Native Farm to School
A Project of First Nations Development Institute

TRIBAL FOOD SOVEREIGNTY AND DEVELOPING A NATIVE FARM TO SCHOOL PROGRAM

October 28, 2021
OUR MISSION

First Nations Development Institute invests in and creates innovative institutions and models that strengthen asset control and support economic development for American Indian people and their communities.
All attendees will be muted throughout this webinar. If you have questions, please use the Q&A button and enter your question(s) in the box.

**Audio Settings:** Change your audio settings to phone or computer audio. You can also click the upward arrow (^) next to change your speaker.

**Chat:** Send a message to the panelists or everyone (All Panelists and Attendees) in the webinar.

**Q&A:** Ask questions to the host and panelists or request technical help.

**Live Transcript:** Show subtitles for the webinar, view the full transcript or change the subtitle settings.
INTRODUCTIONS

Nicole Benally, Diné
FNDI Consultant

Leiloni Begaye, Diné
Program Officer
First Nations Development Institute

Richard Elm-Hill, Oneida
Program Officer
First Nations Development Institute
The Bigger Picture: Tribal Food Sovereignty and Establishing Relationships with Land-Grants

Nicole A. Benally
First Nations Development Institute Consultant
Native Farm to School Webinar
October 28th, 2021
MY BACKGROUND

• Single-parent low income household
• Agriculture (Farming, gardening, and livestock)
  • Mother’s side of the family
  • Father’s wife’s side of the family
  • Grandma’s oasis gardens
  • Great Grandma’s Sheep Corral
• In-laws and Children
  • Kewa and Cochiti Pueblo (NM)
• Educational and Professional
2016
B.S. in Agriculture, Soil Science
New Mexico State University (NMSU)

2018
M.S. in Agronomy, Soil Health & Cover Crops
Purdue University

2019 - 2020
NMSU Tribal Agriculture and 4-H Extension Agent
Eastern Navajo Nation & McKinley County

Present to ~2024
Ph.D. Student in Forestry & Conservation
NSF Food-Energy-Water Nexus Program Graduate Trainee
University of Montana (UM)
AGENDA

LEARNING OBJECTIVES:
• Define Food Sovereignty and Tribal Food Sovereignty
• Understand the history of Land-grant Colleges and Universities
• Identify and locate your local Land-grant institution(s)

GOALS:
• Establish a relationship with your Land-grant institutions
• Apply your knowledge to further Tribal Food Sovereignty in your educational setting
DEFINITIONS

Food Sovereignty

Food Sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems.

La Via Campesina

(Food Secure Canada, 2021)

Tribal Food Sovereignty

TRIBAL FOOD SOVEREIGNTY

THE RIGHT FOR INDIGENOUS NATIONS TO DEFINE THEIR OWN DIETS AND SHAPE FOOD SYSTEMS THAT ARE CONGRUENT WITH THEIR SPIRITUAL AND CULTURAL VALUES.

(Well For Culture, 2021)
FOOD SOVEREIGNTY

• 1996 La Via Campesina
  • Focused on national self-sufficiency and diversity

• 7 Pillars of Food Sovereignty
  • Food for people
  • Valuing food providers
  • Localizes the food system
  • Puts control locally
  • Works with Nature
  • Builds knowledge and skills
  • Food is sacred (Canada)

References:  It's Food Sovereignty Month: Let's Define Our Own Food System! • Farms Not Factories A Food Sovereignty Framework for Food Policy: the Canadian Experience... (slideshare.net)
TRIBAL FOOD SOVEREIGNTY

- Time immemorial
- Beyond the 7 pillars
  - Returning to indigenous-ancestral diets
  - Revitalizing indigenous languages and cultures
  - Protecting land for future generations of indigenous people

References: A Food Sovereignty Framework for Food Policy: the Canadian Experience... (slideshare.net)
FOOD SOVEREIGNTY GOES BEYOND AGRICULTURE

• Agro-ecology
• Social and Food Justice
• Medical Health
• Environmental Stewardship
• Economics
• Government and Policy
• Education

