

Hualapai Federally Recognized Tribe Extension Program Ripple Effects Mapping Findings

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 the Federally Recognized Tribal Extension Program (FRTEP) serving the Hualapai 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 [Measuring FRTEP’s success - Tribal Extension](#)

In February 2020, a Ripple Effects Mapping event was held with Hualapai 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 event may have included farmers/ranchers, community members including agency and/or Tribal leadership, high school students, 4-H members, and others.

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.

This report includes all of the stories collected from the Hualapai 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 4-12 includes these themes and all of the stories collected from your REM event.
- Page 13 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 Hualapai 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 4-12, you will see the same priority areas, subthemes with individual stories collected directly from the transcript.

1. American Indian Cultural and Linguistic Preservation

- Engaging Youth in Tribal Traditions

2. Indian Farmer and Rancher Productivity and Management

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

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

- Community Involvement
- Healthy Food Choices
- Traditional Foods
- Youth Involvement

4. Natural Resource Conservation and Bio-energy Development

- Tribal Connection to Land

5. Tribal Youth and 4-H

- Intellectual Engagement
- Life skills
- Personal Growth
- Social Connections & Community Engagement

Overall

- Embedded in the Community

Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
American Indian Cultural and Linguistic Preservation	Engaging Youth in Tribal Traditions	There's the other thing under wildlife that is educating the youth in the hunters ed. And a lot of elders like to use that wild game, such deer and elk. And we're teaching the young kids about all of these wildlife activity going on within the reservation. And some of us, we work with [FRTEP Agent] on this course to where we have to get certified to do those courses. There's three or four of us in there that are. That's what we bring back to the youth, and then at the same time they're distributing something to the elders.
American Indian Cultural and Linguistic Preservation	Engaging Youth in Tribal Traditions	[FRTEP Agent] talks about the plants, which benefits the animals out there and the cycle; how they can harvest an animal and eat it, and how that animal can benefit by eating certain plants. That's what I like about it too, is that she was out there. Then she showed other animals that are out there and, or plants, how they connect, like bees, pollination, coyotes eating seeds and dropping them, a lot of things that I've learned. But she's telling that to the kids, and I'm telling it to my kids. Also, I was a 4H member way back when.
American Indian Cultural and Linguistic Preservation	Engaging Youth in Tribal Traditions	There's a lot of wild foods too, like mesquite and agave, we call it [unknown name] here. This spring there'll be trips. On Fridays we have what's called the cultural arts and language class because the kids only have school Monday through Thursdays, so we've taken it on to keep them busy on Fridays so this spring we the agaves start shooting up their stalk, we go out and dig up a bunch, and then have a big agave roast. And that gets processed in different ways.
American Indian Cultural and Linguistic Preservation	Engaging Youth in Tribal Traditions	[They learn] harvesting and processing wild foods as well, mesquite beans. We made a mill to grind mesquite beans. There's a plant, it's sumac, those red berries [unknown name] that gets harvested, and you can do everything from making Kool Aid with it, they've made jelly, even frozen pops.
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	The ranching is already happening within the tribe, but bringing the beef back for sale here within the community is one of the discussions.
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	The program I work for we've always collaborated with protect the natural resource department in providing programming for the livestock producers here. Recently we had our annual livestock meeting. Within the annual livestock meetings protect and I have collaborated on surveys in the local community, or two of the livestock producers. So, we can get kind of an idea of what they would like as far as educational programming. So, the recent one, well, last year, there was a majority of livestock producers

Theme	Sub-Theme	Statement
		that wanted to hear more about marketing options for their beef, about labeling and how they can get their product into the local market.
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	We handed out surveys [to find out] if they wanted to learn more about marketing strategies or how to get their beef into the local market. The results were positive, so I'm going to be working with Protect this year in providing some trainings for the livestock producers.
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	Out of this recent meeting last week we've got one livestock producer that is looking to label their product with IAC, so I'm going to be working with them.
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	And the ranchers, they span the reservation, which is district one through five. But that early development and just the workmanship they learn, controlling their cattle, their calves, things like that. What I think is very important is the longevity. And then [name], she's helped another in other, in forestry. She's helped talk about entomology, her background is in forestry, but she's also got an avenue that supported our program, or the Tribal forestry program. And that's some past activities too, not just most recent. But it's tree identification, species, and then entomology, and that's usually a segue for us in treatments. I guess, at the end of the day, it's forest protections.
Indian Farmer and Rancher Productivity and Management	Support for Future and New Farmers and Ranchers	Another thing was beginning ranchers. I know extension has been involved in a lot of this forage program that brings the youth in for raising sheep, swine, cattle to show at the fair. And that gives them an opportunity to learn about ranching. And a lot of it has been brought out in meetings where bringing our own beef within the reservation to supply this market or this restaurant. It's more like for the youth to learn.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Community Involvement	Worked really closely with [FRTEP Agent] to develop a community garden and keep it going over the years. I've seen it expand and have more and more participation each year. So, I'd say that it's a really good success, and we'd like to keep expanding it even more as time goes on.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy Food Choices	As far as long-term outcome, that what we want to strive for is to reduce the incidents of diabetes, obesity, heart disease and some of these health issues that plague really a lot of the country, but especially Indian country in a lot of places. We hear from other people that have kids and have direct experience, but we're at the cultural center. We do these activities, and then people go back to school, the kids go back to school or go home. So, we don't really know.

