Coordinating Extension: Tribal, State, Regional

A Model for Working Across Tribes and State Lines

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Dawn Newman, M.Ed., Certified ToP Facilitator
Educator, American Indian Community Economics
Community Vitality Center
University of Minnesota Extension

Emily Proctor, MSW
Tribal Extension Educator
Greening Michigan Institute
Michigan State University Extension
Overview

- 8 Part Considerations –
  - Minnesota Programs
  - Michigan Programs
- Conversation about your Collaboration
- Best Practices of cross-state collaboration
- Closing question
Connecting with your Tribal Communities and tribal colleges – 8 Part Considerations
American Indian and Alaska Native Population By State

Source: Census 2000, One race (AI/AN) alone
Part 1: Understanding

- Do your research of the tribal nations and colleges in your state
- Determine what programs are being offered in collaboration with tribal nations/colleges
- Determine what has been done in the past
- Determine organizational support
- Self reflect of your own stereotypes, bias and assumptions that we hold about people different than us
- Explore what motivates you to do this work?
- Explore diversity and local community trainings
This is arguable. If you only include the United States, then the Cherokee have the largest registered population (as of the last census I saw). If you include North America then the Chippewa (Ojibwa) tribe is the largest. The Chippewa tribe encompasses 99% of all land currently defined as Canada.
<table>
<thead>
<tr>
<th>Tribe</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navajo</td>
<td>308,013</td>
</tr>
<tr>
<td>Sioux</td>
<td>131,048</td>
</tr>
<tr>
<td>Choctaw</td>
<td>88,913</td>
</tr>
<tr>
<td>Pueblo</td>
<td>59,337</td>
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<tr>
<td>Creek</td>
<td>44,085</td>
</tr>
<tr>
<td>Cherokee</td>
<td>285,476</td>
</tr>
<tr>
<td>Chippewa</td>
<td>115,859</td>
</tr>
<tr>
<td>Apache</td>
<td>64,869</td>
</tr>
<tr>
<td>Iroquois</td>
<td>48,365</td>
</tr>
<tr>
<td>Blackfeet</td>
<td>23,583</td>
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</table>

Read more: [Ten Largest American Indian Tribes, 2010](http://www.infoplease.com/ipa/A0767349.html#ixzz3lWHUR6Ba)
Working with Tribal Communities and Colleges

- Familiarize self with their unique cultural values and traditions
- Familiarize self with the history
- You are not the expert they are
- Governments systems vary between the Tribes
- Unique relationship with each other
- Unique resources
- Their own government structure
- Their own constitution and laws
Working at Community Level

- Family systems
- Be flexible and available
- Attend community functions
- Be honest and genuine
- Listen and have no assumptions
- Meet the Elders and youth to establish a relationship
- Various departments
Within an Organization

- Create American Indian/Native American Task Forces
- Create positions with dedicated time to work in Indian Country
- Intentionally hire individuals that reflect the populations you are building rapport with – American Indians
- Encourage staff to dedicate time to build relationships, attend community events and attend tribal focused trainings
- Connect with American Indian Studies Program
- Connect with Indigenous Scholars
Part 2: Make Yourself Known

• Be consistent
• Be flexible
• Be available
• Make an extra effort
• Extend invitation to your meetings
• Takes Time
• Be persistent in a positive manner
Part 3: Point of Contact

- Find your navigator
- The person you share research, processes or other interests
- Make routine calls and emails
- Keep them in the loop of what’s happening with your organization
- Invite them to meetings and events
- Constant communication without assumptions
- Nothing is expected in return
Part 4: Develop a Relationship

- Continue to attend Tribal events
- Research websites and community boards
- Start collaborating on programming
- Develop partnership on programs
- Mutual beneficial programming
- Building generational opportunities
- Build mutual respect and responsibility for all communities
Relationship Building

- Build rapport with co-workers
- Attend various staff trainings
- Meet with the administration of your institution
- Connect with local agencies
- Stay current on State, Local, and Tribal polices by attending meetings and gatherings
- Coordinate informal meetings
- Join committees, boards, and work teams
Sharing
Listening
Learning
Part 5: Land Grant Mission Partnership

- Land Grant to Land Grant
- Mutual Learning to be Shared
- Cross engagement on grant development
- Sharing resources and opportunities
- Strategic planning overlay
- Community needs and wicked problem
- Enhancing engagement
- Community impacts become more diverse
Part 6: Tribal Sovereignty Importance

- We have been for thousands of years!
- Pre date European contact
- Retain sovereign powers rather than delegated
- Power of self-government/self-rule
- Historically agreements between nations and Supreme Court interpretations
- Treaties=ceding of land to continue self government
- Article VIII, Section 8, Clause 3 of the United States Constitution decrees that: “The Congress shall have Power to regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes... .”
• Tribes are independent entities with inherent powers of self-government
• Independence is subject to the powers of Congress
• States do not possess any inherent authority to regulate or govern within Indian Country
• Federal government has the responsibility for the protection of the tribes, including encroachments by the states & their citizens
• Be familiar with the many federal laws that impact tribal nations
• Be familiar with tribal-state compacts
Part 7: Research in Communities

