
- ▶ High “bonding” Social Capital; less “bridging”
- ▶ Strong cultural identity
- ▶ Strong land / natural resource conservation ethic



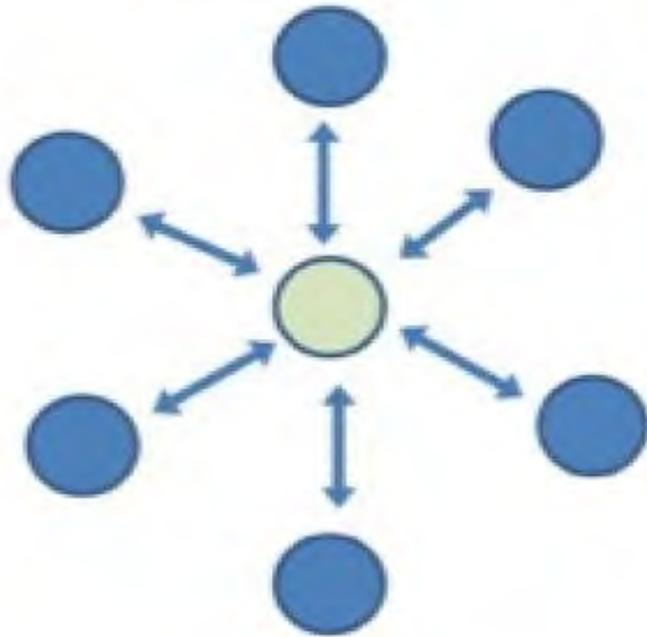
Extension

- ▶ Limited \$ = Small staff = Targeted programming
- ▶ Community needs are generational and wide ranging
 - ▶ Top areas: Youth, health (incl. behavioral), economic development, natural resources
- ▶ Programming often requires tribal review & input