Theme	Sub-Theme	Statement
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy Food Choices	In our health department, they're working with people to eat more healthier food. And I think a lot of that pertains to some of the Native foods that could be used because I know that a long time ago Hualapai depended on Native foods. But today we're into so much sugar and fats and all that. A lot of people have diabetes, so that's what they're trying to do. I guess it's called a diabetes program where they try to help them eat more healthier foods. [The] agricultural department and the health department and also the extension often work together on the same events.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Traditional Foods	There is a lot of focus, both in the community garden, and this past fall, we had a native food symposium, this was the second one that we've held here. And the idea being to get Tribal members of all ages to be more familiar with the native foods that sustained people for generations, to get away from processed foods and junk foods and back towards more raw foods, more vegetables in their diet. So as far as how much of an impact that's had, I think that's sort of a long-term question.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Traditional Foods	I work for the Indian Health Service as a community health educator and in public health. It sounds like it's also multi-generational, and affecting not just the youth, but the young adults and even the adults into all ages. [The community gardens] are growing native foods, traditional foods, those foods are used a lot of times for community events. We had a women's health conference, and they used a lot of the foods grown in the garden in the stew and the different meals that they prepared for that event. Corn, squash, berries, herbs, and peaches.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Youth Involvement	With the community garden, I know of one example of a young girl that used to be in grade school down the road. She started a school garden, and she took the initiative to start her own school garden. She used to hide behind the bushes waiting for [FRTEP Agent] to come to the cultural garden, and then they'd pop out right when I was there. She's still keeping up with that today. Then the same girl, her sister got involved in our Native Youth Food Sovereignty Summit through IAC, for Intertribal Agriculture Council.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Youth Involvement	We used to go to the schools, the thing that sticks out to me is going to the Head Start where the people are year-olds. I had chickens back then, so we actually took live chickens over and we designed like a little farm animal program for them. And it was so much fun, and the kids had so much fun. They got to see the chickens. I don't know if I brought eggs, but we told them all about how chickens lay eggs and just asked them questions if they knew where their meat came

Theme	Sub-Theme	Statement
		from, like their hamburger or their eggs or their cheese. It was more or less like an animal, just introducing them to where their food comes from. They get to pat the chicken and touch them and touch her.
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	We have the wildlife and the fisheries and parks section all in natural resource. When we do the river trips, we do the fisheries activities, the water program does presentations at all the springs and gives the education on what the tribe used those springs for. We talked about the native fish on the Colorado River and their ties to the Tribe.
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	It's unique because that's all internal. It's all geared toward Tribal members. [Name] asked about internships. There's one called Pathways where we bring folks from any university that's a federal employee. We bring them in, but his is the one that's for natural resources targeted for tribal members or local community. So, it's real heavy locally. We try and hit the community first with everything, the Tribal members, community members and try and get their spark into anything with natural resource or extension.
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	To be honest, when we're sitting here thinking about this, this whole deal goes way beyond what the Hualapai is working because myself and [name] to work with other federal agencies, and this is exactly what we're talking about where we can get some of those interns to hold key positions in BOR, and all those. And that's what we're trying to work through.
Tribal Youth and 4-H	Intellectual Engagement	I work closely with [FRTEP Agent], I'll bring [grandson] here after some time, and she's got so many things that interest kids, an insect collection....I've got a picture of him sitting on the floor with the magnifying glass. I think it was a grasshopper. We're trying to, I guess, develop that interest more because he's interested in it. So we're also providing books that are for his age about insects.
Tribal Youth and 4-H	Intellectual Engagement	During the camp, [FRTEP Agent] is part of the camp, she presents her bug stuff with the kids. And it gets a lot of attention from some of the kids because they've never seen anything like that. So, it does spark a lot of interest with the youth and studying of bugs and what type habitat there is, what type of activities we find bugs.
Tribal Youth and 4-H	Life Skills	We're always looking for ways to keep kids busy, engaged... as well as learning and staying out of trouble.
Tribal Youth and 4-H	Life Skills	I have two young kids, three and four, but they're at home in the evenings, and they run outside. Being a part of the extension committee and hearing about these programs, it was kind of an opportunity for me and my family to say there's something we can do after work or get them

