

United Tribes of Bristol Bay Federally Recognized Tribal Extension Program Ripple Effects Mapping Findings

The Indian Land Tenure Foundation (ILFT) engaged in a joint collaboration with an evaluation team and the Western Extension Risk Management Education Center to measure the long-term impacts of the Federally Recognized Tribal Extension Program (FRTEP) serving the United Tribes of Bristol Bay. In order to collect this information, the evaluation team used a tool called Ripple Effects Mapping (REM). REM is a storytelling technique that is used to collect stories and experiences from community members. The results at the completion of a Ripple Effects Mapping included both a visual map and a set of narratives that were subsequently analyzed.

The data from 31 FRTEP programs was summarized into a final report – *“Mapping FRTEP Impacts in Indian Country”* and published in March 2022 for the purpose of demonstrating the collective value of the programs. This report can be found at tribalextension.org/success-stories.

In May 2021, a virtual Ripple Effects Mapping event was held with Bristol Bay Tribal members and others in the community who benefited from FRTEP programs or were aware of the impact of this programming. Those participating in the online event may have included farmers/ranchers, community members including agency and/or Tribal leadership, high school students, 4-H members, and others. Tribal and community members joined either online or by phone.

During the session, participants had the opportunity to tell us stories about how they have benefited from having FRTEP in their community. A facilitator led the conversation, asking each Tribal and/or community member to share their story one at a time. Questions participants were asked to consider included:

1. *Tell us a story about how one of these programs has had an impact on your Tribal community.*
2. *Are you or your family doing anything differently as a result of these programs?*
3. *What has been a personal benefit to you or your family because of these programs?*
4. *What has been the most helpful part of these programs for you, your family, or your Tribal community?*

As individuals spoke, their stories were both recorded and mapped into digital mapping software in order to visually display the impact. No individual’s names are included in this data set or the final report mentioned above. Following the REM, those stories were analyzed using the FRTEP priority program areas to determine the ways in which the FRTEP has impacted the Tribe and surrounding community. Additionally, the data was also analyzed to understand ways in which the COVID-19 pandemic has had an impact on programming.

This report includes all of the stories collected from the United Tribes of Bristol Bay.

- Page 2 shows examples of ways you can use this information.
- Page 3 summarizes in themes and subthemes the ways in which the FRTEP program and you as the FRTEP educator/agent had impact in your Tribal community.
- Pages 4-9 includes these themes and all of the stories collected from your REM event.
- Page 10 is an image of the full REM Map, which is also attached as a PDF for reprinting. Additionally, a laminated poster of your REM MAP is being mailed to you, to share with community members, Tribal leaders and others vested in your programs.

If you would like to have an opportunity to discuss in further detail and/or have questions, we can set up a Zoom meeting with one of the Ripple Effects Mapping team members.

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How you can use your Ripple Effects Mapping data:

Storytelling is a powerful technique that can be used in many different ways. Your stories from REM helped us understand the impacts and value of FRTEP that can be shared with funders, Tribal members and leadership. More than numbers, stories can reveal needs, achievements and emotional real-life impacts. Your story examples can be used multiple ways to elevate the importance of the work that you are doing and to demonstrate the collective impact that it is having in your community

Here are three ways you can use the two edited story examples (below) while also utilizing the report's themes and subthemes to demonstrate the impacts this program is having:

Within the Community

- Stories can be shared or incorporated into community celebrations and/or events.
- Communicated to your Advisory Committee to help build capacity for future programming.

In Reports

- Prepared reports Tribal Council members and other community leaders with story examples, themes and subthemes that show how FRTEP is working to accomplish the priority areas established by the Tribal Advisory Council; and which relay the benefits, impacts and other indicators of success as a result of FRTEP.
- Prepared reports for your 1862 Land Grant University or your 1994 Tribal College or University leadership with story examples embedded and that include the themes and sub themes from each of the program's priority areas. Highlight how the Ripple Effects Mapping session empowered community members to share their stories and the benefits inherent in discovering the successes brought about by the program

In Grant Applications

- Having a solid evaluation plan is critical to writing a successful grant application. Including outcomes from the Ripple Effects Mapping demonstrates the long-lasting impacts of FRTEP and uses a culturally appropriate approach to do so.

In summary, the stories and data that you have collected through the Ripple mapping process can be used many different ways to communicate your successes and to elevate your program not only at the community level – but also to your stakeholder partners, collaborators and other individuals, organizations and entities, for the purpose of strengthening and building the capacity of FRTEP.

