

Wind River Federally Recognized Tribal Extension Program Ripple Effects Mapping Findings

The Indian Land Tenure Foundation (ILFT) engaged in a joint collaboration with an evaluation team and the Western Extension Risk Management Education Center to measure the long-term impacts of the Federally Recognized Tribal Extension Program (FRTEP) serving the Wind 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.

In May 2021, a virtual Ripple Effects Mapping event was held with Wind 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 Wind 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 4-10 includes these themes and all of the stories collected from your REM event.
- Page 11 is an image of the full REM Map, which is also attached as a PDF for reprinting. Additionally, a laminated poster of your REM MAP is being mailed to you, to share with community members, Tribal leaders and others vested in your programs.

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

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How you can use your Ripple Effects Mapping data:

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

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

Within the Community

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

In Reports

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

In Grant Applications

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

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

Themes and Subthemes

For the Wind 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 4-10, you will see the same priority areas, subthemes with individual stories collected directly from the transcript.

1. Indian Farmer and Rancher Productivity and Management

- Support for Farmers
- Support for Future and New Farmers and Ranchers

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

- Community Involvement
- Family Involvement
- Healthy Food Choices

3. Tribal Youth and 4-H

- Artistic expression
- Gardening & Nutrition
- Life skills
- Personal Growth

Response to COVID

- Adaptation of Programs and Services
- Clarifying Values because of COVID
- COVID Adversely Impacting Program and Service Delivery

Themes, Subthemes and Stories

| Theme | Sub-Theme | Statement |
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| Indian Farmer and Rancher Productivity and Management | Support for farmers | The story with that is we diversified not only in animals, but now looking at working with [the agent], we were able to get a grant at [the University] to expand on this crop of corn and watermelon. We want to see if it's going to grow. It's good soil there, but I think the challenges that we're facing, still, again, it's Mother Nature. That's one of the things, I guess, when you're looking at farming anything, it's always about Mother Nature taking control of what that weather's like. |
| Indian Farmer and Rancher Productivity and Management | Support for future and new farmers and ranchers | Extension has brought out and done classes on bookkeeping and different things that... producers participated in..., which were very helpful. Just with a lot of the clinics and things and classes that [the agent] and Extension has brought in, bookkeeping. It was two or three years ago, I believe, they had brought in AG Extension officers from all over the State and they did a two-day different topics and different classes. It was very helpful. The... project that they offer through the Extension has been really helpful, I know not only in our world, but for a lot of the young producers that we know to help with getting your bookkeeping tightened up a little bit. |
| Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction | Community involvement | COVID really slowed things down a lot, but we've also been able to participate in some master gardening classes and stuff with [local recovery program], with where I work, and have been able to help set up their hoop house and get them reestablished and going, and some planters and some gardens stuff going over there. [The agent is] not only helping with the kids that I'm in direct contact with all the time, but a lot of the adult clients that we have at [local recovery program] as well. |
| Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction | Family involvement | My daughter, my grandchildren, my husband, particularly, who's never gardened in his life. All he's ever done was hay, but he is really jumping into it. Then I've got my brother involved now. My brother is now involved in doing the gardening thing too. He's the one who planted the six fruit trees. We've got one pear, two apple, one cherry and two plums. We just got those in the ground up there. Hopefully, they'll survive this winter, I'm like, "Please." I'm just really getting a lot of my family involved. I think it's so wonderful. |

| Theme | Sub-Theme | Statement |
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| Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction | Healthy food choices | <p>Actually, it was [Extension's] Cent\$ible Nutrition that got me involved in the gardening thing that gave me a passion for it because working on the reservation, we live in a food desert and we have to travel quite a ways to get to a grocery store to eat or get healthy foods. In Cent\$ible Nutrition, they teach about eating healthy. It was [Extension's] influence that really helped me and guided me through knowing what questions to ask about the food, about trying to eat healthy. And then also with the gardening thing, there's a lot of people and it's a big thing right now that we've got a lot of programs here that are really pushing that gardening and healthy eating and teaching people about recipes. [The instructor] teaches a lot about recipes and eating healthy and how you can do that because even if you can get in the culture of foods... we've still got a lot of people who don't know how to use that.</p> |
| Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction | Healthy food choices | <p>I believe that I first started five years ago and it was actually Extension that got me involved into gardening here at the [local] building. They had a hoop house. That first year, I helped [agent] from Extension here, I helped her plant some plants in there. That was the first time I've really actually done anything dealing with gardening and it turned out that we grew lots of tomatoes and herbs and stuff. It was so wonderful just seeing that, being able to grow something. It just really lit a fire under me and I started gardening every year after that, growing stuff and getting things in now. Where I'm at, at my house, now we put in six new fruit trees. I've been gardening. My whole family now is in it. We have a hoop house, we're getting 12 beds in there and a much bigger garden now. We're fencing off and going to be planting corn and pumpkins and squash and everything outside. Yeah, it just really, really made a difference.</p> |
| Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction | Healthy food choices | <p>Yeah, we're growing basil, oregano, thyme, mint. I'm putting in for the first time asparagus. We're doing three different types of carrots, not just one kind. I've got four different types of tomatoes. I did all my seedlings for my squash and pumpkins, so I've got three different kinds of squash, two different kinds of pumpkins. I want to try some white ones this year and then we're going to try the Indian corn as well. I know Billie, down in her garden, she did Indian corn in and I've seen it being grown here, so I'm really excited to see if we could grow it because I live really close up to the mountains here and it's colder up here than it is down lower, but we just want to see if we can grow it. It's so beautiful.</p> |

