

**Mapping FRTEP Impacts in Indian Country**  
**Identifying the Effects of the Federally Recognized Tribes Extension Program**  
**Final Ripple Effects Mapping Report**

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## **Introduction**

The Indian Land Tenure Foundation (ILTF) engaged in a joint collaboration with an evaluation team and the Western Extension Risk Management Education Center to measure the long-term impacts of Federally Recognized Tribes Extension Programs (FRTEP) serving tribes around the United States. The project is part of the ongoing effort on the part of ILTF to sustain and build an established FRTEP account for the FRTEP program – independent of USDA/NIFA.

The project focused on identifying the successes FRTEP has had on 31 tribes around the United States. Using Ripple Effects Mapping and content analysis, the intent was to better understand how individuals, families, and tribal communities have been affected by receiving FRTEP funding.

By documenting the impact FRTEP has had on tribal communities, outreach can be strengthened, and additional funds can be sought. The information will also be used to help validate the importance of the FRTEP program and why it is vital to the tribal communities being served.

## **Evaluation Scope & Objectives**

Due to the COVID-19 pandemic, the *Mapping FRTEP Impacts in Indian Country* project dramatically changed in scope, process, and timing. Originally scheduled to be completed during the first half of 2020, the project was paused in March 2020 after only four FRTEP locations had been mapped. Given the continuing issue of the coronavirus preventing in-person meetings, the *Mapping FRTEP Impacts* team shifted the data collection methodology to a virtual setting. At that time, ILTF also requested an expansion of the project scope from conducting mappings with 15 tribal communities to 32 tribal communities (with possibly two additional communities included if those communities agreed). Ultimately, due to agent availability, the project focused on 31 tribal communities that had received FRTEP funding.

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 gather stories and experiences from community members. The team worked with FRTEP agents to invite between 8-12 people from the tribal community, as well as other stakeholders who worked with the FRTEP agent or were familiar with the impact FRTEP has on tribal individuals and communities. Those invited to participate would have include a mix of the following: youth and adult tribal members, Cooperative Extension faculty, staff, and volunteers, and community partners.

## Methodology

At the beginning of July 2021, the team had successfully conducted Ripple Effects Mapping sessions with 31 tribal communities. Four of these communities were completed in 2020 using an in-person format, while the remaining 27 were done in 2021 in a virtual setting.

During the mapping sessions, participants had the opportunity to tell 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. 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.

Following the session, the recording was transcribed using rev.com (an online transcription service that uses a professional transcriptionist). The transcribed data was then merged onto the digital map that was created during the mapping. Additionally, the notes from chat box were added to the map, typically filling in details about specific location names or adding the tribal word for an item like a traditional vegetable. Participants also had the option to follow-up by email with any additional details following the mapping session. Once the map contained all of the information shared by the community, the stories were sorted into high level themes. These themes are detailed below.

Each tribe received a pdf copy of the map that was created during their Ripple Effects Mapping sessions. The agents were encouraged to provide feedback and corrections if needed; several FRTEP agents responded, and modifications were made as requested.

Once all modifications were finalized, the transcribed data was coded by a qualitative data analyst. The analyst read through all of the stories shared and categorized each within at least one of the seven FRTEP priority areas:

1. Tribal Youth & 4-H
2. Indigenous Food Systems for Food Security, Food Safety, & Obesity Reduction
3. Indian Community Development Around Economic and Workforce Enhancement
4. Indian Farmer and Rancher Productivity and Management
5. American Indian Cultural and Linguistic Preservation
6. Natural Resource Conservation and Bio-energy Development
7. Adaptation to Climate Change

Additionally, stories were also coded for two additional relevant themes:

1. Response to COVID-19
2. Overall

After the data was coded into themes, a second round of coding was undertaken. During this part of the process, sub-codes were developed within each priority areas. These sub-codes, which became sub-themes, were more detailed categorizations of the data. Many of the stories could relate to more than one theme or sub-theme. The qualitative data analyst chose the strongest sub-theme for each story and categorized within.

This report relies entirely on direct quotes from REM event participants. Because REM is a method of data collection that attempts to capture rich stories, many of the quotes are lengthier than one might typically see in an evaluation report. These stories have been categorized under each of the FRTEP priority areas, with additional sub-themes that emerged, inductively, during data analysis.