(Foodjustice.org)
TRIBAL FOOD SOVEREIGNTY

- Indigenous People led
- No one-size-fits-all approach
- Spectrum of tribal identities and resources
  - Availability of tribal knowledge, language, & culture
  - Natural Resources (i.e. wildlife, agriculture, water)
  - Input and Representation (tribal and non-tribal)
  - Employment and Funding Competition
TRIBAL FOOD SOVEREIGNTY

• Challenges
  • Genocide and Relocation Trauma
  • Modern Lifestyle and Health Impacts
    • Food Security and Food Desserts
  • Mineral, Land, and Water Rights
  • Funding and access to resources
POLL QUESTION

Do you know the history of Land-grant Colleges in the US?

○ Yes
○ No
POLL QUESTION

How many Tribal Colleges and Universities exist in the U.S.?

- 8
- 21
- 32
- 52
- 104
HISTORY OF LAND-GRANT INSTITUTIONS

• 1862 Public Universities
  • Morrill Act of 1862
  • The Hatch Act of 1887

• 1890 Historically Black Colleges and Universities (HBCU)
  • 2ND Morrill Act of 1890
  • Smith Lever Act of 1914

• 1994 Tribal Land Grant Colleges and Universities (TCU)
  • 1994 Equity in Education

Reference: https://nesawg.org/resources/map-land-grant-universities
NIFA LAND-GRANT COLLEGES AND UNIVERSITIES

Reference: https://nesawg.org/resources/map-land-grant-universities

* Central State University (CSU). In 2016, has been designated as an 1894 UG. Under the VIV, CSU will be eligible to receive certain support funds in October 2018 and will be in fiscal year 2019.

** College of the Micronesia Federation and Nanumea for乙烯 Community College as designated as 1994 UG and will be eligible in fiscal year 2019.
LAND-GRANT COLLEGES AND UNIVERSITIES

- Land Grab Universities

Reference: https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities
GENERAL TIMELINE OF COLONIZATION

- **1830: Indian Removal Act** → President Andrew Jackson orders tribes to be removed from their ancestral lands to land west of Mississippi River

- **1838: Trail of Tears** → Cherokee Nation were forcibly removed from their homelands and relocated by the US government

- **1863: Long Walk** → Navajo and surrounding tribes were forcibly removed from their homelands and held captive by US govern

- **1851: Indian Appropriations Act** → US Congress pass Indian reservation system where they weren’t allowed to leave their reservations without permission.

- **1879: Boarding Schools** → Carlisle Indian Industrial School in Pennsylvania, US first off-reservation boarding school designed to assimilate Native American students

- **1890: Wounded Knee Massacre** → US cavalry opened fire on Sioux Native Americans at Wounded Knee Creek, resulting in 300 killed
GENERAL TIMELINE OF COLONIZATION

• **1918: World War I Choctaw Code Talkers** → US use Choctaw soldiers and language to transmit messages for US troops during World War I

• **1924: Indian Citizenship Act** → This law granted US citizenship to Native Americans living in the US

• **1934: Indian Reorganization Act (Indian New Deal)** →halted “cultural assimilation” imposed on Native Americans earlier in US history

• **1942: World War II Navajo Code Talkers** → US use Navajo soldiers and language to transmit messages for US troops during World War II

• **1968: Indian Civil Rights Act** → President Lyndon B. Johnson, granted Native American tribes many of the benefits included in the Bill of Rights

• **2020: First Native American Secretary of Interior** → Deb Halaand Appointed Secretary of Interior
WHY BUILD A RELATIONSHIP WITH YOUR LAND-GRANT INSTITUTION?