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		engaged, as opposed to just kind of running around the house, if you will. It opened the door at an early age.
Tribal Youth and 4-H	Life Skills	We do support our 4H youth at either have cattle, swine or whatever. We always support them by going to the auction and purchasing their animals. Not only the Tribal council, but the different departments. We also had the individuals do that too. And not only do we do it to the ones that go through the auction, but some them that don't make weight, that don't go to the auction, we find out and support them also. They get encouragement too, even if they didn't really qualify.
Tribal Youth and 4-H	Life Skills	And the other thing with the 4H is that some of our ranchers that own cattle, they provide the steers to the 4H participants too so that they can have cattle here again.
Tribal Youth and 4-H	Life Skills	Today's ranchers will eventually retire. In the next 10 or 15 years that 10-year-old will move into their 20s. Whether they go for higher education or not, they'll still be able to ranch, and they're learning all the skills now and the purpose behind it. And they'll rely make a pretty solid rancher. One thing I want to mention on the forestry part, this is just an idea, and we've kind of kicked it around, but [name] being here in to help in recruitment, you can see 4H has some strong depth, but in forestry we don't. We have some folks that do show an interest, and then we have some folks that completely look away. But for us in management to continuously knock on the door or visit the schools and say, "We're still here, and if you have that, we want to feed you. We want to eventually lure you in and get you into a forestry program." But it's important. You all see the importance behind it, but it goes back to that longevity. Without that, then our forestry program can reset or be re-assumed.
Tribal Youth and 4-H	Life Skills	We have education for horse equine because there's a lot of the kids that started out in 4H or beginners' masters that are getting to equine. The department of natural resource provides a camp every year. We had horses one year where kids had to learn responsibilities of taking care of a horse, so that meant getting up every morning and feeding and watering your horse. They did before they ate breakfast, before they ate dinner, so they had to learn the responsibility and what it takes to care for an equine as well as looking out for their health.
Tribal Youth and 4-H	Life Skills	I know people wonder why she has all this stuff, but she uses all of it. She uses everything she has. The schools don't teach that cooking and that budgeting and that sewing and that. So, it fills a void there.

Theme	Sub-Theme	Statement
Tribal Youth and 4-H	Life Skills	My grandson, he goes up to the youth center, and that's where he met [the FRTEP Agent], and I didn't know that she was showing him how to plant and grow stuff. When he went down there, he was helping out my sister like that. And then when my mother asked him and said, "Where did you learn all this?" He says, "From [the FRTEP Agent]."
Tribal Youth and 4-H	Life Skills	One impact that this program has had, and will continue to have, is to help reduce the suicide rate because suicide rate in the state of Arizona, in the Indian country is the highest rate in the nation. And having these activities for kids, letting them learn and understand how things work and how they develop. It's all a continuum and all part of wellness.
Tribal Youth and 4-H	Life Skills	On the 4H, it's a good feeling to know as a Tribal member that that depth is being built in young folks now [through] the longevity of these programs.
Tribal Youth and 4-H	Personal Growth	One of the 4H'ers started in the 4H program. He went through higher ed, he completed, and he's an assistant manager today, but, I mention it because it's whatever he learned in that time, communication or the commitment or the responsibility like [name] mentioned, it really kept him in line or whatever his passion was. He's a big contributor to the forestry program in the tribe. [Attributes] early mornings, responsibilities. He could have been out doing whatever and anything. A sense of purpose, goal setting. Asked is he going back to school? He's actually planning to do a master's in forestry business.
Tribal Youth and 4-H	Personal Growth	[FRETP Agent] does help out, we try to get those young individuals to spark the interest in all things natural resource because one child, their interest in natural resource may be different than others. We're trying to buy everything for them. Tribal forestry does presentations, the Ag department. I guess you'd say the Wild Land Fire does presentations as well, so there's everything with the natural resource. We try and provide for the youth the water, air. So, with the assistance of the extension agent, we're able to provide these type of activities for the kids.
Tribal Youth and 4-H	Personal Growth	Of our interns that we had last year, we had three of them. And one of them does have interest in the forestry program, so he's at AAU. And the other one is going to graduate high school this year, and her interest is not agriculture.
Tribal Youth and 4-H	Personal Growth	We have the natural resource summer interns, during their spring breaks, if they're looking for spring breaks, summer breaks, all they have to do is come back and request to work during those times. And they'll be within the natural resource field. So, I guess you could say it's hands-on education for those interns throughout the year.