| Theme | Sub-Theme | Statement |
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| Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction | Healthy food choices | It was [the FRTEP's agents] influence that really helped me and guided me through knowing what questions to ask about the food, about trying to eat healthy. And then also with the gardening thing, there's a lot of people and it's a big thing right now that we've got a lot of programs here that are really pushing that gardening and healthy eating and teaching people about recipes, which is what [agent] does. She teaches a lot about recipes and eating healthy and how you can do that because even if you can get in the culture of foods and we've still got a lot of people who don't know how to use that. We've got to show them how through recipes and [other local agency] is really good with that. Extension is also very good with that. |
| Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction | Healthy food choices | I was asked if I would be interested in taking the nutrition classes, the healthy eating type of thing.... You get on there and they're teaching us about this healthy eating and things like that and the My Plate Thing, the vegetables, have your four food group thing. It's very interesting, but that's so not how we eat. No. It's nice information to learn though. It is very helpful because I will always have that in the back of my head, "Well, maybe we need this," or something. No. I understand that the idea here is what they're doing and that's very interesting. There's the temperature thermometer, things like that and checking the meat temperature and all that. I don't do that either. |
| Tribal Youth and 4-H | Artistic expression | A couple of summers ago, when I first met [the agent], one of my friends... a wild idea and decided he wanted to be a part of creating another 4-H club out here on the reservation. I knew that this was going to be pretty in-depth. There was going to be a lot of work. There was going to be a lot of things that needed to be done, and I was probably going to end up being the one taking over on it, which I ended up doing because he is a firefighter and didn't have the time to do it and handed everything off to me. We just happened to meet [the agent]. The first meeting we had as a club, inviting some kids, we got a pretty decent turnout for it being our first meeting. It was just coincidence and ding-dong, the next thing I knew, [the agent] and I were joined at the hip, and we had turned a small turnout of kids into over 40, and she had to tell me, "You need to stop recruiting kids. We don't have enough room now." We went from there. We ended up with a really good group of girls who wanted to be involved in everything. They did arts and crafts and bead work. |

| Theme | Sub-Theme | Statement |
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| Tribal Youth and 4-H | Artistic expression | [The agent] and I took [the 4-H club] to shooting sports... and I swear we had our own concert with them all dancing and singing right there in the campground. It was nonstop the whole time. It was great. It was a really good experience. |
| Tribal Youth and 4-H | Artistic expression | [My son] made a chair. With the COVID now, the younger ones haven't done that much, but [my son] has always been really involved with it. He enjoyed it. He did photography. |
| Tribal Youth and 4-H | Gardening and nutrition | I have six boys in my family that I'm raising. They all know about gardening and weeding and what's good for you and what isn't good for you. Cent\$ible Nutrition, we've been involved in that. |
| Tribal Youth and 4-H | Gardening and nutrition | 4-H is what is the best. The boys love that we do the Zoom classes. That really helped because the Zoom classes at school would be over and then they go into the 4-H, and the activities were good. The snacks were always real geared towards healthy eating. They do now eat yogurt and they eat vegetables. They made, what was it? It was vegetables for a snack, but I can't remember. They made peanut butter and they make that more now. They've learned that the doughnut is not as good as that sandwich. They know what's good to eat and what isn't. |
| Tribal Youth and 4-H | Life skills | They've been involved in 4-H for quite some time. My son started in shooting archery with the previous Extension agent..., and he's kept up with it. [The agent]'s in charge of the program that he's working in now. I don't know what the results are from their last competition, but I assume he's going to do well, along with [another Tribal member's] nephew, who is in the same boat. |
| Tribal Youth and 4-H | Life skills | [Another Tribal member's] niece just finished up her sophomore year... she's pre-vet. She decided that she really wanted to go into the vet side of agriculture and has transferred down to the University..., which has one of the best vet schools in the country. She's the one that really got into the livestock side of 4-H and had steers. Oh man, we've had everything. We've had chickens and rabbits and goats and steer. We've never had a pig because I don't back up horse trailers in public. We've had everything but pigs. [From 4-H] I guess [my son] probably just [learned] patience and concentration and slow, steady improvement with his skills. For a long time, he just borrowed the bows provided by the Extension office. I think one year at State, he got second or third place in his division and he told me that he wanted a new bow. We went and dropped way too much money on a bow. He could barely pull it back because it was just a bigger class and higher weight, a draw. Now, he's going back to the sporting goods place because it's not tight enough and his |

