

Minnesota 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 Leech Lake Band of Ojibwe, White Earth Nation, and the Red Lake Band of Chippewa 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 July 2021, a virtual Ripple Effects Mapping event was held with Leech Lake Band of Ojibwe, White Earth Nation, and the Red Lake Band of Chippewa 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 Leech Lake Band of Ojibwe, White Earth Nation, and the Red Lake Band of Chippewa 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 4-9 includes these themes and all of the stories collected from your REM event.

- Page 10 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 Leech Lake Band of Ojibwe, White Earth Nation, and the Red Lake Band of Chippewa Tribes and community, the impacts, effects, and benefits could all be found within the following program priority areas and subthemes listed here. On pages 4-9, you will see the same priority areas, subthemes with individual stories collected directly from the transcript.

1. American Indian Cultural and Linguistic Preservation

- Engaging Adults in Tribal Traditions
- Engaging Youth in Tribal Traditions
- FRTEP Agent Respect for and Engagement in Tribal Traditions

2. Indian Community Development Around Economic and Workforce Enhancement

- Economic Development

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

- Adult Involvement
- Education
- Traditional foods

4. Natural Resource Conservation and Bio-energy Development

- Tribal Connection to Land
- Youth Conservation Education

5. Tribal Youth and 4-H

- Family Engagement
- Life skills
- Social Connections & Community Engagement

Response to COVID

- Adaptation of Programs and Services

Overall

- Approachability
- Connections and Partnerships
- Responsive to Community Needs
- Need for Additional Resources for FRTEP

Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
American Indian Cultural and Linguistic Preservation	Engaging Adults in Tribal Traditions	Most importantly, when I was a little girl, I always remember my grandma ricing and sugaring and it's because of [the agent] why I started sugaring again and so like even after this call I gotta go check my taps... If it wasn't for [the agent] I probably wouldn't really understand the importance of that and also the signals that the animals give us when it comes to that. And so, I and, to this day, I still sugar and I think there's nothing more powerful than that to be really honest with you... In Indian country... some of us are hunters and some of us are speakers, some of us run ceremonies some of us sugar, some of us rice... I bring my babies out there and it's a big deal and so [the agent] means a lot to me and every time I run into a roadblock I call her because she always has good words and she comes from a place of transparency.
American Indian Cultural and Linguistic Preservation	Engaging Adults in Tribal Traditions	We did Berry Camp for six years, where... we would gather at outdoors for a few days to gather berries and to collectively create a camp and a community together, [The agent], is someone who would always make sure that we would operate in a way that was individualized and the truth of being collective and to start with an elder being the person who would bring us forward along with language speakers and ways of knowing so that it wasn't again it was a camp in some ways, but it also was bring all these traditions forward where it didn't feel like a program and to make sure that we really created an inclusive community.
American Indian Cultural and Linguistic Preservation	Engaging Adults in Tribal Traditions	We had a camp [organized by FRTEP] where it was Native youth and then a group of Somali, mainly young men. That came and there was a moment where wild rice with served for lunch and I just remember seeing one of the students from [one of the Tribes] just turning to one of the Somali young men and just said, you know hey. I just want to tell you about wild rice, and this is our food and he just started telling a story about wild rice and what it meant what it meant to him. So they know why this was a cultural food and where this came from and it was just you know it's that place of creating space where people feel firm and have access to knowledge and creating these unintended ways of just being together.
American Indian Cultural and Linguistic Preservation	Engaging Youth in Tribal Traditions	We always invited people in before, but this is a totally 100% community sugarbush that we have right now. So everything that we harvest out there is shared and distributed between the people that participate and sometimes the people that don't because we bring to the elders. But like we've taught at least seven teenage young men completely from tapping the