Every effort to protect the anonymity of REM event participants was taken in the writing of this report. Individual names, titles, and tribal affiliations have been removed. Including names of towns and states, and types of crops and animals may have further compromised anonymity, so they have also been removed. While eliminating all identifiers of REM participants does diminish the reader's ability to understand who exactly is reporting the benefits of FRTEP, guarding anonymity was determined to be worth this sacrifice. In sum, then, this is a report of aggregate perceptions of FRTEP.

## Findings

The findings shared below related to FRTEP priority areas are listed in order of the most common themes and sub-themes to the least common. The top three priority areas discussed during the Ripple Effects Mappings were: (1) *Tribal Youth & 4-H*; (2) *Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction*; and (3) *Indian Community Development Around Economic and Workforce Enhancement*. The findings related to *Response to COVID-19* and *Overall* are shared last.

### Tribal Youth & 4-H

Respondents from nearly every tribe discussed how FRTEP has impacted their tribal youth through 4-H and other programs. Of all the themes discussed in this report, Tribal Youth & 4-H had the most responses and discussion when aggregating all the tribal responses together.

For this theme, there were eleven sub-themes that REM respondents shared stories about:

1. Artistic expression
2. Exercise
3. Family Engagement
4. Gardening & Nutrition
5. Intellectual Engagement
6. Life skills
7. Medicine
8. Personal Growth
9. Social Connections & Community Engagement
10. Tribal Culture
11. Barriers

The following are examples and stories of how FRTEPs work within the priority area of *Tribal Youth & 4-H* has had an impact on tribal communities. For example, within the area of *Artistic Expression*, participants discussed primarily how 4-H provided opportunities for youth to participate in creative activities that they may not otherwise have the chance to do. These included activities like photography, woodworking, pottery, whittling, and dance. One person stated:

- 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.

When it came to *Exercise*, the sport of lacrosse on one tribal reservation has come to play a significant role in tribal youths' lives. Traditionally, lacrosse was a sport that was important to

that tribe, so the Extension agent did “a great job in working to bring the game of lacrosse back into the schools and the communities.” Another participant said:

- Well, so [the agent] has been doing lacrosse here for quite some time and there's always this kid that will always stand out that makes this huge improvement. ...the student wasn't probably doing the best academically and really wasn't too involved in school. And he had started, and I was like, "Wow, you are an amazing lacrosse player. You are a natural." And then the student as it got towards springtime, he went out for track. And so, it started for him to build those connections that he needed in school.

Many REM participants also spoke about how important *Gardening* was to their youth and tribe. The most common activities undertaken by FRTEP agents were either starting a school and/or community garden or teaching youth how to plant their own garden at home. The school and/or community focus was evident in many stories:

- The community boys just put up a real nice gate, so when we harvest, we bring in the youth, we bring in everybody, and everybody's going to do something with making [food products from the Orchard], we show them how to cut the [fruit] up and freeze them, so they can make [fruit] pie whenever they're ready to. Because we have a lot of ceremonies and we kind of get that stuff for our community and our events.

Another stated:

- I would just hear from the Head Start director. We love [the agent]. Oh, yes, the kids just love getting their hands in the dirt and working with worms, and learning about agriculture, and derivatively about nutrition. I felt like I was a friend to a rock star.

Participants also discussed how FRTEP strengthened their *Tribal Culture*. Most commonly, this occurred through teaching traditional ways:

- The [traditional] dance group... was 4-H. It was briefly under 4-H for a while and it helped us get from place to place, to take our kids to perform dances and I was just sharing that. [A tribal member] ... used to sing for us every now and again. And I was really glad for that program because... not only did our kids learn [our tribal] language, they learned the songs and the dances of our tribe, and they also had experience in public speaking.

Finally, two final takeaways regarding the *Tribal Youth and 4-H* include the following:

- Community gardens, sporting events, Lego clubs, berry gathering, cultural appreciation, and a host of other FRTEP activities often begin with a focus on youth, but tended to spread to parents, nuclear and extended families, elders, and others.
- For some FRTEP agents, focusing on youth seemed to offer an easier entre into creating a relationship with FRTEP for others (such as parents, grandparents, teachers, etc.) than programs focused only on adults.

For the rest of the stories under the *Tribal Youth & 4-H* theme, please refer to Appendix A, where everything related shared during the mappings has been listed under each of the eleven sub-themes.

