

## Mashkiizibii (Bad River) 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 Mashkiizibii (Bad River) 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 Mashkiizibii (Bad River) 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 Mashkiizibii (Bad River) 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 4-13 includes these themes and all of the stories collected from your REM event.
- Page 14 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 Mashkiizibii (Bad River) 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 4-13, you will see the same priority areas, subthemes with individual stories collected directly from the transcript.

### 1. American Indian Cultural and Linguistic Preservation

- Engaging families in Tribal traditions
- Engaging Tribes in their traditions
- 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

- Community involvement
- Exercise
- Family involvement
- Healthy food choices
- Medicine
- Youth involvement

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

- Tribal connection to land

### 5. Tribal Youth and 4-H

- Exercise
- Gardening and nutrition
- Medicine
- Personal growth

### Response to COVID

- COVID adversely impacting program and service delivery

### Overall

- Diversity and quantity of programs and services
- Embedded in the community

## Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
American Indian Cultural and Linguistic Preservation	Engaging adults in Tribal traditions	I picked up some skills from [the agent] and she's encouraged me to become a better facilitator and a better language learner. I have a little bit of a history in teaching [the Native] language to our local youth here. And [the agent] was always encouraging, "Let's use this or what's the word for this?" And encouraged me to kind of study up a little bit more because I want to do things right.
American Indian Cultural and Linguistic Preservation	Engaging adults in 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. So, 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. And then we had the teas. There was so many teas there and little jars on the shelves in the room. And [the agent] would always have teas that she made. And she'd always talk about what she was doing and the kids and where these gardens and what they were growing and what they were learning about. And I just thought she's just a really engaging person. And she carries that knowledge, and she shares it. And she's excited about it and she'll share it with everybody.
American Indian Cultural and Linguistic Preservation	Engaging families in Tribal traditions	My family started growing sage that was gifted to us by the [FRTEP] Food Sovereignty Program here. We started with three plants, we have about 50 or 60 plants now over the past three years growing in front our house. We've harvested abundance of sage every year that has lasted us. And we didn't have that before. We didn't have sage growing here and we would have to travel for that.
American Indian Cultural and Linguistic Preservation	Engaging families in Tribal traditions	So gardening was probably the biggest thing. Teaching those healthy relationships with our plants, our land, and teaching... respect and love. And all those [the agent] ties in all of our seven grandfather teachings into the work that she does and gardening was big. And then we did an herbal garden which helped with not only nourishing but healing my family and my partner and I. So that was probably the biggest impact that I've had is the gardening and the medicinal garden.

Theme	Sub-Theme	Statement
American Indian Cultural and Linguistic Preservation	Engaging Tribes in their traditions	One of the things that I shared was how [this specific Extension] program has helped bring about a lot more growing of our own foods and use of our traditional foods and medicines and gathering things that maybe we hadn't done for quite a while. And now we're doing those things again. Also, one of the big things that I really love is that we have sage growing here again. Before that we had to drive at least two hours to go pick it. And that's one of our main medicines that we like to use for smudging. And now it's here and it's really taken off in my yard and other places. And what we're trying to do now is also plant it in various places where people can go pick it. We don't think why until we stop in somebody's yard that they know that person is going to use it, but then it'll be in ditches of some place where people in years to come, if they need sage, they can go get there.
American Indian Cultural and Linguistic Preservation	Engaging Tribes in their traditions	So we have a lot other plans and I can't wait for this year. One of the things that... Well, this has been a dream of mine through going out the last couple of years and looking for things, looking for plants, looking for different berries that we used to use. And some of us still use them, but they're hard to find like choke cherries... and juneberries and learning where they are and how to identify these foods.
American Indian Cultural and Linguistic Preservation	Engaging Tribes in their traditions	We want to establish a garden with those different foods. The one they're doing this summer is in the shape of a medicine wheel. And [the agent] is helping with that.
American Indian Cultural and Linguistic Preservation	Engaging Tribes in their traditions	Can I make a quick side note just to emphasize how amazing [learning our Native language is? [It] was once recognized in the Guinness Book of World Records as the hardest language to learn.
American Indian Cultural and Linguistic Preservation	Engaging youth in Tribal traditions	When we were in the barrens [as part of the FRTEP youth program] the kids were all very, very respectful... I talked with them at the beginning about some of the things that I remember going out there when I was a kid with my grandmother. And then sharing with them about how this was a traditional place that we went. And how I can remember being there and how our ancestors would have established a camp there in order to pick those berries. And also we use it in the fire and things like that our people knew to use that in order to keep those blueberries abundant. All the kids they were really interested in that and talking about that.

