

Final Report

Title:	The Business of Indian Agriculture: A Tribal College Partnership		
Sponsoring Agency	NIFA	Project Status	COMPLETE
Funding Source	Non Formula	Reporting Frequency	Final
Accession No.	223537	Grants.gov No.	
Project No.	COLW-2010-03150	Award No.	2010-49400-21794
Project Start Date	09/01/2010	Proposal No.	2010-03150
Reporting Period Start Date	09/01/2010	Project End Date	02/28/2013
Submitted By	Sarah Dewees	Reporting Period End Date	02/28/2013
		Date Submitted to NIFA	05/22/2013

Program Code: BFRDP**Program Name:** Beginning Farmer and Rancher**Project Director**

Sarah Dewees

540-371-5615

sdewees@firstnations.org

Recipient Organization

FIRST NATIONS DEVELOPMENT INSTITUTE

351 COFFMAN ST STE 200

Longmont, CO 805015457

DUNS No. 172827578

Performing Department

{NO DATA ENTERED}

Co-Project Directors

Phillips, John

Departments

{NO DATA ENTERED}

Non-Technical Summary

The goal of this project, The Business of Indian Agriculture: A Tribal College Partnership, is to provide an innovative approach to agricultural business education at tribal colleges that more effectively integrates entrepreneurship training to promote the development and sustainability of ag-related businesses on reservations. The target audience is socially disadvantaged, Native American beginning farmers and ranchers (BFRs) who would benefit from education that assists with business start-up expansion or improved management of their agribusiness operations. This project will develop and pilot a model community education agribusiness curriculum for Native American BFRs that will be offered through tribal colleges, thus filling a need at tribal colleges for community agri-entrepreneurship training. This curriculum will more effectively prepare Native American BFRs for the successful management and development of agriculturally-related businesses. The long-term result of the curriculum's implementation at tribal colleges will be the successful launch or expansion of agriculture-related businesses on reservations, having the potential to positively affect the number of Native-owned small businesses on reservations and lower rates of Native poverty, unemployment and outmigration of educated Native youth.

Accomplishments**Major goals of the project**

The goal of this project, The Business of Indian Agriculture: A Tribal College Partnership, is to provide an innovative approach to agricultural business education at tribal colleges that more effectively integrates entrepreneurship training to promote the development and sustainability of agriculture-related businesses on reservations. The project objectives are to 1) Develop a not-for-credit community education agribusiness curriculum for Native American BFRs, featuring core modules that are adaptable for local reservation contexts; 2) Pilot this curriculum at four tribal colleges in Montana reaching up to 20 Native American BFRs; 3) Learn about the project's educational and economic impact on Native American BFRs (e.g., establishing/expanding farming or ranching operations or increasing the operations' efficiency or systems) and on tribal colleges (e.g., the enhancement of educational offerings and increased ability to recruit and serve students) by conducting a formal evaluation on the project's process and outputs; and 4) Make the final core, adaptable curriculum available to other tribal colleges in the nation. We expect to meet the following benchmarks with this project: Two meetings with tribal college instructors held during year 1; Core curriculum produced, with Instructor's Notes and Participants' Workbook (by end of year 1); Curriculum tailored to be reservation-specific for each of the four tribal colleges' reservations (by end of year 1);

Final Report

Accession No. 223537

Project No. COLW-2010-03150

Curriculum piloted at four tribal colleges (year 2); Evaluation produced of the project's processes, products and outcomes (by end of year 2); Final version of the core curriculum, Instructor's Notes and Participants' Workbook produced and available for downloading (by end of year 2); and Curriculum for tribal colleges disseminated through effective marketing (by end of year 2). The outputs of this project will be the following: Tribal college instructors will produce model community education curriculum; Community members will attend classes and learn about entrepreneurship, accounting, personal and business financial management, land tenure and management issues, and marketing and economics; and Tribal colleges will work closely with USDA programs including FSA, NRCS, local cooperative extension agents, other USDA offices, and MT State University. We expect these activities to lead to the following outcomes: Community members have a better understanding of the specific skills needed to effectively start up and manage an ag-related business; More community members know the risks and rewards associated with ag businesses; Community members are more aware of resources available to them through FSA, NRCS, cooperative extension agents, other USDA offices, and MSU; Community members make better decisions regarding the start-up, expansion and management of ag-related businesses; Credit applicants are more likely to qualify for credit due to improved personal and business financial management; Credit clients are less likely to default due to poor financial management; Ag-related businesses on reservations have lower failure rates & higher profit margins.

What was accomplished under these goals?

