

Fort Hall 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 Shoshone-Bannock Tribes. 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 Shoshone-Bannock 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 Shoshone-Bannock Tribes.

- 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 4-6 includes these themes and all of the stories collected from your REM event.
- Page 7 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 Shoshone-Bannock Tribes and community, the impacts, effects, and benefits could all be found within the following program priority areas and subthemes listed here. On pages 4-6, 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 Ranchers

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

- Education
- Family Involvement

3. Natural Resource Conservation and Bio-energy Development

- Tribal Connection to Land

4. Tribal Youth and 4-H

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

Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	Those who have cattle usually [participate in the program]. The biggest share of them are my family. My family seems to have expanded out, and most of us have become cattle now.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Education	My story is on the cooking classes. I have attended a lot of them, mostly all of them, and learned a lot of different things, different ways how to measure things and do something different, how you can substitute ingredients. If you don't have something, you can always use something else. The Instant Pot classes was very informative. The holidays treats and stuff that we done, that was a lot of fun. Then, we done a frozen tray meal. It had all of the meat, the vegetables and everything, and you could freeze it and then just pop it in the oven at any time that you want it. I did learn a lot from that. The other extension educators came in and taught the cooking classes. I live alone so I don't really have to cook a whole lot, but, yeah, it's given me a lot of different good ideas of how to do things, how to manage your time and do stuff like that. It does help with [budgeting], the grocery shopping and stuff like that, the ingredients that you need or stuff like that. It was a big help.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Family Involvement	The community garden was a huge one with myself and my family. A lot of your questions I can kind of answer individually, but I'll sum it all up. We participated in the community garden here. The things that I took from that and applied into my own home was, we actually ended up planting our own garden at home. We got to the point where we actually built our own raised garden beds this year. So, we're improving a lot from it.
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	Mine was the gardening, actually. The best was the trees, because I'm trying to grow trees. They had some really good people speak on trees, very informative, very interesting, all about the soil and what type of trees grow best here for the climate. And how to water them. Very good, very good class, very interesting. They told us about all the different trees. I have a little spot that I want to start a little orchard in as soon as I can. [The agent] brought somebody in. He was good though, very good.
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	My brother came with us, and he's already got his little orchard going. He's got peaches, and apples, and plums, and cherries. We talk about it all the time. It's something you can share and exchange hints to. He calls me all the time to get [agent's] phone number because he's got a question to ask her.

Theme	Sub-Theme	Statement
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	[Trees] were the most interesting. We did all the gardening. I went to all the gardening classes. I haven't done any, but my sister has the garden. She has the raised bed gardens. She does all that, but my most interest was the trees.
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	Of course, [agent] taught us how to take out a varmint. That was good. Everybody was interested in that.
Tribal Youth and 4-H	Intellectual Engagement	I just got my little stepson enrolled in the 4-H program under the beef cattle. They've been real helpful just in the last couple days getting us set up in that.
Tribal Youth and 4-H	Life Skills	I've learned how to show a sheep. I learned how to groom it, how to feed it, how to figure out terms to work with it and the right amount of food, and training it, how to show it. Macrame, I won first place last year. Every single macrame I've made, we hang it up in our house and put a plant in it. The cooking, through all of the 4-H projects we've done cooking projects. I've always went home to my mom and showed her what we made.
Tribal Youth and 4-H	Life Skills	I am a 4-H mom. We've utilized this program in many various ways. My kids have all taken 4-H, primarily their livestock programs with lambs. What was really helpful to us is ... We're a little bit different from everyone else, to where [agent] actually taught a lot of it. She would come to our house and really work with the kids individually. She would kind of pretend like she was a judge so the kids knew exactly what to prepare for when they were in the show ring.
Tribal Youth and 4-H	Life Skills	[Kids are helping with the garden] they really appreciated more growing their own food right there, even if it was just the sugar snap peas and the green beans. The corn was super exciting for them to see, but having them be a part of helping plant, helping me weed the garden and then actually harvesting. There was a couple years where we actually canned our vegetables, and they were a part of it also.
Tribal Youth and 4-H	Personal Growth	[It changed the way that I act] with my responsibility, because I always have soccer, and dance practice, and school and homework. It brings our family together. Because we're always outside together working out in our fields and in our garden and sheep. I just really like showing sheep.
Tribal Youth and 4-H	Personal Growth	I really learned how to be a leader, a lot of leadership qualities. Even when I was in high school and stuff like that, when we do big group projects, just kind of out of habit I'd

Theme	Sub-Theme	Statement
		<p>be the one to chirp up and take the front. Because even when I was doing that, we'd do these really big groups and I'd always be the one up there talking to all the kids in all the groups and directing everyone. I use those qualities about everywhere, at my job especially, now, too. I'm a surveillance officer for the casino out here.</p>
Tribal Youth and 4-H	Personal Growth	<p>I've thought about being an adult counselor, but I've got a lot of other stuff going on. I actually just became a wildland firefighter. [Skills I learned] especially in wildland, because wildland is all about communication. You've got to talk to your team. You've got to let them know what's going on, because you can't let that fire escape. Because if that fire escapes, it could be getting to that town that's just right down the hill. I learned how to talk really good.</p>
Tribal Youth and 4-H	Social Connections and Community Engagement	<p>I was a teen camp counselor for about six or seven years. I was also a camper for about the same. It was just really cool to be a counselor, help out all the young kids that go to camp. They really look up to you like that. They always remember you, too. Like even when I was a kid, I still remember a lot of my camp counselors and stuff. They really do. They really do look up to you, even still now. I haven't been a counselor for about two years, and I still get kids running up to me like, "Oh. Hey. Do you remember me? You were teen camp counselor," and stuff like that. It's really cool.</p>