Themes and Subthemes

For the United Tribes of Bristol Bay and community, the impacts, effects, and benefits could all be found within the following five program priority areas and subthemes are listed here. On pages 4-9, you will see the same priority areas, subthemes with individual stories collected directly from the transcript.

1. American Indian Cultural and Linguistic Preservation

- Engaging youth in Tribal traditions

2. Indian Community Development Around Economic and Workforce Enhancement

- Academic achievement

3. Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction

- Youth involvement

4. Tribal Youth and 4-H

- Artistic expression
- Exercise
- Intellectual engagement
- Social connections and community engagement

Response to COVID

- Adaptation of programs and services

Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
American Indian Cultural and Linguistic Preservation	Engaging youth in Tribal traditions	I did remember a short story that one of the kids on here had provided during a family trip. The family was out on the tundra, and they were picking berries and gathering plants, and one of the kids had just learned about local medicinal plants in teas. Yeah, so we did that at culture camp, so while they were out on the tundra, he started gathering the tundra tea and brought it home, and brewed tea up for his whole family, and shared with them all of the benefits of our local tundra tea. So, yeah that was very inspirational to know that the local plants and medicinal plants, the knowledge was being passed down to the next generation and they were actually participating in that.
Indian Community Development Around Economic and Workforce Enhancement	Academic achievement	What's there not to talk about. [The agent] started us six, seven years ago and my kids started off with bird watching and trappers club and whatnot. In high school, it's made them such great leaders. Those two, my Noah and Jessie started culinary club, so we always had two challenges. So, I would have spam or something and they would have to make an appetizer, a dish, and a dessert with whatever ingredients was on the table. Plus, they had to use the secret ingredient. And then they would vote, and these are middle and high schoolers at the time last year. Then they would have to vote on the dishes, and I would say about 80% of the time the boys would win. But they always helped each other, and they always helped with clean up and whatnot, but it was amazing to see what they could do with their creativity and just the leadership that came about with it. It's just amazing to watch how they have grown and how some of them are already graduating from high school and see these kids now coming up. Now we've always had elementary kids, but now we're getting elementary, middle school, and high school kids where before it's been mainly elementary. So, to watch these 6th graders still doing Lego and hoping that they keep it up. And to watch these kids getting ready to go into [the local large city] and to blossom there and show all their things that they've learned already. In the last three years, there's not been one where our group, one of our 4-H'ers has not won something in the competition. And to see them grow and to see them move a long is just amazing.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Youth involvement	Sometimes my kids actually don't want to garden with me, but if [the agents] put up a kit, then they'll do it. Sometimes it takes some other inspiration than your parent.

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Tribal Youth and 4-H	Artistic expression	Yeah, I kind of feel like I've done it all. [Extension-sponsored] LEGO, ballet, STEM, 4-H. But I think that ballet was kind of the main one for me, the big one. I've done it for five years now, it's not functioning anymore. It really had an impact. Yeah, the different moves, the way that we could just express ourselves through dance, it was really amazing. I think just in general the positive atmosphere of 4-H has really impacted a lot of kids.
Tribal Youth and 4-H	Artistic expression	Some of the kids in my [4-H ballet] class even went to [the large city] to a convention and that really was amazing. Just to learn different things, different types of dance. I think that all of 4-H, just seeing that you can do things that you didn't know you could do before. It just kind of opens a lot of doors.
Tribal Youth and 4-H	Artistic expression	Especially when we are in these small rural communities. We just don't have the same access to things as the... city kids would. So, as far as this one particular [Extension-provided] kit that we did receive, my son and his buddy, they were outside in my son's clubhouse, and they just whittled away on these little bars of soap. It was hours long of entertainment, and then they took all the shavings and some of them went into little sacks that were available, and they did other things with the shavings. So, the whole experience as a whole was actually quite entertaining and educational for them. There was lots of literature that came with it that explained what to do, how to do it, and some history and stuff.
Tribal Youth and 4-H	Artistic expression	My kids are too little to participate, they're not in school yet, but they are looking forward to [4-H]. My four-year-old wants to be in ballet so bad, so we appreciate 4-H and we'll definitely be continuing to be part of it.
Tribal Youth and 4-H	Exercise	I feel like [4-H] has made kids want to do things.
Tribal Youth and 4-H	Exercise	A lot of these kids are definitely sports oriented, and so we had to find a time that they could all get together outside of school and outside of all their sports requirements. So, we met on a Saturday, but everybody would come up on [their snow machines] or their four wheelers and always leaving super excited.
Tribal Youth and 4-H	Intellectual engagement	I liked [Extension-sponsored] STEM because I got to build cool stuff.