Theme	Sub-Theme	Statement
Tribal Youth and 4-H	Personal Growth	We try and incorporate everything. What do you call it? Health and fitness, we ask them, they do small presentations. And [FRTEP Agent] talks about eating healthy and talking about even the cultural desk presentations on native foods, stuff like that. It's encouraging. I guess you could say it's another way of planting that seed for youth on continuing down the right way.
Tribal Youth and 4-H	Personal Growth	I like some of the things that [FRTEP Agent] is doing with the children. I wish she was around when my daughters were there. And one of them would benefit from [FRTEP Agent], having a female role model, anything like that because when she was in high school my wife was ... What do you call it? She liked culture, and my mom was going out, and she gathers food. And my grandmother did the same thing, and I used to go with her when I was small. I used to tell my children, my grandmother was alive when they were small girls. So, she used to show them grind corn and pick berries and stuff like that and cook them. And my mom did the same thing down there with my daughters down there. They know about culture. [FRTEP Agent] could have gotten them interested in college to be botanist.
Tribal Youth and 4-H	Personal Growth	I teach all kinds of things at IHS for our patients and for staff. And one of them is puberty for the teens. And that's always a difficult topic and a difficult subject, but it's nice to partner here. When they're going on field trips that the kids know that if they have a question for me, they feel more comfortable asking when we're out doing stuff. And if [FRTEP Agent's] talking about these little bugs and having babies and that kind of stuff, it kind of makes the topic not as hard. I'm kind of coming from a different angle and that. We went out to the river a couple of times, and it went really well. I didn't have to do a presentation, but the kids found it open to talk about things that they don't normally talk about. And they could pull me aside and ask me questions, "What is this birth control thing?" Or, "When does my cycle start?" Or things like that, it's not directly related to the extension, but it empowers the kids to ask questions and to find information out that can help them lead a healthier life, whether it's through puberty, through adulthood.

Theme	Sub-Theme	Statement
Tribal Youth and 4-H	Personal Growth	Look at this one, it had babies. Look at this giant water beetle with the eggs on its back. That's the male. See that? The male takes care of all the young. Having this opens that up to kids to understand why they're going through some of the emotional ups and downs and all of that, having the youth group and having the Boys and Girls club be part of it. I think it's the understanding that through those teenage years, they're a basket of hormonal mess, and having somebody to talk to can make a huge difference. Having these groups for the kids to go to and be able to have mentors and have people they can go to, not just me, but everybody here at this table is open to when they go to these events and groups. It opens up so that the kids have somebody to talk to, because when they don't, when kids don't have an outlet, then you have problems, problems with suicide rates and problems with violence and alcohol and drugs. So, it all comes together, and the extension office helps with that.
Tribal Youth and 4-H	Personal Growth	[FRTEP Agent] would go up to the juvenile detention center and work with the kids there, and especially with gardening projects. They had gardening beds at the detention center and a greenhouse at the time, from what I remember, the produce that they grew there, the cook was able to use that in their meals at the detention center. I know she had a huge impact on some of the youth that were there, so when they were released, I know there were a couple of them that she continued to keep in contact with. And also the same with the Boys and Girls club, different activities that she engaged them in, gardening, arts and crafts, just life science topics.
Tribal Youth and 4-H	Personal Enrichment	[FRTEP Agent] was also one of the leads in writing this grant for the green reentry program for the youth detention center, a portion was greenhouse and gardens. This whole facility has just brightened these kids' eyes and gave them something. When you pull into town, this is the first thing you see, so it's like, "Wow, they've got this here. Let's go check it out." And I don't know how much you had to do with all of that, probably everything, but the whole building and that, it just puts a ... I don't know, it really gives the kids a purpose.
Tribal Youth and 4-H	Social Connections & Community Engagement	With having those foods available and the 4H preparing them and canning them and freezing them, it reduces the cost of community events because those are provided. So, it is a cost savings when having that stuff available.
Overall	Embedded in the Community	One thing that I had, was meeting new people and networking, kids and adults. The extension program brings all different entities together in ways that maybe the

Theme	Sub-Theme	Statement
		opportunity wouldn't otherwise exist. Kids are mentors to little kids, to adults. Their knowledge is important.
Overall	Embedded in the Community	[The FRTEP agent] is reaching other Tribal lands. And what she's doing here, people are taking and sharing with other places. That's kind of cool.
Overall	Embedded in the Community	I really like how [FRTEP Agent] is open to letting IHS come to events and open to letting a health educator be there because sometimes people are like, "No, no, no." But she's open and willing to, "Yeah, come on." always like, "The more, the merrier." And that opens the door for more resources for the kids. And that open capacity is just so beneficial.