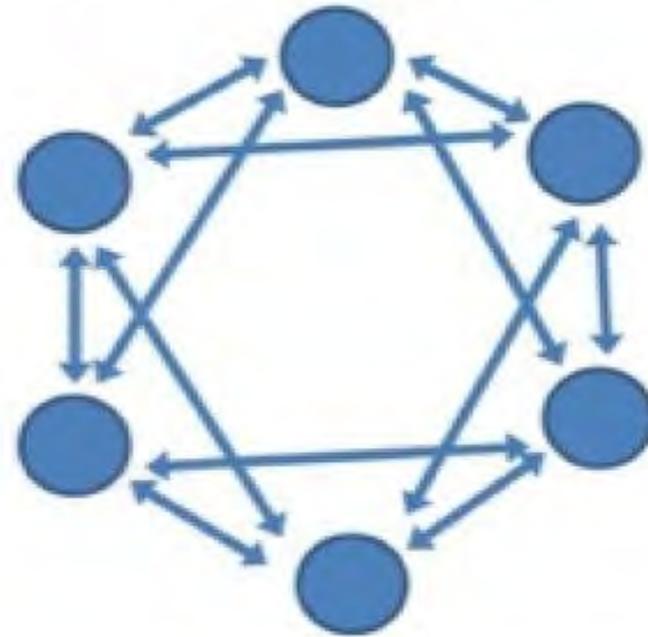


Innovation: Networking & Systems

It's All About You: *Hub & Spoke Network*

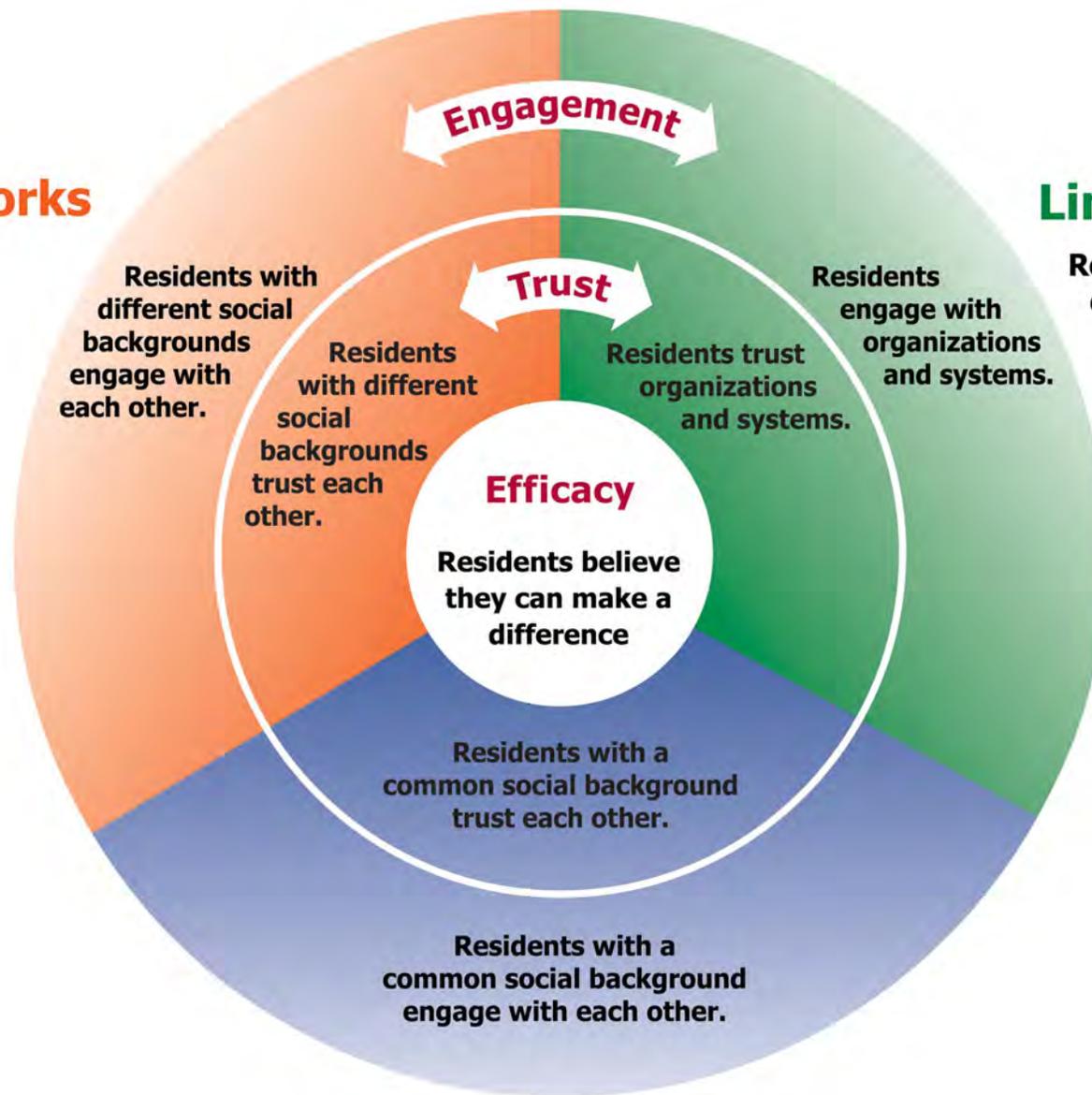


Everybody Holding Hands: *Cohesive Clique*



Bridging Networks

Residents have broad connections that help them expand opportunities.



Linking Networks

Residents have connections to organizations and systems that help them gain resources and bring about change.

Bonding Networks

Residents have close connections that give a sense of belonging and help them get by.

University of Minnesota
Extension-Social Capital
Model

Collaboration best practices

What Works	What Does Not
Awareness of context: history, culture, politics, economics, and geography	Lack of attention/awareness to context slows development of trust; perpetuates or creates “baggage.”
Genuine desire to collaborate for mutual benefit	Collaboration based only on self-interest , without shared commitment to mutual goals
Individuals are key , with cross-cultural competence, open-mindedness, flexibility, persistence, honesty.	Lack of committed individuals and/or who have dysfunctional characteristics.
Flexible organizations that allow autonomy, are supportive, reward collaboration, are stable, and have streamlined structures.	Highly bureaucratic or unstable organizations; lack of incentives or support, or recognition for collaboration.
Providing access, being responsive, showing respect , sharing resources, integrating/ coordinating efforts.	Monopolization of power & decision-making; lack of empowerment philosophy.