A market analysis study was conducted that identified specific target audiences, curriculum topics, training venues, and training methods that best met the needs of local Native American BFRs. Curriculum consisting of five modules, 20 lessons and 66 topics was developed based on the market analysis. Using data from the market analysis, each tribal college chose the most efficient and effective pilot workshop model for their target audience of BFRs. A weekly ranchers meeting was used, a local community workshop at a tribal college was held, and two regional workshops were organized.

Overall, 75 participants attended pilot training workshops, which represented a total of 931 contact hours. All participants (100%) reported themselves as Native American; 47% as female; 76% as beginning producers, and 48% as limited resource. Participant knowledge gained in training topics was measured by an evaluation questionnaire that asked about pre- and post-workshop levels of knowledge. Evaluation data showed that 75 Native American BFRs from four Montana Indian reservations were trained on a variety of agri-entrepreneurship topics and reported an average knowledge gain of 0.9 (on a 4-point scale) across 24 training topics in five workshop venues. Pre-workshop knowledge averaged between "minimal" to "moderate", and knowledge increased post-workshop to between "moderate" to "considerable." Plans to apply the knowledge to practice were reported by 25% to 91% of respondents, depending on the topic. Although directly assessing the economic impact of the project was beyond the scope of the project's evaluation, it can be inferred that some economic activity will be generated when the knowledge gained in workshops is placed into practice.

The project was also evaluated through close-out in-depth interviews conducted with the tribal college partners. Interview data showed that the collaboration between the four tribal college partners was effective because it brought a variety of perspectives and experiences to the project. The mix of local and regional workshops was effective because it provided a variety of ways to reach the target audience. The curriculum provided important and timely information to agricultural producers. Finally, the project helped build capacity at the tribal colleges to provide technical assistance, training services and outreach to local Native American BFRs.

What opportunities for training and professional development has the project provided?

The project provided an opportunity for 75 Native American participants to attend training on various agribusiness topics. The project also helped build capacity at the tribal colleges. Tribal college project members learned how to conduct a market analysis, develop curriculum, and design and deliver training workshops.

How have the results been disseminated to communities of interest?

The curriculum was produced in two versions: a graphically-designed hardcopy version and a revisable text-based computer version for easy adaptation. Both versions are available for public access on selected Websites, and have been widely disseminated through listservs and other communications.

What do you plan to do during the next reporting period to accomplish the goals?

{Nothing to report}

Participants**Actual FTE's for this Reporting Period**

Role	Non-Students or faculty	Students with Staffing Roles			Computed Total by Role
		Undergraduate	Graduate	Post-Doctorate	

Final Report

Accession No. 223537	Project No. COLW-2010-03150
----------------------	-----------------------------

Actual FTE's for this Reporting Period

Role	Non-Students or faculty	Students with Staffing Roles			Computed Total by Role
		Undergraduate	Graduate	Post-Doctorate	
Scientist	0	0	0	0	0
Professional	531	0	0	0	531
Technical	0	0	0	0	0
Administrative	2	0	0	0	2
Other	0	0	0	0	0
Computed Total	533	0	0	0	533

Student Count by Classification of Instructional Programs (CIP) Code

{NO DATA ENTERED}

Target Audience

The target audience was socially disadvantaged, Native American beginning farmers and ranchers (BFRs) who would benefit from education that assists with business start-up expansion or improved management of their agribusiness operations. 75 participants attended pilot training workshops. All participants (100%) reported themselves as Native American; 47% as female; 76% as beginning producers, and 48% as limited resource.

Products

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Awaiting Publication	2012	YES

Citation

Phillips, J.L. (2012, December). The Business of Indian Agriculture: A Tribal College Partnership. Presentation at the annual Project Directors Conference of the USDA Beginning Farmers and Ranchers Development Program, Rochester, MN.

Other Products

Product Type

Educational Aids or Curricula

Description

A curriculum consisting of five modules, 20 lessons and 66 topics was developed based on the market analysis. The curriculum was produced in two versions: a graphically-designed hardcopy version and a revisable text-based computer version for easy adaptation. Both versions are available for public access on selected Websites, and have been widely disseminated through listservs and other communications.

Product Type

Educational Aids or Curricula

Description

Two 1.5-hour Webinars (Business of Indian Agriculture – Best Financial Practices for Small Agribusiness Parts I & II) were conducted by FNDI which utilized the curriculum. Approximately 60 participants attended each Webinar.

Accession No. 223537

Project No. COLW-2010-03150

Changes/Problems

One of the original tribal college partners withdrew from the project at the beginning of the second year of the project because of personnel changes that made continued participation in the project unfeasible. There were no pilot workshops conducted by this tribal college and so there is no data to report on that site.