| Theme | Sub-Theme | Statement |
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| | | arm draw is way longer. He's learning all sorts of skills. Then... boys are going to take him hunting in the Fall once bow season opens. He'll get that and he'll get volun-told that he's going. |
| Tribal Youth and 4-H | Life skills | We've been involved with 4-H going on probably about eight years. Our oldest boy is 16 now. One of the things that he really enjoyed in 4-H was cooking, and at the time, they had a leader that did the cooking classes and he loved it then and to this day, he cooks. He cooks meals and he's learned how to do his spices. It's taken hold for him. |
| Tribal Youth and 4-H | Life skills | We had a large portion of our kids who were young ones that had basic skills, some horsemanship skills, but hadn't really been to anyone to teach them that next step, that next level. Some of the girls that I know really kicked up their game at the junior rodeos and the little local rodeos, just by taking what they were taught. [One female Tribal member] from here [went to the next] level and [told younger rodeo participants], "Look, I came from here too and anybody who wants to put the work in, you can do this too." There were some girls with some stars in their eyes, so it was pretty good. [The successful female Tribal member] went to [a Tribal school]. She was born and raised right here and made the National Finals in '97. She's [now] a clinician and a horse trainer, she's down in [another state] now. I really think some of those younger girls especially, and said that, "I'm from here too. If you want to put in the work, then you can do it just like I did." It was pretty awesome. |
| Tribal Youth and 4-H | Personal growth | [Leading a 4-H group] was really fun to watch and participate in... We took them to do a lot of things. By the end of the year that summer, [the agent] had gained how many new daughters? They all adopted her as their second and third mom. It gave them a sense of unity together. They became more accountable to themselves and to each other. It expanded their horizons. They were able to see that there are so many more activities and things out there besides just the things that they're used to doing all the time within their small families and in their small groups and stuff. Seeing [the 4-H club's members'] little faces light up and be proud of the things that they accomplished... and the fact that the projects that they made went to State [and] placed at State, helped them realize that a lot of things are right there for them. They're just waiting. I'm trying to get back to them and they're just waiting to get involved again [once the pandemic is over]. |

| Theme | Sub-Theme | Statement |
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| Tribal Youth and 4-H | Personal growth | I know that one year, my first year when I started 4-H, I raised an animal. It was a ride. It was fun. There were times where I'd be really frustrated with training him. Oh, I raised a goat. I named him Chappy. Like I'm a chap, but it's Chappy, Chapstick. He was actually a really pretty goat. I remember one time we were getting him tagged and he was in the trailer and my mom said that she was in the trailer with him, and she was trying to grab ... I don't know what she was doing, but she left the door open, not even a crack, and he gunned it and he took off and jumped out of the trailer. We had to chase him all over. I was training him, there's a lot of things that I learned about him and a lot of things I learned about myself. Like responsibility and accountability and showing my younger siblings how it is to be committed to something and to see it up towards the year. After that year, I think two of my siblings wanted to raise an animal. Then my younger sister wanted to put in for the pocket animals. I think she wanted to raise a rabbit, not a pocket animal, but she wanted to put an animal in the fair. When it came to fair, I was pretty nervous because it was my first fair, but I felt like I did pretty good. Then when it came for selling, one of my old middle school teachers bought him. Well, her husband bought him and ended up letting me keep the goat after getting the sale money, but then I never did work with them after that. He ended up getting loose and getting hit by a car, by a truck. Yeah, but he was a pretty good goat, a pretty good first-time goat. |
| Response to COVID | Adaptation of programs and services | My story is about 4-H. My sister... over here, has two grandchildren that she has in our 4-H group. They do a Zoom class at my house every other week. They said that they learned how to make things, how to eat healthy snacks, and be physically active. |
| Response to COVID | Adaptation of programs and services | 4-H is what is the best. The boys love that we do the Zoom classes. That really helped because the Zoom classes at school would be over and then they go into the 4-H, and the activities were good. |
| Response to COVID | Adaptation of programs and services | [Zoom-based 4-H] is more hands-on [than virtual schoolwork] and I think the leaders are more relaxed and giving to where the kids enjoy it. We try to make it to all the events that they go to. |
| Response to COVID | Adaptation of programs and services | I have all [the youth] in 4-H and the youngest one is my granddaughter. She just turned four, but she loves doing the Zoom classes and she'll get right in there. In fact, sometimes she does better than the boys. |

| Theme | Sub-Theme | Statement |
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| Response to COVID | Adaptation of programs and services | We do chickens and this year 4-H did Zoom classes on how to take care of chickens and raise them. |
| Response to COVID | Clarifying values because of COVID | We did a survey. [FRTEP] had us do a survey here to see what the people wanted in cultural food and also in more healthier foods that the food bank could have, especially during the pandemic, a lot of people here needed that extra food. They were really willing to work and still working with that now. |
| Response to COVID | COVID adversely impacting program and service delivery | [4-H] helped [Tribal youth] realize that a lot of things are right there for them. They're just waiting. I'm trying to get back to them and they're just waiting to get involved again. |
| Response to COVID | COVID adversely impacting program and service delivery | We're hoping after things get back to whatever normal is that we can do another clinic. |