• Indigenous People Empowerment
  • Tribal Food Sovereignty
  • First Generation College Students
  • Land Back

• Change in Academia and Research
  • Land Acknowledgements
  • Co-Management
  • Interdisciplinary Approaches

• Sustainability & Climate Change
LAND-GRANT EXTENSION AGENTS

- County Extension Agents
  - Agriculture, 4-H, Home Econ

- Specialty Extension Agents
  - Wildlife and Livestock

- Federally-Recognized Tribes Extension Program (FRTEP)

- Grant funded Extension Agents

FRTEP Locations

(NIFA, 2021)
CONTACTING YOUR LAND-GRANT INSTITUTION

MSU Extension in Your Community
CONTACTING YOUR LAND-GRANT INSTITUTION

MSU Extension in Your Community

Montana State University
CONTACTING YOUR LAND-GRANT INSTITUTION

MSU Extension in Your Community

- Blackfeet Community College
- Salish Kootenai College
- Montana State University
- Stone Child College
- Aaniih Nakoda College
- Fort Peck Community College
- Little Big Horn College
- Chief Dull Knife Community College
POLL QUESTION

How often do you connect with an Extension Agent?
- I need to get connected
- Weekly
- Monthly
- Quarterly
- Yearly
NATIVE SCHOLARS AND FACULTY

State Land-grant(s)
• Native Representation is typically low
• Degree Programs
  • BS/BA, MS/MA, PhD
• Some International or Native American General Education Classes

Tribal Land-grant(s)
• Native Representation is usually higher
• Degree Programs
  • AA, BA/BA
• More Native American Courses available and possibly specific to the surrounding tribal communities
RESEARCH AREA FOCUS

State Land-grant(s)
- State Focused and/or Driven
- Distance maybe further away from tribal community
- Resources
  - Funding (Federal and State aid)
  - Employment Security (higher)
  - Requirements for Jobs (more competitive)

Tribal Land-grant(s)
- Tribal community Focused and/or Driven
- Closer proximity to tribal community
- Resources
  - Funding (Tuition)
  - Employment Security (lower)
  - Requirements for Jobs (medium competitive)
MY EXPERIENCE AND TIPS FOR WORKING WITH NATIVE COMMUNITIES

• Reconnecting or Establishing Relationship is challenging
• It takes about a full year to get a taste of the job before you can really implement change
• We are all human

• Integrate your language and culture whenever you can
• Invite native scholars, professionals, and entrepreneurs as guest speakers
• Get involved with your land-grant institutions and lead that discussion
Acknowledgments

Schools and Campuses
• Ganado Unified School District
• Navajo Preparatory School
• New Mexico State University
• Purdue University
• University of Montana

Academic Advisors
• Dr. Eileen Kladivko and lab
• Dr. Brian Chaffin

Scholarship and Funding
• First Nations Development Institute
• Gates Millennium Scholarship
• Sloan Indigenous Graduate Scholarship
• UM NSF Food-Energy-Water Nexus Program

Family, Friends, and Communities
• Daniel, Rylee, and Jaxon Bird
• NAECC and SIGP
• UM Native American Natural Resources Program
Ahe’hee! Thank you!

Nicole A. Benally
First Nations Development Institute Consultant
Ph.D. Student in Forestry and Conservation
NSF Food-Energy-Water Nexus Graduate Program Trainee

nicole.benally@umontana.edu
QUESTIONS AND ANSWERS

PLEASE SUBMIT YOUR QUESTIONS IN THE Q&A BOX
CONTACT AND SOCIAL MEDIA

First Nations Development Institute
2432 Main Street, 2nd Floor
Longmont, Colorado 80501
www.firstnations.org
Tel: 303.774.7836
Email: info@firstnations.org

The recorded webinar can be accessed on our website under the First Nations Knowledge Center at https://www.firstnations.org/fnk
NEXT WEBINAR

Title: Cranberry Apple Pecan Wild Rice Pilaf

Presenter: Mariah Gladstone

Date: Thursday, November 18th at 12 pm MT

Where to Register: https://us02web.zoom.us/webinar/register/WN_5E4qJ-FiRB-eYT73ZRb89w

Webinar Series Questions?
Contact: Leiloni Begaye at lbegaye@firstnations.org
Contact: Richard Elm-Hill at relmhill@firstnations.org
THANK YOU!