### **Indigenous Food Systems for Food Security, Food Safety, & Obesity Reduction**

There were ten sub-themes that developed from the *Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction* theme:

1. Education
2. Exercise
3. Healthy Food Choices
4. Involvement – Adult
5. Involvement – Community
6. Involvement – Family
7. Involvement – Youth
8. Medicine
9. Traditional foods
10. Barriers

Indigenous food systems were strengthened by FRTEP in a number of ways, including increasing the knowledge of tribal members, expanding the number of gardens in tribal communities, helping tribal members eat better and exercise more, getting all ages within the tribe involved in food systems, and promoting traditional foods. Participants shared how they and their families were now making healthier food choices as a result of programming. For example, one tribal member said:

- Through the [FRTEP] Food Sovereignty program at, I think, one of the health fairs I was first given some plants and it just kind of went from there. ...my son has lot of food issues. He doesn't eat too many different foods. But he went out and he picked those blueberries and then when he brought them back, he wanted to use them, and we made blueberry muffins and he ate them. And ever since he's been wanting blueberries, eating fresh blueberries. So, there was a whole new food that he just started using.

Another tribal member shared how the FRTEP agent helped the tribe increase the use of traditional foods:

- So [the tribe] formed this committee [including the FRTEP agent] and we started this initiative on how to structure our menus around indigenous foods, how to take these indigenous foods and then teach them in our classrooms to little children from two weeks old to five years old, what that curriculum would look like, and then we also created Community events about it. I don't think I know anyone who's doing work with food or gathering practices that doesn't have a connection to [the agent].

Focusing on how education has enhanced the visibility of food sovereignty, one tribal member stated:

- FRTEP has been present for years... helping support the programming that community health education has been able to do for [tribal] community members. Some of those programs for us include... harvesting and processing, the canning and preserving workshops. I feel like ... for me personally, I really feel like just increasing the visibility of the importance of tribal food sovereignty and how tribal food sovereignty relates to global tribal sovereignty as a whole. So, I feel that FRTEP, the programs and the support has really been helpful for that.

FRTEP has encouraged engagement with multiple groups. Thinking about involvement at the community level, one REM participant said the following:

- The ultimate goal is to work with the community, to work with growers in the community, to work with cultural people so that we can use our own traditional agriculture, our own traditional foods, to fight diabetes and obesity, stroke, and heart disease, which affect our community at a higher rate than most other segments of the American population. So this program, it's funded in part by [tribal] Nation. It's also funded in part through a NIFA grant from the USDA. And [the agent] and his program have been providing technical expertise to this program. And without him, this program would not be as successful as it has been.

For the rest of the stories under the *Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction* theme, please refer to Appendix B, where everything related shared during the mappings has been listed under each of the ten sub-themes.

### **Indian Community Development Around Economic and Workforce Enhancement**

When examining community development related to economics and workforce, there were five sub-themes that were shared during the Ripple Effects Mappings:

1. Academic Achievement
2. Economic Development
3. Poverty Abatement and Financial Literacy
4. Professional Development
5. Strengthening Communities



When the REM facilitator asked whether the growers were marketing the heirloom produce and therefore contributing to the tribe's economic development, one participant said:

- They are to some extent. That is a part of the NIFA grant, that we have to work to set up a market for [tribal] heritage produce within [the tribal] Nation. A few of the growers are doing that. One of the growers is on the meeting today. He's definitely done it on the largest scale. We've got some other tribal member growers who have been growing this produce and selling it at farmer's markets and things like that on a smaller scale. It's [for] local consumption. But broader level? Yes, absolutely. Heritage tourism is a part of it. [The tribal] Nation is opening a cultural center here in a few months. Some of the permanent exhibits are about [tribal] heritage produce. It's actually depicted in some of the diorama's, specific varieties that we grow out through this program.

FRTEP agents assisted tribal members with professional development. One such example:

- And then just learning how to grow medicines for my children and for my partner and [the agent] was very helpful with anything that I needed. I could reach out and say, "Hey, this is what's going on, what would you recommend?" Which ties into my midwifery as well because I'm very interested in our biology. And eventually being able to provide that for families as well. So that's kind of one of the biggest things that stick out with me.

