

## Coeur d'Alene Federally Recognized Tribal Extension Program Ripple Effects Mapping Findings

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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 Coeur d'Alene Tribe. 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](https://tribalextension.org/success-stories).

In May 2021, a virtual Ripple Effects Mapping event was held with Coeur d'Alene 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 Coeur d'Alene Tribe.

- 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 4-11 includes these themes and all of the stories collected from your REM event.
- Page 12 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:**

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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:**

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### **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

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For the Coeur d'Alene Tribe 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 4-11, 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
- FRTEP agent respect for and engagement in Tribal traditions

### 2. Indian Community Development Around Economic and Workforce Enhancement

- Academic achievement
- Professional development
- Strengthening communities

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

- Adult involvement
- Community involvement
- Youth involvement

### 4. Natural Resource Conservation and Bio-energy Development

- Sustainability efforts

### 5. Tribal Youth and 4-H

- Intellectual engagement
- Personal growth
- Social connections and community engagement
- Tribal culture

### Response to COVID

- Adaptation of programs and services
- Clarifying values because of COVID

### Overall

- Approachability
- Connections and partnerships
- Diversity and quantity of programs and services
- Responsive to community needs

## Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
<b>American Indian Cultural and Linguistic Preservation</b>	Engaging youth in Tribal traditions	What we did was there was a handful of us that seeing the need to teach youth and even some adults, some cultural respect and ethical hunting techniques, and traditional hunting methods. So, we started what was called the First-Time Hunters Program. That was a huge success. First off, we got certified as Archery instructors. And that was supported through [FRTEP], and we recruited the Tribal Police Department to come in and give firearms instruction and safety handling, and to give their certification to the participants. With that, the kids realized there's effective ranges. They knew within themselves that, "I can't shoot a deer out past seven yards. I don't want to take it. It's unethical." The kids really grasped that concept. Once they learned that it's a life taken to feed them and their family, they really grasped the meaning of hunting.
<b>American Indian Cultural and Linguistic Preservation</b>	FRTEP agent respect for and engagement in Tribal traditions	I currently work with FRTEP on several projects, and the most valuable contribution is having a partner that truly respects and acknowledges the Tribe's culture, traditions, practices, and priorities.
<b>Indian Community Development Around Economic and Workforce Enhancement</b>	Academic achievement	They have done everything from cooking with commodity foods to rocketry, to LEGO robots, to food safety, to hand washing. It's been everything under the sun. [The agents'] dedication and their passion towards helping kids really show through. Everything is project or placed-based learning which gives the lessons, the activities, it gives it substance and it really makes what they're teaching relevant to these kids. We know that when the kids leave school, the knowledge and resources that they've gained doesn't stay here in the school, it goes with them. They'll be able to cook something for their family at home with commodity foods in the refrigerator or freezer, or maybe teach a younger brother or sister about rocketry or robotics, or something along those lines.
<b>Indian Community Development Around Economic and Workforce Enhancement</b>	Academic achievement	Really, for me, I think it would be just adding to the Know Your Government piece... seeing that building future leaders and having that need met through programs like that and just seeing how important it is. We're looking for a particular type of leader within our community. To see that and to see the youth excited coming out of that program, it's nice that it aligns because the best relationships are with some of the other institutions like the local University. They have strong leaders, strong Native directors running those programs, and where does that come from? It's nice