Nichols, T. J. and D. Kayongo-Male. (2003). The Dynamics of Tribal College-State University Collaboration. *Journal of American Indian Education*, 42(3):1-24.

What does FRTEP address?

The Michigan story

- Grant plan of work developed by advisory committee representing four tribal partners;
- Michigan FRTEP focuses on community food systems
 - Special emphasis on native foods
 - Include gardening/youth education
 - Adult local food workshops addressing local landscape
- FRTEP often serves as the portal to other Extension programs



How Did We Get Here?

2021 FRTEP Webinar

Joe Hiller, Ph.D. (Oglala)

Professor Emeritus, The University of Arizona

Treaty of Ft. Laramie, 1868

- ① “...he shall be entitled to receive seeds and agricultural implements...”
- ① ...and it is further stipulated that such persons as commence farming shall receive instruction from the farmer herein provided for...”
- ① “...the sum of five hundred dollars annually, for three years from date, shall be expended in presents to the ten persons of said tribe who in the judgment of the agent may grow the most valuable crops for the respective year.”
- ① TREATY WITH THE SIOUX—BRULÉ, OGLALA, MINICONJOU, YANKTONAI, HUNKPAPA, BLACKFEET, CUTHEAD, TWO KETTLE, SANS ARCS, AND SANTEE—AND ARAPAHO, 1868. (April 29) Ratified February 16, 1869

