

## Navajo (Window Rock) Federally Recognized Tribe Extension Program Ripple Effects Mapping Findings

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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 Navajo Nation (Window Rock). 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 May 2021, a virtual Ripple Effects Mapping event was held with Navajo (Window Rock) 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 Navajo (Window Rock) 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 Navajo Nation (Window Rock) and community, the impacts, effects, and benefits could all be found within the following program priority areas and subthemes 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 Families in Tribal Traditions
- Engaging Youth in Tribal Traditions
- FRTEP Agent Respect for and Engagement in Tribal Traditions

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

- Support for Farmers

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

- Adult Involvement

### **4. Tribal Youth and 4-H**

- Intellectual Engagement
- Personal Growth
- Social Connections & Community Engagement
- Barriers

### **Response to COVID**

- Adaptation of Programs and Services
- COVID Adversely Impacting Program and Service Delivery
- Trouble with Technology

### **Overall**

- Embedded in the Community
- Need for Additional Resources for FRTEP

## Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
<b>American Indian Cultural and Linguistic Preservation</b>	Engaging Families in Tribal Traditions	One of the exciting areas with this [FRTEP] program that I'm looking forward to is how culturally relevant it is to the region, and how it's not only just involving the parents, mom and dad, but it's really involving the whole family, caretakers of the child. In native communities, it's not always mom and dad. There's always maternal grandparents, paternal grandparents, aunties and uncles, and cousins, and clan relatives as well. And so it's really a whole family program, and it's going to be teaching [native] language. Not many of our people can read our own language or write it, and it's a spoken language. So this program is an early literacy program, but it's going to give the opportunity for families to utilize our language and teaching the language to our little ones.
<b>American Indian Cultural and Linguistic Preservation</b>	Engaging Youth in Tribal Traditions	I have been a resource to is the agricultural portion. The translation services were needed to translate the 4-H portion of the extension program. The translations were needed for the horse health area of Biosecurity and safety. I can only think of it in Navajo. Thinking of the English word was hard for me. Yes, biosecurity and horse safety. So just being a resource in that area and translating the English wording into the Navajo language, and then as well as giving the verbal translation through a recording. So, through that opportunity, community members, if they can't read Diné, they're going to be able to listen to what the poster is translating in the Navajo language for biosecurity in horse safety. I was becoming more familiar with the extension program. And so that is when... I have done previous translation work. When this opportunity came about, I was approached with the work and I have an interest in it as well. So that is when I came in to help out with that area of translating the work.
<b>American Indian Cultural and Linguistic Preservation</b>	FRTEP Agent Respect for and Engagement in Tribal Traditions	[As an agent] I am excited to see our materials translated into the [native] language, even if it's short phrases, or just seeing the language and having like, "Oh, we see you guys. We know you're not like everybody else. So, we're catering to you," that really helps out a lot in programming. So, I can't wait to translate all of the 4-H motto, as in emblems and things into the language and see that come alive.
<b>Indian farmer and rancher productivity</b>	Support for Farmers	We've always had the Beef Quality Assurance program, which was in collaboration with the Navajo Nation Department of Agriculture, with their annual bull leasing program. That was part of the requirements, is to go through that particular program. [Agent] continues with

Theme	Sub-Theme	Statement
		<p>education every year, give them update of current drugs and practices among the livestock producers, or with the cattle producers. And also, we have sheep. And we don't have too many sheep specialists anymore. So, we depend a lot of our own resource people. They've had enough knowledge to know what to do, or how to raise a sheep, keep them healthy. And so with that particular idea, a lot of my coordination to do program are done with the people that I thought had the knowledge to work with livestock. I figured they were considered specialists compared to people on campus. Partnership was a big deal on Navajo Nation when I was there. We partnered up with anybody that knew about anything, but it was a good deal.</p>
<p><b>Indian farmer and rancher productivity</b></p>	<p>Support for Farmers</p>	<p>Invite people from Diné College... also the other nonprofit organizations. I guess, I'm allowed to enter this information, but we did do... They did request us to help with some trainings and seminars which we have helped with. For that NAPS program, the Native American Producers program, the extension program did help with the sheep management seminar. And then also, I did a value-added marketing and branding seminar for them at their request.</p>
<p><b>Indigenous food systems for food security, food safety and obesity reduction</b></p>	<p>Adult Involvement</p>	<p>With the adults, we've seen an increase in number of backyard gardeners. We had demonstration plots, garden program.</p>
<p><b>Tribal Youth and 4-H</b></p>	<p>Intellectual Engagement</p>	<p>My son is interested in becoming a pollinator. A beekeeper. A pollinator supporter. So, he actually bought a hive. He started last year purchasing equipment with his winnings from the livestock sale. And this spring, we had enrolled in beekeeping courses. Now, we've put a down payment on a nucleus hive. We're just really waiting for the weather to warm up to transport the bees. I mean, this is new. I've never seen him so driven about something. This is going to be a new learning experience for all of us. He wants to do little byproducts like candles. He's definitely looking forward to the honey. And my son actually has seasonal allergies. So, he's been eating bee pollen. He also wants to harvest bee pollen to sell that to people who are also struggling with pollen allergies.</p>
<p><b>Tribal Youth and 4-H</b></p>	<p>Intellectual Engagement</p>	<p>I work with [the FRTEP agent] and I believe we just started this a year ago and we've been meeting once a month... and this is an early childhood literacy. As part of [the] program... what we're doing is we're in the planning stages of going out to... four communities... and reaching out to parents of young children and encouraging literacy... And I believe one of the very first projects that we're working on... [is]</p>