In describing how FRTEP has helped to strength the tribal community, a participant said:

- We also were able to draft in our studio the pre-designed work for housing for the tribe... one of my fellow students later became the FRTEP educator because of her work on the project. And she followed through on our pre-designed work and worked with the Tribal Housing Authority to complete everything they needed to get grant funding to build that site... I think there's 18 units [now].

For the rest of the stories under the *Indian Community Development Around Economic and Workforce Enhancement* theme, please refer to Appendix C, where everything related shared during the mappings has been listed under each of the five sub-themes.

## **Indian Farmer and Rancher Productivity and Management**

For this theme, there were four sub-themes discussed by the REM participants:

1. Support for Farmers
2. Support for Ranchers
3. Support for Future and New Farmers and Ranchers
4. Barriers

A number of REM participants discussed the many ways that FRTEP provided assistance to farming and ranching in the tribal community. For example, one farmer explained:

- It connects the dots in my life. Without this program it'd be a little difficult. And there's this good, useful resources here. I do ask ag spraying [questions] and learn the chemicals. It's wonderful. ...without having that there's no guidance. It's like up and down hill and you just find your place at home. That's how I describe the Extension office. All the programs that they have are pretty awesome. I'm a busy man, but I try to make time for everything. And sometimes I can't do everything. I do the best I can, and if I have the opportunity to take a Zoom class, I will. It's not because I need the hours, but it's just sometimes I want to learn what the bugs are doing, what's happening elsewhere.

A rancher had the following to say:

- My involvement with [the agent] was talking to her and discussing about the livestock. I constantly called her up and asked her questions on [a certain breed of cattle]. She directed me in other directions to where I could get some answers for my questions that I had. I've been dealing with the... now that I have my [certain breed of cattle]. We've been working together in getting my small little herd going and getting them running. It was because of me asking [the agent].

This assistance has also had economic benefits, as one REM participant stated:

- Another ripple effect has been really working with the restocking programs, spending economic development money back into the livestock industry. Some of the science behind that with University employees, we're doing genetic improvement, artificial insemination. The actual restocking plans themselves had a lot [University] review that gave merit to get funding, to get the tribe to invest several million dollars into some of the process. This is still ongoing. Some of the technical specialists behind it were University employees, somewhat through Cooperative Extension, somewhat through just the University agreement with the tribe.

For the rest of the stories under the *Indian Farmer and Rancher Productivity and Management* theme, please refer to Appendix D, where everything related shared during the mappings has been listed under each of the four sub-themes.

## **American Indian Cultural and Linguistic Preservation**

There were five sub-themes that emerged from the *American Indian Cultural and Linguistic Preservation* theme:

1. Engaging Adults in Tribal Traditions
2. Engaging Families in Tribal Traditions
3. Engaging Tribal Members in Tribal Traditions
4. Engaging Youth in Tribal Traditions
5. FRTEP Agent Respect for and Engagement in Tribal Traditions

Many tribal members talked at the Ripple Effects Mappings the ways in which FRTEP agents were contributing to preserving cultural and language. This was done most typically by engaging with different members of the tribal community, like adults, families, and youth. One tribal member shared how her agent has furthered tribal traditions:

- [The agent has] pulled me in to teach basket making in relation to foods and cooking. So, I harvest my own material from the forest and I process it by hand and I provide it. [we] made black ash baskets that then people could cook food in. And so we did that showing traditional craft with food and how that can be related. And then we did a birch bark bread baking class where the people were making their baskets while bread was baking in a birch bark basket in the oven. And then when everyone was done making their baskets, we ate the bread and just talking

A REM participant described how tribal youth were learning to harvest rice like their ancestors:

- I work with [the agent] in the schools and that is making an impact on all of our students here. So, in 2019 was the first time that middle schoolers were excused from school to go ricing. And it was an amazing experience to have middle school kids out on the water harvesting Mahnomen. And before we even got out on the water, [the agent] explained to [the students] that this was their right to harvest and they were practicing their treaty rights. So, it was empowering to the kids as well as an experience of harvesting. So, I'll never forget that time and how impactful that was for me and I'm sure many of the students that went on the trip that day.

For the rest of the stories under the *American Indian Cultural and Linguistic Preservation* theme, please refer to Appendix E, where everything related shared during the mappings has been listed under each of the five sub-themes.