Theme	Sub-Theme	Statement
Tribal Youth and 4-H	Intellectual engagement	We kind of have a mix of what goes on in our house [regarding Extension-sponsored STEM activities]. A couple of my kids help each other, sometimes they do them independently. It depends on kind of the difficulty, but that has been a positive in our house, that there's a lot of helping and kind of mixing of trying out each other's [STEM activity] kits if they're different.
Tribal Youth and 4-H	Intellectual engagement	I've been in STEM, culture camp, and LEGO. I like STEM a lot because it gives us something to do and we're learning while we're doing it. I'm working on... I'm going to go grab it... Oh, my dad's grabbing it. It was... What was it called? A trebuchet or something? A catapult. My dad's grabbing it. I haven't finished it, but I'm working on it right now. I have a lot of LEGO things. I've been in LEGO for ever, since it started. Since kindergarten.
Tribal Youth and 4-H	Intellectual engagement	Sometimes [completing the STEM kits] takes multiple tries. I'm like, "Oh, well it doesn't work now," so then I have to take it apart and try and figure it out. What do I learn from that? A lot of things. How things work, stuff like centrifugal force and stuff like that.
Tribal Youth and 4-H	Intellectual engagement	It's really nice because they give a bag that has all the activities. Our mom likes it too because she says she's not too good at getting all the stuff together, all the materials together. But, they provide all the materials so it's really nice. [We have built a bird feeder, this wind chime thing, we decorated a bag, masks, lots of things. There's a wide variety.
Tribal Youth and 4-H	Intellectual engagement	I think... putting these scientific and STEM projects in a positive light makes kids see them in a positive light and makes them more optimistic towards careers in science and engineering.
Tribal Youth and 4-H	Intellectual engagement	[We say,] "Yes, STEM kit!" Last summer, me and my brother would just do our culture camp things, it was amazing.
Tribal Youth and 4-H	Intellectual engagement	I mean normally, if you give a kid a STEM kit, what do you think, they'd be like, "Yeah, I'm so excited!" But like I said, 4-H has really put that kind of thing into a positive light.
Tribal Youth and 4-H	Intellectual engagement	When my parents are working and I don't really have that much... to do and I really want to do something, I can do [STEM kits]. They're really fun. And you have to problem solve with them, so they will take a while sometimes. That's why they're really fun.

Theme	Sub-Theme	Statement
Tribal Youth and 4-H	Intellectual engagement	Well, I almost feel like since I like LEGOs so much and I have gotten so much LEGOs over the years. I feel like that I made my sisters like LEGOs more.
Tribal Youth and 4-H	Intellectual engagement	[My brother] probably has made me more interested in LEGOs. I really liked doing LEGO club. When it was happening. I think it was cool. Yeah, to be with other kids. It was fun to show them what you made or them showing you what they made... Or just building it with them. I remember me and [my friend] I think it was, we created a big LEGO mansion once when we were in LEGO club. I think it was me, [my friend], and my other friend. Yeah, so it was fun creating that with them.
Tribal Youth and 4-H	Intellectual engagement	[For a timed challenge] we made a LEGO marble maze. Or the one car that would... Like which egg would survive the longest.
Tribal Youth and 4-H	Intellectual engagement	We also made this zip line thing out of LEGOs that you put in this line, and you'd try to see which one would run the best and go down the line. We made a boat and then we'd see which one would get the least amount of water in it.
Tribal Youth and 4-H	Intellectual engagement	I'm going to mention something for [my son] that... The STEM kits have been really pretty cool for [him], he definitely is geared towards engineering and building. I think that's why he loves the LEGOs and the STEM. He's ended up, even though they end up all over our house, he's ended up saving... all the spare parts of his kits and they end up kind of going into boxes mixed, and then he'll frequently get them out and build new things. ...it's great to have these supplies that I think are hard for us to get in a rural area. That we wouldn't be able to just go to [local stores] and get. And they're these excellent kits that have been purchased for these kids in our town. So, they're getting to use a lot of materials that aren't easily found necessarily. That we didn't have at home.
Tribal Youth and 4-H	Intellectual engagement	So, I think it's really nice because it's kind of the fun kind of learning instead of just reading a paper then writing down notes about it, and then filling out a worksheet about it. It's hands on, actually doing something.
Tribal Youth and 4-H	Intellectual engagement	It's just amazing to watch how they have grown and how some of them are already graduating from high school and see these kids now coming up. Now we've always had elementary kids, but now we're getting elementary, middle school, and high school kids where before it's been mainly elementary. So, to watch these 6th graders still doing LEGO and hoping that they keep it up and STEMS, and get ready for [statewide native science and engineering program]. And