Theme	Sub-Theme	Statement
		<p>planning community events. And we've come [up] with a name. We're going to call this Baby College 101, and we're going to do [it] as though the baby was in college. And there are incentives for the parents if they participate during these events. [For] my generation, probably the generation before, reading really hasn't been important and not very many parents did see that as being important, although storytelling is part of our culture. And from that, we've learned skills like listening, social skills, also learning our languages well. So those skills were already tied with storytelling. So right now, as we encourage our parents to read to their children, they can enhance our storytelling skills that we do have already, combine the two so that we make this part of our culture as well. Because accessing books for us, we don't have a Barnes &amp; Noble down the street. I think the nearest one is probably in [two cities] or [other] towns, they would have books. Or not unless they go on Amazon and they order books. I'm really excited about this [collaboration with Extension]. ...right now, I'm currently working with the [local] library so that our parents can get online accounts so that the parents can check out audio books during the summer, with summer coming up now.</p>
<b>Tribal Youth and 4-H</b>	Intellectual Engagement	<p>[The Tribe's early childhood systems] staff of three have been attending [planning meetings for] the literacy Extension program, the Baby College 101. So, our role there is really just giving guidance in the area of early literacy, what needs that we see, and how we can be of help in the area of early literacy for the [local and surrounding] communities. One of the exciting areas with this [Baby College 101] program that I'm looking forward to is how culturally relevant it is to the region, and how it's not only just involving the parents, mom and dad, but it's really involving the whole family, caretakers of the child. In native communities, it's not always mom and dad. There's always maternal grandparents, paternal grandparents, aunts and uncles, and cousins, and clan relatives as well. And so, it's really a whole family program, and it's going to be teaching [the native] language. Not many of our people can read our own language or write it, and it's a spoken language. So, this program is an early literacy program, but it's going to give the opportunity for families to utilize our language and teaching the language to our little ones.</p>
<b>Tribal Youth and 4-H</b>	Intellectual Engagement	<p>[Extension and its partners] anticipate all family members, aunts, grandmas, mothers, extended family members, to be part of the [Baby College 101] program and it is a learning book literacy program. We will be providing books for the children to take home, and we've also... Just yesterday, we</p>

Theme	Sub-Theme	Statement
		finished up, I think, five levels of curriculum. [Program board members] had a meeting yesterday evening with the staff and we've got all that together. And we anticipate starting the programs for [the local community] and those four communities in [the] latter part of May. So at least the board members have done a great job. We have anywhere from 12. Well, actually, we have 15 board members. We have anywhere from 12 or so that participate on a monthly basis.
<b>Tribal Youth and 4-H</b>	Personal Growth	[I have watched] our youth grow [through 4-H] throughout the years... From five to eight years old until they're 18, then [they] go on to college, and then come back with a family and have their kids back in 4-H. That's one of the benefits that they saw within their own lives and try to keep their agricultural life going, and the way that you deal with livestock, with animals.
<b>Tribal Youth and 4-H</b>	Personal Growth	I know people in education, whether it's formal education or teaching at some level. [They learned in 4-H] public speaking was a big deal. I think that area, we looked at it. It's big for natives that they need to learn how to speak among the crowd. That has really amazed me. Those teachers learned that.
<b>Tribal Youth and 4-H</b>	Personal Growth	I know several kids who went through the program before I was even a part of it, who are now ag teachers. Some of them work with NAPI, the Navajo Pride Agriculture Company. They represent us there. They do how-to videos. And a lot of them want to be in extension when they grow up. A lot of the kids now, they are looking to be a part of extension or a part of ag in some capacity, whether it'd be in science, extension, ag financial stuff, especially like in the loan department, a lot of the kids' farm loans, wanting to know more about that, or soil and crop science is one that we see a lot. So, it is a big cycle. Being the newbie, I ran into grandma and grandpa did it, mom and dad do it, grandkids do it. And so they all have their role to play.
<b>Tribal Youth and 4-H</b>	Social Connections and Community Engagement	I think one thing that I really want to mention... is really highlighting this issue of economic status here on the reservation. Because of the high poverty level, there's a lot of lateral violence amongst our people, and I feel that the 4-H community is something I've come to greatly appreciate because there's a lot of camaraderie and friendships built amongst the parents and kids. And that really is a community I really want my son to be raised in.
<b>Tribal Youth and 4-H</b>	Social Connections and	If you compare the numbers of enrollments, there's an increase in number of different programs and different disciplines within the 4-H program. They offer more