Theme	Sub-Theme	Statement
American Indian Cultural and Linguistic Preservation	Engaging youth in Tribal traditions	I have a 15-year-old son and he's participated in the [FRTEP] summer youth program and with [the agent], like going out to the barrens to pick wild blueberries, which is a traditional place that we always went to get blueberries.
American Indian Cultural and Linguistic Preservation	Engaging youth in Tribal traditions	One of my favorite memories of [the agent] is that she planted herbs all around in some community places. There's a place called the community center and all those gardens in front of the windows all had plants that could be used for tea. So, [the agent] had a group of young people and they learned everything from her, how to make homemade teabags how to label the teas, what different teas were used for, [Native language] words for them. And then I would see them at different events like maybe the Tribe was having a meeting about this or that, and they'd have a table set up and invite people to come and taste their teas... I just thought, oh my gosh, what a wonderful knowledge for them to be able to look out and know what something growing is for, and how to apply it in their own lives and bring it home to their families. And they were with [the agent] numerous times where they had a table set up. And that also gave a good opportunity for different Tribal people who might not know what exactly goes on back in that neck of the woods. But it was a concrete display of how our kids were learning.
American Indian Cultural and Linguistic Preservation	Engaging youth in Tribal traditions	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.
American Indian Cultural and Linguistic Preservation	Engaging youth in Tribal traditions	[The agent] was always encouraging these kids to come and plant and seed and whatnot. And we were gifted a seed song for planting, and she made sure that that song made it to the children. And she made these beautiful little cards and then we would sing that song when we were planting. So those are things that traditionally we were doing and those are things that are slowly but surely getting put back into place and picked up along the sideline and put into motion. Because at some point in my own research and reading when we were planting and doing this harvesting as traditional [Tribal] people, there were songs that went along

Theme	Sub-Theme	Statement
		every single level. So that was cool. That's a good memory of mine.
American Indian Cultural and Linguistic Preservation	FRTEP agent respect for and engagement in Tribal traditions	I remember years back [the agent] said, "I want to start learning how to say the food words in the language." And so she had a list of all these words in English and in [our Native language]. And I'm like, "Well, let's meet up and I'll show you how to say the words. Let's build vocabulary." And so we'd meet up at the local coffee house sometimes in town and we'd sit down and she's like, "How do you say this word? And how do you say raspberry? And how do you say this?" And using our double vowel system and the dialect that we have here, I'd be like, "You'd say it like this." Or "You say it like this." And she practiced it over and over again. And I'm sure she did that with other people too, but I just have that memory of meeting her for coffee.
American Indian Cultural and Linguistic Preservation	Engaging youth in Tribal traditions	I feel like for me personally [FRTEP sponsored] lacrosse opened up my mind on how to express the negative thoughts in my head in the form of playing lacrosse. After all it is a medicine game, so I feel connected to my culture even more when I play lacrosse.
American Indian Cultural and Linguistic Preservation	Engaging youth in Tribal traditions	Playing lacrosse has also become a huge part of our journey with this [FRTEP] programming. Whenever I share photos of the events on my social media, so many people in my community contact me asking if we can get stuff like this going here. People want to learn the things we are learning from [the agent's] classes and want to engage in the hands-on learning process.
Indian Community Development Around Economic and Workforce Enhancement	Academic achievement	My family do a lot of [FRTEP-sponsored] lacrosse and I actually will be playing college lacrosse in the next year or two! A long-time dream of mine! I also want to help out in the [Tribal] area with teaching how to play lacrosse!
Indian Community Development Around Economic and Workforce Enhancement	Professional development	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.
Indian Community Development Around Economic and Workforce Enhancement	Professional development	I'll be working with [the agent] this summer. Hopefully I'll be her intern this summer.

Theme	Sub-Theme	Statement
Indian Community Development Around Economic and Workforce Enhancement	Strengthening communities	The past few years having the lacrosse program has really brought our communities together. I've seen kids come together, treat each other like siblings, and overall just happy while having lacrosse in their lives!
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Community involvement	The food sovereignty gardens that [FRTEP has] with the high tunnels and the community gardens. It's been really cool to see people come together and learn how to grow food and share smiles, laughs and new ways of cooking and making medicines.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Community involvement	These [FRTEP] programs bring community together to learn fun, and valuable things. This should become an everyday part of our lives because we have way too many health issues in our communities that can be attributed to poor diet. When we learn how to get back to the soil and grow our own food it starts to change our way of thinking.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Community involvement	Getting the youth involved has been key. It's been huge. The elders as well. I always remembered my grandparents having the most amazing gardens. My grandmother foraged, and canned everything from jam, to pickled [fish], to venison. I always see elders and youth involved in the food sovereignty events and it feels like how everything should be.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Exercise	And then the other thing I would say that's been a big benefit from the [FRTEP] program is the gardening and getting outside, being outside, being in the natural world, that's a good medicine for us. We feel better, we feel healthier. And it's been a lot more exercise by the end of last summer from going out gathering. [My son] was enjoying that program. And at the end of the summer, I actually went on a hike to a waterfall, which I never would have done before. I mean, it's been probably decades and so I felt personally, a lot healthier.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Family involvement	We started a garden at our home and the kids, they absolutely love it. Trying to teach them how to have food sovereignty and be able to be self-sustainable as they grow up and become adults and start raising their own families. So, I think that's really important that the [FRTEP] program brings is creating healthy relationships within our families and within the community. The community comes together, and they get to enjoy stuff. Nothing about political stuff or... There's a lot of hardships that happen within the community. So, it's really nice to have those happy moments to look forward to and get to learn and grow with the community and build those relationships.