Theme	Sub-Theme	Statement
		to watch these kids getting ready to go into [the large city] and to blossom there and show all their things that they've learned already. In the last three years, there's not been one where our group, one of our 4-H'ers has not won something in the competition. And to see them grow and to see them move a long is just amazing.
Tribal Youth and 4-H	Social connections and community engagement	Well, for example the 4-H that I used to do is, we used to walk over to this building and then we would do different projects and we'd have a snack, we just had fun. And I think that just the positive atmosphere, it was just great to have that kind of thing. And it helped the parents as well if they couldn't pick up their kids right on time or if they had nowhere else to go. It was just, "You can come in here and have fun, no questions asked."
Tribal Youth and 4-H	Social connections and community engagement	[When building with LEGOs] it'd be like, "Oh, we need this piece, I'll go grab it. Okay, cool." It's just working together and adding, "Oh, this will look cool in the house. Okay." And so, you're constantly adding things to make it look better, or make it sturdier, it's really cool. Learn[ing] how to work as a team.
Tribal Youth and 4-H	Social connections and community engagement	I'm a teacher, so it was always awesome to see them interacting in a different element than a school classroom. That's important that they can get together with a group of kids, but it's not just at the school, it's somewhere else. It just seemed different in their minds.
Tribal Youth and 4-H	Social connections and community engagement	And [the agents] providing games for the kids to do. So, even though they're meeting for LEGO club, they might be doing something else together. Eating a snack, playing games, singing songs... it's structured but it's really fun for all of them.
Response to COVID	Adaptation of programs and services	I've been really proud that [FRTEP has continued to provide programs and services] during COVID. It's so cool that we can still get things during COVID and everything. I mean, the STEM kits and stuff are awesome because while you're watching a movie or something you can also be doing a STEM kit and that kind of thing. And it's just really fun to do. Yeah.
Response to COVID	Adaptation of programs and services	[Building a little Lego figurine] just teaches you patience because it's so hard, so tiny. It was so cool and fun that we can do this during the pandemic and stuff.
Response to COVID	Adaptation of programs and services	[Without the Lego kit] I would have been 50% more bored.

Theme	Sub-Theme	Statement
Response to COVID	Adaptation of programs and services	I think, majorly, the problem-solving. Just seeing [youth] having to... I think this is during COVID, getting the kids at home working through building stuff and problem-solving that way.
Response to COVID	Adaptation of programs and services	It's also fun because after a while, when I was in lockdown, lots of COVID cases you had to stay home all day and you'd get kind of bored because you couldn't go see a friend or anything. After a while it just got kind of boring, but it was really fun once you got a culture camp kit, or a new Lego kit, or a STEM kit. And it just kept your mind sharp over the pandemic.
Response to COVID	Adaptation of programs and services	And then you'd be like, "Oh guess what? Tomorrow's a movie night, we can watch a movie and do our kit."
Response to COVID	Adaptation of programs and services	Yeah. It was really nice because we would just be sitting at home and then... One time when we got the 4-H kit we brought it up to our cabin, so then we had something fun to do there when it was nasty weather out.
Response to COVID	Adaptation of programs and services	Well, I thought... Kind of going off of [second participant's] idea of how it was really cool to be able to do things in COVID, in ballet we got to do this whole challenge thing the teachers put out. It was to create a video of you dancing, you can have siblings, it can be by yourself. But it was really cool how they designed it and made it so everybody could still participate, even though it was COVID and we couldn't see each other.
Response to COVID	Adaptation of programs and services	[I am] so happy that they're still going even through COVID. My kids are too little to participate, they're not in school yet, but they are looking forward to it. My four-yea- old wants to be in ballet so bad, so we appreciate 4-H and we'll definitely be continuing to be part of it.

Image of Ripple Effects Map