Theme	Sub-Theme	Statement
	Community Engagement	workshops, clinics. They have more involvement in different communities. It's expanded.
<b>Tribal Youth and 4-H</b>	Social Connections and Community Engagement	[The Baby College 101: Courses for Ałchíní Yázhí] there's three extension agents that are part of that. So myself, retired extension agent from one of the counties. we're doing four communities. We're looking at possibly using that as a pilot. We'd like to extend that and expand that to other regions of the Navajo Nation
<b>Tribal Youth and 4-H</b>	Social Connections and Community Engagement	Under this Diné, the Baby College 101 program for Ałchíní Yázhí part of that grant requires us to do professional development training. We did conduct a training on Navajo cultural perspective, early childhood development and teaching, and we got a good response with that. We have the evaluations that are completed. We had close to 150 people respond with an evaluation. They're very happy with the program. It was all done primarily in Navajo, and wasn't something that we expected the entire program to be done in Navajo, but it was. But we got a good response related to that and that's part of the grant that came through Katherine's work.
<b>Tribal Youth and 4-H</b>	Social Connections and Community Engagement	We had people from First Things First programs, we had preschool teachers, we had Head Start programs. We had early childhood education, public school instructors as well. We had people from FACE program, and then just some programs that are general programs that have been developed. And I think they're nonprofit organizations that are trying to help Native American youth throughout the reservation. And our plan is to do more of these professional development training. We didn't expect this many people to participate. This was very unexpected. When started talking to the presenters and so forth, we were looking at maybe 30, maybe even just the board members, just this team, but it escalated. And in the end, we had over 200... Actually, we had over 250 people that registered. The name of the project is University of Arizona Cooperative Extension Sustainable Community Project to Promote Early Language and Literacy Development in Native Communities.
<b>Tribal Youth and 4-H</b>	Social Connections and Community Engagement	For the 4-H program. And me coming in, a lot of parents were supportive, and he was very supportive in the role as I came in. I think it's about six, five years ago, five, six years ago. And then just for the highlights, like he said, we did have an increase in enrollment, an increase in volunteers, an increase in 4-H related activities. So, we had workshops just dedicated to small animals, workshops dedicated to market animals, showmanship, even indoor stuff.



Theme	Sub-Theme	Statement
<b>Tribal Youth and 4-H</b>	Social Connections and Community Engagement	We had 4-H project days where we introduced 4-H to community kids who had no idea of what 4-H is. So we had them do like making a pillowcase, cake decorating, archery, a lot of different topics ranging from anything that 4-H can be. So we had a good turnout with those activities.
Tribal Youth and 4-H	Social Connections and Community Engagement	It's really interesting seeing it and how the 4-H community comes together and supports one another. And like... said, a lot of the time, it's financial hardships that these families face. And they have that little sense of comfort showing at our Tribal fairs. Because we go to county fairs, they can't afford a \$12,000 lamb to show, and that's intimidating. And now that they're learning more, they're getting better. A lot of our kids are going off reservation to different states and showing their animals with confidence. So, it's really great just to see that growth coming along and getting our kids that mental capacity to think like, "I am, I can do what I want to do." And it's just really cool seeing them grow.
<b>Tribal Youth and 4-H</b>	Barriers	When we did start [FFA], we had to travel an hour to the local high school just to learn about lambs. And me going to work, that was actually a two-hour drive. And so having the [4H] club there and then after [agent] got hired, there had been multiple clinics available to us for all species, horses, deer, pigs, goats, lambs, and poultry. So I think that was just really helpful. It was definitely a learning opportunity to take advantage of.
<b>Response to COVID</b>	Adaptation of Programs and Services	I'm able to work directly with both farmers and ranchers. And so, what we've been doing during COVID is providing a lot of webinars, and then also putting out a lot of how-to videos. And so, what we would do prior to COVID is be out in the community, working directly. I guess, they're called seminars, and providing that for the ranchers and farmers, and then working directly with them.
<b>Response to COVID</b>	Adaptation of Programs and Services	Well, what I've seen, prior to COVID, there was some difficulty getting the producers to come to the programs only because, I'm guessing, they have their jobs and then also, work on the ranch doesn't stop, or on the farm. And what I've seen when we had switched to online is more participation. And more people attending the webinars. And the producers are comfortable. I don't know if they're more comfortable because a lot of the restrictions that are put out on public gathering and going places, they're more comfortable with calling, emailing me, wanting to know more information on what we have presented on, and then also getting their conservation plans in line and ready to go.