- Unethical research has led to distrust and conflict
- Research conducted without their knowledge
- Lack of transparency and consent
  - Forced Sterilization
- Ownership of data/publication
- Mandate culturally appropriate research methods based on discussions with tribal nation
- All partners are to be engaged in the research process
PART 8: TRIBAL COMMUNITY PARTNERING

- Understand priorities
- Shared Objectives
- Understand roles and responsibilities
- Sharing of Information
- Not a right process but talented people
- Culture Monumental
- Communication Styles Considered
Examples of Sustainable Programs

Minnesota and Michigan
Our Role in Creating Community Impact

Community Vision & Desired Future

Community Vitality Theory of Change

Assess Context
Build Relationships
Facilitate Learning
Deliver Relevant Programs
Fond du Lac Community Assessments

• General Focus Group (2006)
  • 4-H
• Talking Circles (2008)
  • General
• SONDEO – Sounding Out (2009)
• Farm to School – Community Food System – (2012)
• SONDEO W/ Food Mapping – (2013)
1994 & 1862 Partnership Programs

- **13 Moons: Forging Connections in an Ojibwe Community Through Culture, Ecology, and Management**
- **First Tribally Recognized Master Gardener Cohort and Junior Master Gardening**
- **Demonstration Garden**
- **Master Naturalist Program**
- **Farm to School**
- **4-H Mentoring**
Farm to School

**Desired End**
- Bigler Farm Area
- Student's growing their own food
- More community support
- Fresca food/People eating healthy
- An experience for young people - growing/processing

**Cafeteria:**
- Incorporate more healthy locally produced foods into the menu

**Classroom:**
- Educate students about where food comes from with an emphasis on Ojibwe culture

**Community:**
- Extend educational and economic opportunities to local growers
Biochar Research Plot
Volunteer Based

- 4-H
- Master Gardener’s
- Master Naturalist
- Farm to School
- Student Interns
MICHIGAN EXAMPLES OF SUSTAINABLE EXTENSION PROGRAMS

• Building Strong Sovereign Nations Anishinabek Leadership for Seven Generations (BSSN)
• 4-H Citizenship Academy: Tribal, Local and State Government
• Geriatric Education Center of Michigan: Training Modules
• Community Food Systems Projects-Federally Recognized Tribal Extension Program (FRTEP)
2005 Michigan Tribal Leaders approached MSU Extension and MSU

**Partnerships:**
- several tribal governments
- MSU Extension
- MSU Native American Institute

**Purpose:**
- develop a training program for newly elected tribal leaders and tribal citizens
- 1st training in 2009
- BSSN is offered on an annual basis
- Partnership with the United Tribes of Michigan October quarterly meeting

**Native presenters**

**Ten Modules**

**Four Core Modules:**
- Leadership: Ethics, Roles, and Responsibilities
- Fiscal Management in Indian Country
- Conducting Effective Meetings in Tribal Communities
- Historical Overview: Anishinaabek Tribes in Michigan and The Interaction with State and Federal Governments
Module Title: Leadership: Ethics, Roles, and Responsibilities
Module Description: This module will provide an overview of the roles and responsibilities of tribal elected officials as specified in the constitutions of the Michigan tribes. The Executive, legislative, and judicial functions of government will be examined using examples from Michigan tribes. Tribal Councilors’ roles as policy makers rather than day to day managers will be examined. Ethics in government will also be a topic.

Module Title: Fiscal Management in Indian Country
Module Description: This module will provide an overview of how to read government and for profit financial statements and examine models for revenue allocation, fiscal planning, and financial investment.

Module Title: Conducting Effective Meetings in Tribal Communities
Module Description: This module will emphasize processes for running effective meetings. Participants will develop skills for using Robert’s Rules in Indian country. The importance of good meeting facilitation and record-keeping will also be emphasized.

Module Title: Historical Overview: Anishinaabek Tribes in Michigan and The Interaction with State and Federal Governments
Module Description: This module will emphasize strategies for working effectively with federal, state, and local governments, becoming an effective advocate for tribal issues, and applying the principles of sovereignty to government to government relationships.