## **Natural Resource Conservation and Bio-energy Development**

Four sub-themes unfolded from out of the *Natural Resource Conservation and Bio-Energy Development* theme:

1. Fish and Wildlife Conservation
2. Sustainability Efforts
3. Tribal Connection to Land
4. Youth Conservation Education

REM participants told several interesting stories about ways in which FRTEP was contributing to *Youth Conversation Education*. For example:

- The other project that we've been working on. I've been working with [the agent] and the tribal extension office. Who've been running the 4-H mentoring program and behind... one of the elementary schools. There's this old, sort of green space. It's 30,000 square feet, and there's bridges and trees and all this stuff going on and we've cleaned it out, we've gotten picnic tables for it. We've gotten bridges for it, and I take students there all

the time. The tribe, we got tribal permission and they gave us native plants. And that has been an amazing, awesome area to take kids out there. And we really get to highlight local and indigenous knowledge. They planted, I know they planted a lot of currants and red osier dogwood in the area. And they plan to use it as part of the master naturalist program they'll be running, and I leave it open to community members and stuff. And just having an area where you can have both structured and unstructured time has been incredible. And yeah, it's the tribal, I cannot, tribal extension office has been unwavering with their support. And just I'm like, here are my ideas and they're like, go with it. The kids are happy out there.

Sustainability is also a key piece to conservation and REM participants described efforts made by their local FRTEP in partnership with others:

- After [participating in a FRTEP-sponsored community development program] we became the first site for a pilot for the Building Sustainable Communities Initiative which was a Bioregional Planning Program [through the University]. That was in interdisciplinary initiative at [the University] that was using Extension quite a bit to integrate it with an academic program, a Bioregional Planning Program. So, what that did was it had faculty from across the University working with us and a lot of the [FRTEP] folks, and identifying things that were priority in the community because the city administrator was on our [FRTEP program] Planning Committee. [The agent] was very involved in trying to do more collaborative planning with the tribe and the city needed update their zoning code. We were able to use Bioregional Planning students, and I happen to be one of them to draft the zoning code for the City... that they've adapted and it's the existing zoning code.

Lastly, a tribal member strengthened the connection she has with the land through her relationship with the FRTEP agent:

- When I first met [the agent] and every connection that I have with [her] it always resorts back to the connection to the land. And I think that as an indigenous person like there's nothing more critical and more important than the connection to the land, because if we have a connection to the land, and we know our place, our order in this creation we should be okay, and she helped me understand how important that was.

For the rest of the stories under the *Natural Resource Conservation and Bio-energy Development* theme, please refer to Appendix F, where everything related shared during the mappings has been listed under each of the four sub-themes.

## **Adaptation to Climate Change**

While no participants identified FRTEP activities as directly related to adaptation to climate change, the issue was embedded in many comments related to food sovereignty, natural resource conservation, and other funding priority areas. As one participant said, “I guess, [our tribal members] have been green forever.”

## **Response to COVID-19**

In addition to these seven categories, two supplementary categories, *Response to COVID-19* and *Overall*, were added to the analysis. During much of the data gathering, the entire world was in the throes of the worst pandemic in more than 100 years. Quarantines and illnesses curtailed many face-to-face interactions everywhere. On the reservations, FRTEP agents’ adapted events and services to COVID restrictions and the results of their efforts were reported by many participants. Four sub-themes emerged from

1. Adaptation of Programs and Services
2. Clarifying Values because of COVID
3. COVID Adversely Impacting Program and Service Delivery
4. Trouble with Technology

REM participants shared many stories of how FRTEP agents adapted programs and services during the pandemic:

- This year, because of COVID, we had to change our setup for distributing seeds to... tribal growers. Before we went out to community events and it's pretty easy for somebody to come by and pick up seeds off of a table. But with COVID this year, we set up a process whereby interested growers print off this form that's in the tribal newspaper... and then they mail that into us and we mail them the seeds. And this year before we ran out of seeds, we had 850 of those applications come in. So, that's pretty impressive community interest.

Another tribal member talked about the reach of FRTEP:

- And specifically, during COVID last year, [our Extension partner agency] administered billions of dollars nationwide and accepts these farm and ranch subsidies for producers. And because [the community] was locked down and we had such strict restrictions in place to protect people, but we also still needed to get these programs delivered. So, we did what we call USDA farms FSA drive up signups. So, we partnered with Extension there and these outreach events that we did, were the only events held in the United States.

Finally, although the majority of REM participants were adults, there were several young tribal members that joined one the mapping sessions. During that session, they were excited to say:

- 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.