Theme	Sub-Theme	Statement
		to see that in a community that there's these programs because I don't know where else some of these kids would have this opportunity to develop into strong leaders, which is really needed.
<b>Indian Community Development Around Economic and Workforce Enhancement</b>	Economic development	Well, one of the bigger projects that I think I wrote about in what I submitted is this Native American women entrepreneur project that my office has been working very closely with FRTEP and [the agent], and also the Tribe's planning department that includes economic development. Their staff has also been involved with this. We're partnering with the state Women's Business Center as well as the [Tribe], but we're trying to make this an all-state Tribes initiative.
<b>Indian Community Development Around Economic and Workforce Enhancement</b>	Economic development	This project has grown pretty quickly. We started working on it less than a year ago, maybe about a year ago. Basically, we were approached by the [state] Women's Business Center because they really wanted to do some targeted support initiatives for Tribal women that are either currently entrepreneurs or business owners, or want to go into business. On the Reservation here, we have very few resources that provide support, but yet we have so many women, Native women that are very interested or are already practicing a business or have a business. Anyway, we've collaborated closely with FRTEP to help bring in the University to help us assess what the needs are. Then, as we are forming a partnership with the state Women's Business Center, we've been figuring out what the needs are, what the support needs are. It's just been invaluable. [the agents] have a really strong background in small business themselves personally or with family members, and so they have been able to just go with this and run with it. For example, when we had our first meeting to just even survey the women about what their thoughts were, we were hoping to get about five to ten women to show up, and we ended up having close to 30. It's just incredible. Since then, we've had a few kickoff events and again, the turnout was incredible and there's just a lot of interest. So, it's been a really neat project to be doing with [the agents]. But one aspect of it that's really also exciting to me is we are focusing on providing resources to Native women. But we know we need to be looking at it through the lens of youth and building, getting, connecting, and engaging youth to business, learning perspective careers or whatever. I'm excited to see that FRTEP really wants to take that and go with it. It aligns very well with the 4-H program that they do, and just other projects. That would be my biggest success story of our

Theme	Sub-Theme	Statement
		<p>partnership but we work on several other projects, too, so I could definitely hog up our time to talk about all those others. But that the one that jumps out at me just because it gets me so excited to see all these Tribal women that are entrepreneurs or that have that spirit and want to do something. They're all working moms for the most part and almost several of them are head of household, and they want their flexibility to be able to raise their family and prioritize their family, but also to bring that income in that they need. This is a really important initiative that we don't want to see fall through the cracks, and so far, in our partnership with FRTEP, it's just been getting better and better, and growing.</p>
<p><b>Indian Community Development Around Economic and Workforce Enhancement</b></p>	<p>Strengthening communities</p>	<p>We also were able to draft in our studio the pre-designed work for housing for the Tribe, for the subagency which is we call it The Gathering Place, and that ended up, 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 which I don't remember how many, I think there's 18 units. Does that sound right, that are apartment buildings, that were built with straw bale design as part of the sustainability that was worked into that project. That was pretty cool.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Adult involvement</p>	<p>I've always wanted to start a garden for the [FRTEP] program and also try to get it started in the communities... Through that, we've been able to provide a half-acre garden to help subsidize our food distribution program and our second harvest program. It's gotten me involved at home where we have four raised beds and a row of berry bushes. We were growing and harvesting our own.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Community involvement</p>	<p>FRTEP has been an instrumental partner in the establishment of the local Farmer's Market. We go to the market and get to enjoy local products and engage with other community members. We don't go as often as we'd like, but even knowing it's there gives us a sense of community and appreciation for the local talent and entrepreneurs. Also, my kids are much older, but I have several family members that have benefited directly from the youth programming offered by the FRTEP.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Youth involvement</p>	<p>[FRTEP's Nutrition Education is] how the Teen Cooking and More class came about. Those are the impacts that the Extension Office has had here. And just to give you an idea, last year, our three-quarter acre garden provided 8800 pounds of produce.</p>

Theme	Sub-Theme	Statement
<p><b>Natural Resource Conservation and Bio-energy Development</b></p>	<p>Sustainability efforts</p>	<p>[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 [FRET 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.</p>
<p><b>Tribal Youth and 4-H</b></p>	<p>Intellectual engagement</p>	<p>There are so many things, events that are continuing today because of [a] two-year project. I currently, work with [the agent]. My department supports her Know Your Government Program. This year, I knew the Tribal leadership had asked the professor at the University College of Law to set up a program for youths, a law program for our youth. And I knew because of [the agents'] work with Know Your Government that I could pass that on to [them]. And sure enough, she took it and ran with it. It was just incredible. I was invited to attend the program that was celebrating these beautiful young people that were a part of that program. It's wonderful to have [the agent] and her team, and know you can count on them, and the quality of the work. They have very high standards, and our students achieve, they meet those standards. That's a more recent experience. We work closely with [the agents]. It's just an incredible relationship to have. We have a long history with Extension.</p>