Theme	Sub-Theme	Statement
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Family involvement	[FRTEP has] definitely gotten my family more into growing their own foods and stuff too. Food Sovereignty does a good job of supplying people with seeds and plants and advice. And they also give away fresh vegetables to people. So, if you don't grow your own vegetables, you at least receive some from these community gardens. And you get that nourishment of fresh vegetables.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy food choices	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. But I know other people were given plants too through Food Sovereignty. And my son has lot of food issues. He doesn't eat too many different foods. He kind of rotates between the same foods and some of them aren't really healthy choices. 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.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy food choices	We have started our own gardens, and I have been collecting and sharing seeds with others. My kids have harvested vegetables at times in the [Tribal] high tunnels – which has helped them become way more adventurous with trying new things. The fact that they have learned to pick from a garden or forage in the bush because of this programming has helped them appreciate real foods and want to try harder to eat less processed foods. They have learned how to make so many different things such as salsa with [vegetables] straight from the garden to name just one thing.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy food choices	Colonization has done such a number on us, and we have been programmed to think fry bread is a traditional food. It's seen on every table at every feast – even at program events, not food sovereignty, that are supposed to encourage healthy eating. Hopefully now that we are seeing more people turn to gardening and foraging, especially since the pandemic started, we might be able to keep the momentum going in the right direction.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Medicine	Drinking medicinal teas grown from the tea garden has been so helpful for my sons and I when we are dealing with anxiety.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Youth involvement	And some of [the youth] really took onto the tea project the first year that I worked with the youth. And [the agent] was very instrumental in that teaching. And they would go over and learn the plant growth pattern. Sometimes you grew

Theme	Sub-Theme	Statement
		<p>them, sometimes you had to go out and harvest and the local traditional foods or teas. And then they would make blends. And then these kids, I think there was four or five of them. They bagged them and they got ready, and we took them over to our elderly program and they had a table set up right after the elderly lunch programs so that elders could just walk through and ask questions and get samples and then bring samples home. And with the leftover teas then they had brought over their own shelving unit and left it for future use for elders and community members that were utilizing that elderly building to be able to use some of it. [The youth labeled the tea with] medicinal properties and the names in [the Native language].</p>
<p>Natural Resource Conservation and Bio-energy Development</p>	<p>Tribal connection to land</p>	<p>So, I got to attend [a FRTEP-sponsored program] and learn how to identify plants that grow naturally in the woods as well as be involved in the food sovereignty program. I think it directed my path. Because before I really [didn't know] about plants and plant medicines and how to harvest plants and how to cook them, I didn't have somebody spark that interest because I didn't know much about it. But through [the agent] and Food Sovereignty, that interest has been sparked. So, then I was able to kind of... I don't know. It kind of helps me figure out what I want to do in a way.</p>
<p>Tribal Youth and 4-H</p>	<p>Exercise</p>	<p>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. And you're like, "Wow." It's like part of who they are without even knowing that it is. And so, a couple of years ago we had a student playing and he was just outstanding at lacrosse. And 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." I just couldn't believe how well he was doing. 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 to school. And [the students] just want [lacrosse] so badly. But yeah, it's just awesome to have them here and being able to play lacrosse on land, which was originally [Native land].</p>
<p>Tribal Youth and 4-H</p>	<p>Exercise</p>	<p>And oftentimes then when [the youth] went out to play lacrosse... [the agent] would already have a chilled jar, big jar of iced tea for us like mint and rhubarb or something like that, which was just perfect on a hot summer day after playing a game.</p>