Boss Farmers 1870-1950's

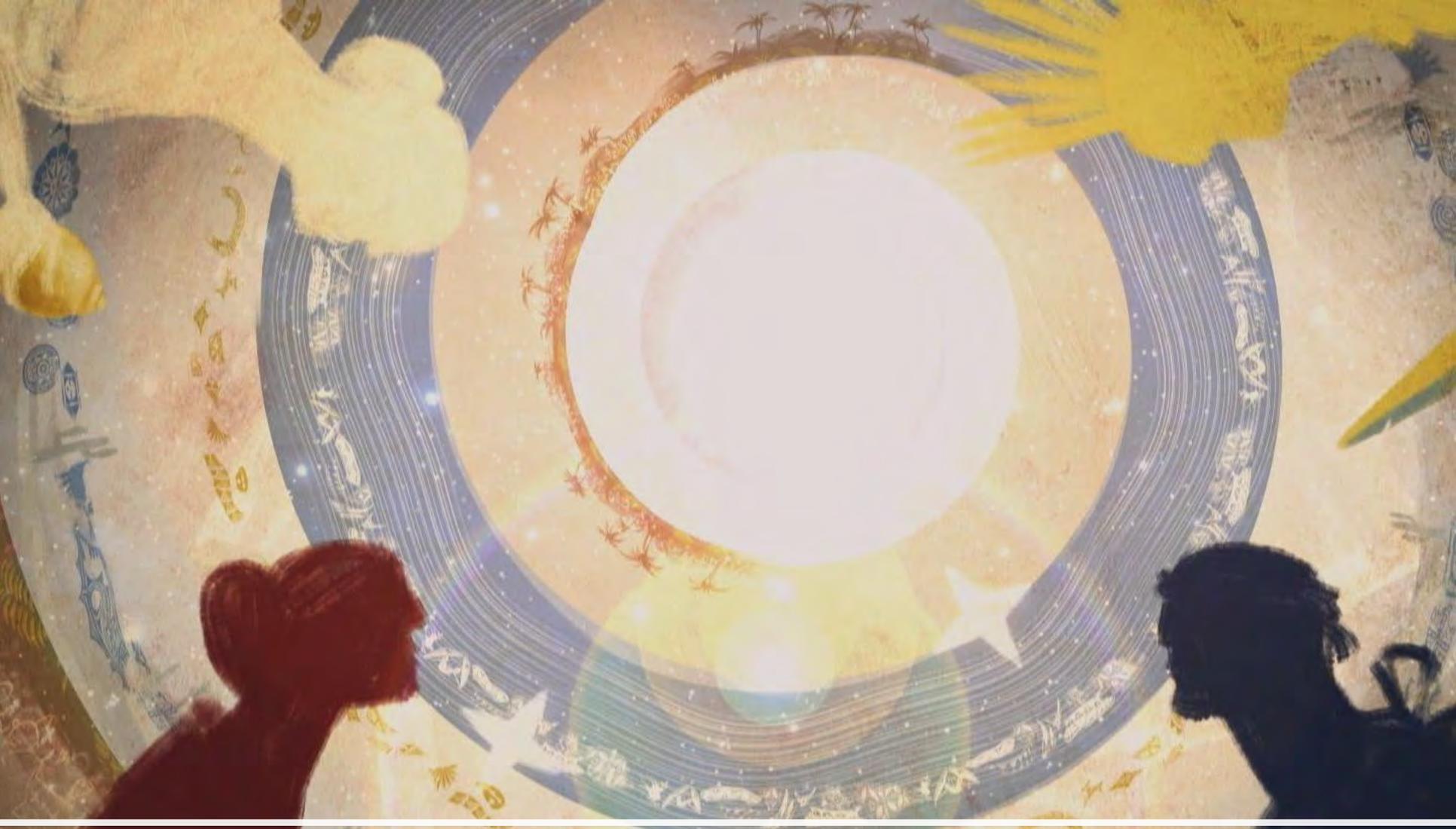
- War Department (later BIA) employed Boss Farmers on agricultural reservations (estimated 1870's-1950's)
 - Fulfilled by Indian Agent (superintendent), later hired specifically
 - Managed tribal farms and ranches. No formal teaching, no formal relationship with LGU
 - Followed by BIA contracts with LGU for Extension work. Mostly gone by mid-1980's; thought to be a result of Indian Self-Determination Act of 1975 (PL 638)

Journals, etc.

- *Hiller, J.G., 2005. Is 10% Good Enough? Cooperative Extension Work in Indian Country. Journal of Extension December 2005 Volume 43, Number 6, Feature Articles 6FEA2.*
- *Brewer, J. P., Hiller, J. G., Burke, S., & Teegerstrom, T. (2016). A Primer: Extension, Indian Land Tenure, and Rangeland Limitations. Rangelands, 38(1), 16-22.*
- *Emm, S. and D. Breazeal, 2016. Determining the Needs of American Indian Audiences for Cooperative Extension Programs. Journal of Extension February 2008 Volume 46 Number 1 Research in Brief. 1RIB1.*
- *Holden, L. 2020. Advocating for the Federally Recognized Tribal Extension Program. Native American Agriculture Fund website.
<https://nativeamericanagriculturefund.org/wp-content/uploads/2018/04/Advocating-for-the-Federally-Recognized-Tribes-Extension-Program.pdf>*

Books

- Iverson, P. 1997. *When Indians Became Cowboys: Native Peoples and Cattle Ranching in the American West*. University of Oklahoma Press.
- Hurt, R.D. 1987. *Indian Agriculture in America: Prehistory to the Present*. University Press of Kansas.
- Castetter, E.F. and W.H. Bell. 1942. *Pima and Papago Indian Agriculture*. The University of New Mexico Press.