According to some REM participants, COVID-19 also resulted in Clarifying Values for those in the community:

- What I see the interest now is not so much in young people with a commercial production, but with a home garden. They want to grow their own thing. They want to know that it's safe. It's a big deal now, for most people they want to just do it themselves. Somebody mentioned earlier with COVID people are wanting to be a little more self-sufficient.

For the rest of the stories under the *Response to COVID-19* theme, please refer to Appendix G, where everything related shared during the mappings has been listed under each of the four sub-themes.

## **Overall**

Seven sub-themes emerged from the *Overall* theme:

1. Approachability
2. Consistency
3. Cultural Understanding and Respect
4. Diversity and Quantity of Programs and Services
5. Embedded in the Community
6. Responsive to Community Needs
7. Need for Additional Resources for FRTEP

Data in the *Overall* category included general comments from REM session participants about FRTEP. Under that category, participants reported strong, positive impacts of FRTEP sponsored activities, services, and events. FRTEP personnel were described as responsive to tribal community needs, approachable, culturally understanding, respectful, and consistent. FRTEP staff were further lauded for their diverse programs and services, ability to form strategic partnerships, and efforts to connect tribal members to other support networks. Strong, positive reports came in each of the FRTEP priority areas.

In terms of *Cultural Understanding and Respect*, one tribal member stated:

- Having a native staff as the current lead has made a tremendous difference in the community. We've always been blessed with great staff and leadership in that Program, but in our tribal community, it makes a big difference to have a Native person with so much knowledge, passion, and mastery of the programs delivered.

In terms of *Diversity and Quantity of Programs and Services*, a REM participant shared:

- It's just a tremendous resource for not just our organization, but for a lot of different people serving in this community to be able to have a place to call and say, "I'm not really sure how we're going to make this happen or who we need to talk to, to make this happen. But what ideas do you have? Who do you know? How can we make this happen?" And so I hate to say it's like a clearinghouse, but sometimes it feels like a clearinghouse.

One tribal member spoke very strongly about how their FRTEP agent has become an integral part of their community:

- [The agent] is about the best fitting person that I could ever have thought to come into that position and remain here in our community. She has rooted herself here and is a 100% committed to us.

When talking about another agent, a tribal member said:

- For the most part [the agent's work] comes from the heart allows her to do what she does, and she does it with style and grace all the time and I couldn't speak any more highly of her to be really honest with you, you are blessed to have her actually really. It comes from a place of humility, but that's why I love her so much is because it just comes from a place of purity.

A fellow tribal member added:

- [The agent] is like a weaver of the community

Finally, REM participants from different tribal communities spoke about the *Need for Additional Resources for FRTEP*:

- We need a lot more people in [the agent's] position, and that's where I see it as really working at the policy, at the federal level with [the tribal program] and trying to get more support for it.

For the rest of the stories under the *Overall* theme, please refer to Appendix H, where everything related shared during the mappings has been listed under each of the seven sub-themes.

## Conclusions

This report demonstrates the myriad of ways FRTEP is impacting tribal communities around the U.S. The dedication and ongoing perseverance of FRTEP agents is a testament to the program. In the face of adversity – whether that be economic, pandemic, or something else - tribal members are focused on finding ways to improve their communities. As the stories shared within this report demonstrate, the significance of having a FRTEP agent available to work with them to do this cannot be overstated. One tribal member shared that they think “the greatest impact of the FRTEP program is that it has tremendously increased our capacity to do the work that we need to do.” FRTEP brings with it both economic and social advantages that benefit tribal communities in both the short- and long-term. One tribal member summed it up by saying:

- It's the Extension program [FRTEP] that's brought all these people together, all these programs together, each one of us, and each one of us had that unique or that special knowledge or education or background to be able to participate and bring that to this.



## Appendices

Appendix A – *Tribal Youth & 4-H*

Appendix B – *Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction*

Appendix C – *Indian Community Development Around Economic and Workforce Enhancement*

Appendix D – *Indian Farmer and Rancher Productivity and Management*

Appendix E – *American Indian Cultural and Linguistic Preservation*

Appendix F – *Natural Resource Conservation and Bio-Energy Development*

Appendix G – *Response to COVID-19*

Appendix H – *Overall*

Appendix I – *Entire List of Quotes by Theme and Sub-Theme*