Theme	Sub-Theme	Statement
Tribal Youth and 4-H	Exercise	<p>And eventually I took this position back in [20]17 and I kind of really didn't know what I was getting myself into, but a lot of my work ended up collaborating with [the agent] so many times on so many levels in the school, in the community, culture camps, cooking classes. I run a six-week summer youth program with youth aged 14 to 18 and we have collaborated especially after 2016, we had a water accident, and we lost a young man. He was my nephew. And when I took over in 17, I was really scared about having all these kids by the water and I really didn't know whose skills were at what level. [The agent] and I were talking and what we ended up doing is through her connections at Extension and some of our Tribal programming were able to plan a Water Safety Week. So that each summer now that we start out with our youth that we're providing some of that safety and not only for water safety but plant safety. So [the agent] has opened up tremendously to all of our youth and I believe her presence, I guess in my summer programming has been nothing but joy.</p>
Tribal Youth and 4-H	Exercise	<p>Yeah. And then another really important thing was lacrosse. I was introduced to lacrosse like a couple of years ago. [The agent] has done a great job in working to bring the game of lacrosse back into the schools and the communities. It's awesome because it kind of brings the youth together to have more fun and get exercise and then play a traditional game. When it's involved in schools it's awesome because it brings the culture into schools. And then it also introduces the culture. ...it's not only [Native] kids that are playing these games. It's like if there's another kid, not from the community who wants to come play, he'll definitely just come and play with us.</p>
Tribal Youth and 4-H	Gardening and nutrition	<p>[The agent] was involved with the Boys and Girls club and they wanted to show kids how to plant [vegetables] and harvest them. And so, they decided they would bring burlap sacks. I don't know if they held coffee or what they had in them. And then you could fold down your bag and fill it with dirt and grow the [vegetable]. [The agent] showed how the sack could be used to plant [the vegetable]. And then when I said the [vegetables] were done let's go, they were even more amazed then. And my one granddaughter also has food issues, and it takes her a long time to establish some kind of a food. So, she ate [the vegetables] that day.</p>

Theme	Sub-Theme	Statement
Tribal Youth and 4-H	Gardening and nutrition	[The agent] has come into the school and done food demonstrations with the kids and how to grind [a vegetable]. And then they made... muffins with it. And so, the kids love any time that she's in the school. If there's something that they get a chance to sign up with [the agent] to do cooking or lacrosse they always choose [the agent]. So, it's cool to have her here and she's an awesome resource and the kids just love her here.
Tribal Youth and 4-H	Medicine	I can say that through all the different Tribal programming that I've worked with [the agent] in many capacities. My children work with her through many Tribal programs. I think where [the agent] and I became most engaged then we had built this relationship over the years was she really encouraged my girls to come and make some medicine gardens that were available and accessible to other community members. And then it just really hooked us into that. And as I grew in my own family or whatnot, we would just have these encounters over the years with [the agent].
Tribal Youth and 4-H	Medicine	Where Food Sovereignty grew their own plants, and they dried their own plant medicines. And then [Extension] worked with the youth... I was 16 four years ago. So, I was able to actually participate as a kid in these events. So, it was really cool to be able to create these kind of really good medicinal teas and then share them throughout the community. I think a lot of people like those teas and really enjoyed them.
Tribal Youth and 4-H	Personal growth	With that came the teachings of everything has a spirit and we need to be respectful. And [the youth] being able to just watch something grow and respect the life of it and give offerings using our [Native language] When we are harvesting. The culture itself, there's so much healing and growing with it. So, when we can incorporate that into everything that we do, I mean you really see a difference in our youth. I've seen [the agent] work with the youth outside of my home and with the Boys & Girls Club. I mean, everyone says [they] absolutely see a change in the youth. And they find that like a purpose and the responsibility. They really like to learn the responsibility of part of the work that we're doing, which is great.
Tribal Youth and 4-H	Personal growth	[FRTEP programs have] all affected us positively and it shows! The kids, the adults, the babies that are all included in these programs have put happiness into my heart.
Response to COVID	COVID adversely impacting program and	And so, it was just empowering to [our son] to find that. To realize that the person that he was and what he was capable of. And the kids just are constantly asking "When can we play lacrosse? When can we have lacrosse?" There'll be

Theme	Sub-Theme	Statement
	service delivery	students... We have [FRTEP-supported lacrosse] split up now because of COVID and to try to be as safe as possible. So, they come by grade level. And there's always kids trying to sneak into the session that's not their level today. And so, it's really disheartening to have to say, "Sorry, you have to go back to class."
Overall	Diversity and quantity of programs and services	I'm just going to preface this to say that it's really hard for me to choose one thing because I'm a community member who works in the school. So on a personal level, I have done a lot of work with [the agent] in the summers with the gardening and the harvesting. That has made a huge impact on my life personally.
Overall	Embedded in the 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.

# Image of Ripple Effects Map