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4-H Citizenship Academy

- Learn about Tribal, Local and State Government
- Three Tribal Nations
- County government
- Key presenters – Tribal and Local
- 4-H Capitol Experience
Geriatric Education Center

• Modified modules
• Include cultural perspectives
• Meet at tribal health quarterly meetings
• Seek input for future grants
• Provide updates
• Travel to specific tribes
### Assessment, Planning and Systems Approaches

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<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tr>
<td>Functional Assessment I</td>
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<tr>
<td>Functional Assessment II</td>
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<tr>
<td>Caring for the Caregiver: The Basics</td>
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<tr>
<td>Health Literacy: Improving Communication Between Health Care Professionals and Older Adults</td>
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<tr>
<td>Determining Decision-making Capacity in Older Adults: Part 1</td>
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<td>Continuous Quality Improvement 1</td>
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<td>Continuous Quality Improvement 2</td>
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<tr>
<td>Transitions in Care: The Present</td>
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<td>Transitions in Care: The Future</td>
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### Dementias

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<td>Dementia: Implementing Best Practices</td>
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<tr>
<td>Dementia: Cognitive Screening</td>
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<tr>
<td>Caring for the Caregivers of Individuals with Dementia</td>
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<tr>
<td>Early Detection and Management of Dementia</td>
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<tr>
<td>Oral Health: Implications for Individuals with Dementia</td>
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### Mental Health

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<th>Course</th>
<th>Hours</th>
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<td>Depression in Later Life</td>
<td>1</td>
</tr>
<tr>
<td>Substance Abuse and Mental Health Issues in Older Adults</td>
<td>2</td>
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### Physical Health

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<tr>
<td>Nutrition in the Older Adult</td>
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<tr>
<td>Oral Health in Older Adults</td>
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<tr>
<td>Basics of Diabetes Management in Older Adults</td>
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<tr>
<td>Hearing Loss and Aging</td>
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<tr>
<td>Urinary Incontinence in Older Adults: The Basics</td>
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<tr>
<td>Palliative Care 1</td>
<td>1</td>
</tr>
<tr>
<td>Palliative Care 2</td>
<td>1</td>
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</table>
Tribal Governance Programs

- Tribal Good Governance Trainings
  - Continued presence in communities
  - BSSN
  - Connecting with other tribal meetings
  - Providing culturally and tribal specific materials
- Tribal Governance Webinars
  - Native presenters
  - Trusted community partners
  - Relevant topics based on needs
Persuasive Questioning

- Rank yourself on a scale of 1-10 – with 1 being low end and 10 the high end in regards to this question.
- **How ready are you to build and develop deeper collaborative efforts in your work with Tribal communities?**
- Ask yourself why didn’t you pick a lower number.
- Take a few minutes to reflect on your answer.
- Discuss this with your table.
  - Daniel Pink – To Sell is Human
Working Across The Great Lakes
• Know your institutions support
• Begin amending current curriculum
• Encourage our co-workers to do this work with us
• Mentoring one-another
• Having dedicated positions that work with Tribes
• Networking together to be a support to one another
• Build consistent conversation
Identify the Need with clear goals
• Meetings, emails, phone calls

Agree on Contribution and Approach
• Information sharing
• Understood accountability

Oversee arrangement
• Willing partners
• Flexible outcomes
Connecting Our Needs

- Replace Difference with what matters
- Building innovation
- Shared values
- Include everyone – Respect & Trust
- Support coaching to facilitate outcomes
- Build on Circle of opportunities
- Strategic Thinking/Planning
CONNECTING OUR LEARNINGS

- Held regular teleconferences
- Meet once a year face to face
- Find connecting meetings
- Develop a list of similarities in each state
- Learn about one another’s programming
- Grant development brainstorm
Tri-State Project Developed

* We found our project
* We applied for a NCRCRD grant
* We got a planning grant
* We held a Tri-State meeting in Wisconsin with partners
* We rewrote our grant
* We got awarded!!
Community Based Initiative

Community Based Participatory Research

* Has our interest at heart
* Give meaning to research findings
* Involved in the design
* Reality based research – vs – scientific paradigm of research
* Reveals and incorporates the cultural situation into the process
Tri-State Work

Challenges
- Budgeting Differences
- Time Differences
- Community Differences
- Extension Differences

Opportunities
- Similar Tribal Needs
- 36 Tribes Potentially Impacted
- Cultural Similarities
- Extension Similarities
Closing Remarks
LEARNINGS FOR WORKING WITH TRIBES

• Relationships
• Commitment
• Must be flexible
• Build on strengths
• Co-development is key to sustainability!
IMPORTANT TO CONSIDER

• Cultural awareness
• Challenging personal assumptions
• Be transparent about intensions
• Be personally open
• If you don’t know ask
CLOSING THOUGHTS

• What will you do differently or what might you do differently as a result of our time together?
“Collaboration is vital to sustain what we call profound or really deep change, because without it, organizations are just overwhelmed by the forces of the status quo.”

— Peter M. Senge
Contact Information

Emily Proctor, MSW
Tribal Extension Educator
Greening Michigan
Institute
Michigan State University
Extension
231-439-8927
proctor8@anr.msu.edu

Dawn Newman, M.Ed.,
Certified ToP Facilitator
Educator, American Indian
Community Economic
Community Vitality Center
University of Minnesota Extension
218-726-6474
danewman@umn.edu