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<b>Tribal Youth and 4-H</b>	Personal growth	Any kind of programming that was taking place... whether it was cooking, culture, rocketry, LEGO robotics has all just been, my family has been [involved]. Then, my son is actually participating... right now. He's a teen health advocate. With five of his other peers participated in trial team, Know Your Government, and it's greatly impacted him and built up his confidence and self-esteem, and really pushing him to become a leader. I think a lot of the times as adults, we can see it in them but it's just a matter of reaching in and grabbing it out. His five peers, they have all been greatly impacted so much so that they're actually going to be teaching a workshop during the 4-H State Teen Association Convention on the University campus in June. I think a year or two ago, if you would've told those same kids that that's what they're going to be doing, they would've been like, "No, no. That's not going to happen." But they actually volunteered and signed up for it. Then, we're growing volunteers right now just with our youth. They participate at the garden on Tuesdays, two of your teen health advocates. They've been helping at Success Center which is a [local elementary] after-school program when we're doing literacy and art, or gardening or cooking. It's just really special and so, something else, we have a student that has grown up in the program, and she's going to actually be [in] AmeriCorps this summer.
<b>Tribal Youth and 4-H</b>	Social connections and community engagement	I think, well, [through LEGO projects] there is the aspect of working together on it. There are teams and they also have the opportunity to ... Since everything's been closed down, what we did was more like picture-sharing what they were doing, and the program refers to as a celebration at the end where the kids get to talk about their creations. I think also, just the freedom to take the materials and create because everyone can come up with their own ideas and they can come up with ideas that we wouldn't even think of, when they're given those materials.
<b>Tribal Youth and 4-H</b>	Tribal culture	One of the main things that comes to mind is [Extension's] participation in our school's Tribal cultural enrichment days. We have those about every other Friday throughout the school year, and we draw upon different departments and different community leaders and community members to provide culturally relevant lessons and activities for our students. ...Extension has been there day in and day out, haven't missed a day. They always reach out to see how they can be involved and what they can bring to us. I can attest, since I'm in charge of cultural groups together is that the... Extension group is normally the number one pick, if not the number one pick each time. So, it's that

Theme	Sub-Theme	Statement
		<p>engagement, it's that place and project-based learning approach, that the kids, they either have done that group before and they want to do it again, or they've seen their peers do it and they want to do what they've done. And you know, kids talk. They're, "Hey, we got to build a rocket today and actually go shoot it up in the sky." Or "We learned how to cook, we learned how to do it safely, and then we got to eat it." That holds value to these kids, I guess is what I want to say.</p>
<p><b>Tribal Youth and 4-H</b></p>	<p>Tribal culture</p>	<p>I am a cultural project coordinator for..., and what I'm doing is building a Rites of Passage curriculum for our youth. One thing... Extension has done for us is put the footwork behind of that curriculum and getting that really taken care of and making sure that it's culturally relevant as well as relevant to any collaborations that the Tribe has. And so that is a grant that was originally made for our at-risk youths that are dealing with drug and alcohol issues. But we have had some really great progress in that where we're not seeing as many at-risk youths going through the court system. But we're still making that Rites of Passage curriculum available for all our youths to have that culturally based knowledge. And [the agent] has been really helpful with that, with the footwork and trying to make sure that's going to be relevant in all aspects of our Tribe. Originally what it was for, was we had a lot of our youth going through the court system because they were getting in trouble for drugs and alcohol, and the recidivism has gone down so much that even though it was specifically made for that, we find the need for the curriculum regardless of the recidivism going down... We're trying to build that cultural aspect into the curriculum. So, anybody, whether it's in schools, Boys and Girls Club, anywhere can pick up that curriculum and is able to teach our culture to kids that are in need of it or are just curious, because a lot of the kids are missing out on that cultural aspect. We are starting our pilot group with Boys and Girls Club next week. We are going to be getting into our local schools, in that way they can pick that up and the kids can learn that in schools. Right now, we're still trying to figure out exactly who's going to teach it. So [the agent] and I are both going to work with Boys and Girls Club in that pilot to survey it, make sure everything's going right, and if there's some hiccups, we can fix those hiccups before it goes into the schools. Right now, we're trying to figure out exactly who's going to be teaching it in the schools, in that way it can be counted for credit.</p>