The art (and science) of proposal development...channel your inner storyteller



And now for the nitty, gritty...making your proposal sing to reviewers

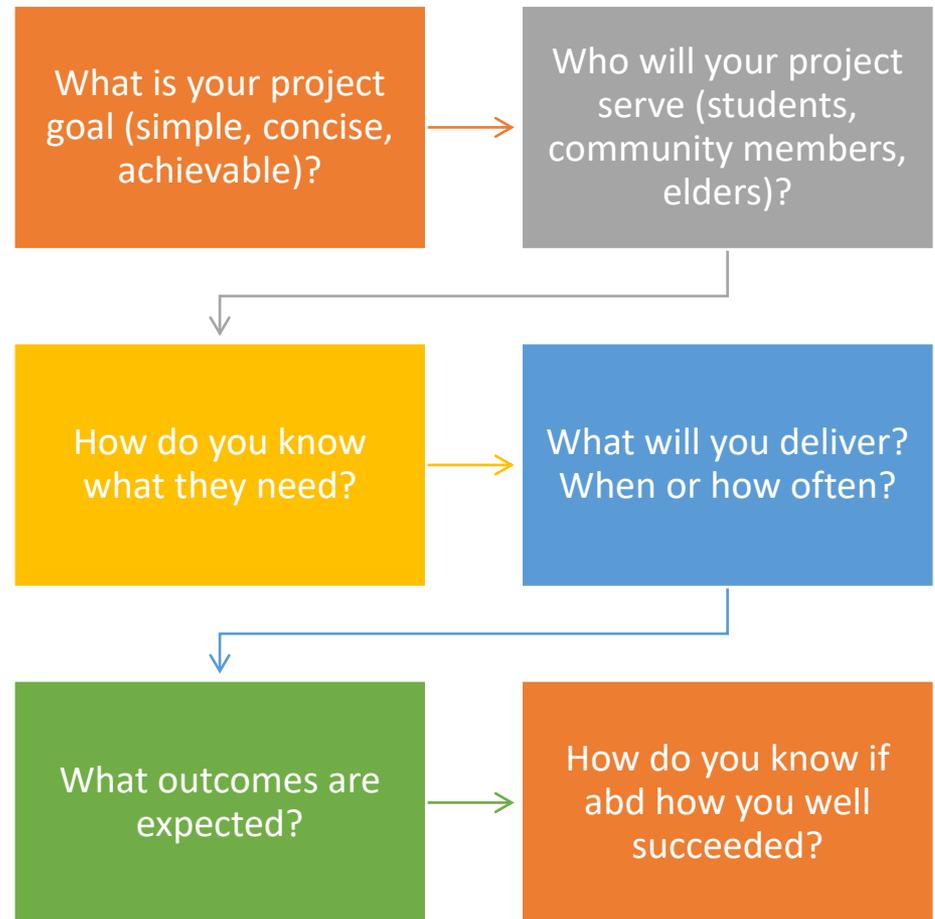
The Basics

- Easy, readable, well-formatted document
- Add pictures to illustrate themes and collaborations
- Fix all typos, grammar
- Use tables to illustrate connected concepts, e.g., pitfalls/mitigation, outputs/outcomes
- Follow the narrative format outlined in the RFA EXACTLY!

The Hard Part

- Tell a compelling story
- Write the final narrative in a single voice
- Do your homework - know who else is working in this area and how you fit in and complement (not duplicate) their work
- Clearly state what makes what you propose valued and valuable
- Make sure all your component/supplemental documents are in, complete and reinforce your narrative