Theme	Sub-Theme	Statement
<b>Response to COVID</b>	Adaptation of Programs and Services	[Agent] Last year, we had our first-ever virtual 4-H show and sale due to COVID. Canceling wasn't necessarily an option because all these kids already purchased their animals, and they made an investment. And just because of the pandemic, agriculture doesn't stop.
<b>Response to COVID</b>	Adaptation of Programs and Services	We still need clothes on our back and food in our belly. So, the kids persevered. They were resilient and we all found a way to make it work. So, we hosted our first-ever virtual show and sale. The Extension agents... even wanted to help kids record their videos if they didn't have the internet, or they didn't have the technology to do so. We also partnered with [video expert] and he did a how-to video. Like, this is how you show online versus in-person, and we had one of our senior 4-H members being the demonstrator. So, that was really good.
<b>Response to COVID</b>	Adaptation of Programs and Services	Also during COVID, how [FRTEP] were participating, [finding] a way [for us to] still participate in auctions. So that's one of the positive things on the reservation.
<b>Response to COVID</b>	Adaptation of Programs and Services	[The virtual program] was fun to do. I did most of the prep work but at the same time, I had my son during that time. So, I relied on [the agents] to carry it on. They did a great job dropping off the animals, picking them up, taking them to the sale barn and whatnot. So, definitely [I rely] on my collaborators to help me when they have slack to pick up, but it was a good experience. It was fun. This year, we might have it again. I hope it's in person, but we'll see.
<b>Response to COVID</b>	Adaptation of programs and services	I think it was foods for something program. I can't remember the name right offhand, but that was really good. But we had a couple of kids who didn't have their animals make sale. And then, they would do that program, got their animals processed, and donated it to their community members, which was really cool to see.
<b>Response to COVID</b>	COVID Adversely Impacting Program and Service Delivery	[Agent] Now, at it for a year now. Right, it has opened the door. But now that we've been restricted for a year, I think everyone is getting cabin fever to where we want to get back into the fields. And they're wanting to do more hands-on. And so now, we're working with... schools to assist them with their gardening program. And so, we can only do so much with videos and handouts. And now, we need to get back in the field to assist everyone.
<b>Response to COVID</b>	Trouble with Technology	This year, we're hoping for an in-person show and sale. If not, then they're prepared. And I think it was really challenging for [the youth] because our infrastructure here on [the reservation] was so low. A lot of the kids don't have internet access, they don't have access to video equipment. They don't really know what an online show and sale was

Theme	Sub-Theme	Statement
		because it was never done. So, they had a steep learning curve, but they all were able to challenge themselves and rise to the occasion. So, I'm very proud of our 4-H kids and their families for doing that.
<b>Overall</b>	Embedded in the Community	What I have seen with the FRTEP program is their willingness to come out and bring the programming to the reservation... what we can and cannot do, but what they had provide...
<b>Overall</b>	Embedded in the Community	I would like to re-emphasize what... has shared as far as the 4-H program, the community it creates amongst the members.
<b>Overall</b>	Need for Additional Resources for FRTEP	To this day, since 1992, they don't understand that Navajo Nation is large and we need everybody at the table, everybody's services. So that continues to be a problem. People coming from the state office, specialists, have a hard time justifying to come three hours away, four hours away. That's part of the frustrations I've had, and with other agents that was in FRTEP program.
<b>Overall</b>	Need for Additional Resources for FRTEP	One benefit was maybe four or five years ago that we did get a permanent position from the state to provide 4-H programs on the Navajo Nation, and defunded to the state and county in which Christie is now serving. So that's a benefit. That's one of the ways that they've come across where there was a need, and we need to continue to have more FRTEP agents, like I said before.