Theme	Sub-Theme	Statement
Response to COVID	Adaptation of programs and services	Since everything's been closed down, what we did was more like picture-sharing what [the youth] were doing, and the program refers to as a celebration at the end where the kids get to talk [virtually] about their creations.
Response to COVID	Adaptation of programs and services	All things COVID going on, so [gardening] was a nice distraction for the family I've got three boys and my husband, but it was a nice distraction for all of us. We started a garden at home, so we had food, and then they started getting involved with [the agent] and the junior master gardener program that was offered so, then they even got more of like an intro to gardening help plants work. And they had, like other activities to complete but they really, really enjoyed it. So much so that, with the seeds that we were given by the Extension office all the extra seedlings that we couldn't plant in our area [the kids] took to the [local] Farmers Market and gave them away. That was their community service project through junior master gardeners and the 4-H [agent] helped out a lot and you know they got that good feeling of like hey I did this it was because one of the farmers at the farmers market said everybody loves when the kids come. They were so proud, you know, because it was something that they had gotten from a seed I'm taking care of and really cared for and then you know we're giving it away. A lot of people wanted to give them money you know and they're like, "no, no, we don't need money," and I was like "well you know if someone really feels like they have to donate you know you could use that for more seed." That's one thing that they did they started because we bought a lot from [community member]. [Male youth] bought some of his strawberry plants and went up and saw [community member] on the farm and got some really good blueberries and watermelon from him and corn. It was, it was a nice experience for everyone, but I mean all through I don't want to say lockdown a quarantine I don't know, but all through covered at home time. [The agent] had put together so many activities and giveaways and pickups they did a cooking class which I mean again it's those real-world skills that you mean I teach but it's nice to have some support.
Response to COVID	Clarifying values because of COVID	I miss our Tribal school family.
Response to COVID	Clarifying values because of COVID	We miss you guys, too. I know, it's been tough. And I know the kids miss you guys and everything you do for us as well.

Theme	Sub-Theme	Statement
<b>Overall</b>	Approachability	The personal benefit for me and my family is the approachability and welcoming nature of what the FRTEP offers, and the staff are an important aspect of that.
<b>Overall</b>	Connections and partnerships	The most helpful for me... has been having a strong partnership and effective collaboration with FRTEP. Our most recent collaboration has been in establishing a Native American Women's Entrepreneurship Program on the... Reservation, in partnership with the... Women's Business Center and the... Tribe. FRTEP staff have been instrumental in networking and outreach with Native women in our community.
<b>Overall</b>	Diversity and quantity of programs and services	Ultimately, the FRTEP offers a diverse range of supports to our community that have been so valuable.
<b>Overall</b>	Responsive to community needs	It's that engagement, it's that place and project-based learning approach, that the kids, they either have done that group before and they want to do it again, or they've seen their peers do it and they want to do what they've done. And you know, kids talk. They're, "Hey, we got to build a rocket today and actually go shoot it up in the sky." Or "We learned how to cook, we learned how to do it safely, and then we got to eat it." That holds value to these kids.
<b>Overall</b>	Responsive to community needs	Current staff continue to have a strong vision and enthusiasm for food sovereignty, local investment, and youth development and those are so needed here. They are also not the easiest efforts to oversee, but they are critical for the community, and the program and staff are always optimistic. It's so welcome.
<b>Overall</b>	Responsive to community needs	The staff has excellent background and grasp of the complexities of business development in rural communities and especially with Native women, and it has been essential in shaping the overall objectives and desired outcomes of our efforts.