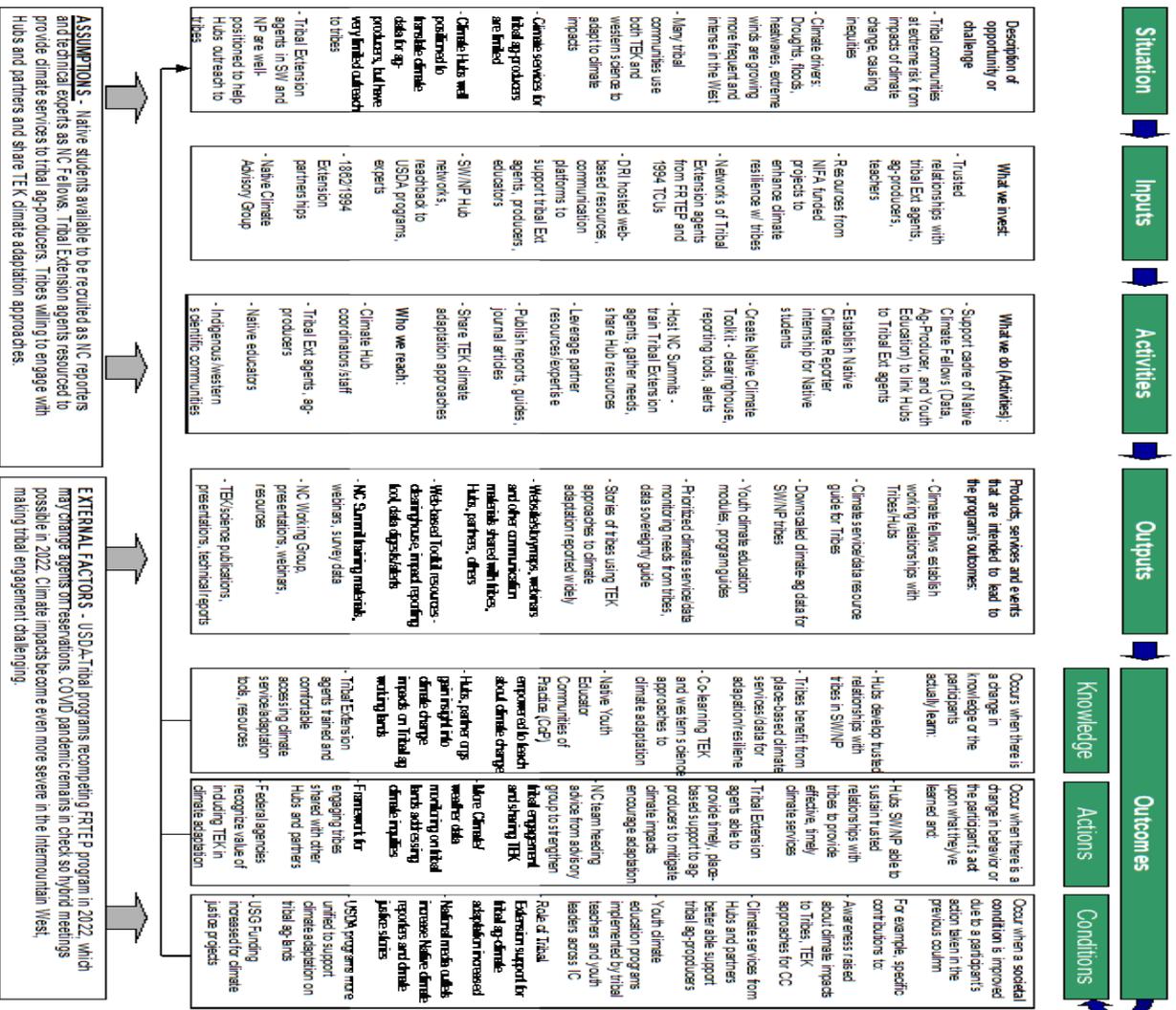
Identify priorities for your FRTEP Project



Use a Logic Model to organize and summarize your thoughts...it really works!

Native Climate (NC): Strengthening the role of Climate Hubs in Indian Country

(This model is intended to be illustrative guide for reporting on NIFA-funded research, education and extension activities. It is not a comprehensive inventory of our programs.)



FRTEP Impacts and Evaluations

Remember outputs \neq outcomes

Impacts can be near and/or long-term

Communicate your successes and challenges often

Surveys are necessary but not sufficient

Ask your tribal partners what constitutes success

Co-develop culturally appropriate ways to assess project impacts

Things change - listen to your tribal partners

Logistics

- Start early – everything takes longer than expected
- Develop a timeline backwards from submission
- Build a budget that is realistic, not optimistic
- Know who needs to give you input, when
- Know who will do the final editing, when
- GOOD LUCK!!!





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