Theme	Sub-Theme	Statement
		trees knowing when it's time to make and sugar and a number of families to but I'm particularly proud of those seven young teenage men that have hung with us for a few years to really learn how to do that, because to me, that means that particular piece of our culture is alive and well, because those men they're going to begin to they are turning into them and they're going to be men. And they're going to have families, and I know how much they love it, so I can tell that they're sugarers.
American Indian Cultural and Linguistic Preservation	FRTEP Agent Respect for and Engagement in Tribal Traditions	[The agent and I] did a lot of community things together, and I think that's where we always find each other on a path is like when we're doing anything with food sovereignty or anything with to do with community outreach... I'm married to a [Tribal member] so he does a lot of things, you know that align with like cultural camps and he makes birch bark canoes and he does sugar bushing and ricing and stuff so I could just see like an avenue was [the agent] and all the people that she's connected with.
American Indian Cultural and Linguistic Preservation	FRTEP Agent Respect for and Engagement in Tribal Traditions	Part of the problem that [the agent] is fixing is when the churches came around to the community is they had to go underground at the ceremonies and what they knew and the kids weren't allowed to speak their language... she's helping and doing things that are necessary for not only [the Tribe's] people, but everyone for our survival. Especially with where we're at in the world, right now, she's been doing this for a long time and if she wouldn't have been doing this I don't know where we're where we would be
Indian Community Development Around Economic and Workforce Enhancement	Economic Development	So, I am a drawer. I am a carver. I am a sculptor. I like to weave sometimes and I'm learning how to become a blacksmith. Right about now I'm working on just some hooks and stuff like that, and actually we just had a winter market, and we sold my very first hook piece that I had drawn. All of us artists [are encouraged] to sell our art to the public, so that we can make a little bit more money. I'm good, you can come find me on Facebook. I usually pull up my art on there. I'm hoping to start up a website in a couple weeks here, and I am currently getting into t-shirts.

Theme	Sub-Theme	Statement
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Adult Involvement	I had my garden at my parents' house that I would tend to from all the stuff that I've learned with [the agent] and everybody else I worked with so it kind of influenced that behavior of having my own garden because I could see how beautiful it was. And so now years later, I still get help from [the agent] with planting, getting seed food like seed banks connecting with people will seed beings, where do we order the seeds, how do we get these distributed to our community, and last year, [the agent] brought me some seeds, that I was able to distribute to different community members up here too.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Education	I do a lot of food sovereignty work now with a lot of a teachings that [the agent] has given me but also like she's not only taught me a lot but she's given me like spaces to learn more and that's really profound. Because like I can be going on and giving indigenous tea demos in [local town], but a lot of that knowledge is learn from my time with her or the programming that she had or the connection she's, you know, given me through that work that she does
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Traditional Foods	So [the tribe] formed this committee [including the FRTEP agent] and we started this initiative on how to structure our menus around indigenous foods, how to take these indigenous foods and then teach them in our classrooms to little children from two weeks old to five years old, what that curriculum would look like, and then we also created Community events about it. I don't think I know anyone who's doing work with food or gathering practices that doesn't have a connection to [the agent].
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	When I first met [the agent] and every connection that I have with [her] it always resorts back to the connection to the land. And I think that as an indigenous person like there's nothing more critical and more important than the connection to the land, because if we have a connection to the land, and we know our place, our order in this creation we should be okay, and she helped me understand how important that was.
Natural Resource Conservation and Bio-energy Development	Tribal Connection to Land	We have lesson plans that are about getting our kids out into the woods and connecting with elders and people in our community, as resource points. We have community events and that's probably like the most exciting part for me to talk about. Where [the agent] was actually one of our demonstrators. Just really great people from our community came in at this last event to teach on how to harvest food, how to process food, how to make food and share their stories with those families that might have never been exposed to it just through the severing of the

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		<p>knowledge transfer between family members. My kids were there, they were in our natural area. We were out in the wooded areas doing all these events so like we're pushing the boundaries of what our Head Start had been doing: not having it inside in classrooms and like fluorescent lighting in walled spaces. We were out in our soil and our trees. That's like what [another participant] was talking about how grounded in the earth and the natural settings. [Through this kind of work, the agent] has really helped my family.</p>
<p>Natural Resource Conservation and Bio-energy Development</p>	<p>Youth Conservation Education</p>	<p>And I really think that it was a lot of [the agent's] influences. I had an idea, I saw some trees and I thought we should take some kids out there and play, and one of our teachers had an idea, and that we should throw up a wigwam out back there and show I think it was wild rice finishing that he thought we should do. And instead, what we're growing is like this, three-acre wood. And it's still in production and that's just what it is. This three-acre space behind our Early Childhood Center that our children have a chance to be in and I don't think that we would have that without [the agent] there saying that we could do it. Or pose the question, "why don't you do it, who had this idea, why don't you do it."</p>
<p>Tribal Youth and 4-H</p>	<p>Family Engagement</p>	<p>[The agent is] influencing the way that we're developing our new infant and toddler center and the policies that we're writing. And in how we're thinking about how our family programming should be. Even how like who were thinking of asking to the table... as far as like who comes to share knowledge and how we're thinking of developing the opportunities for people to share knowledge. So, [agent] you don't even know the extent to which you're influencing that developing program.</p>
<p>Tribal Youth and 4-H</p>	<p>Life Skills</p>	<p>I go to... high school I'm a sophomore I'm 16. I really don't know my place in the community quite yet. I've known [the agent] for like since I was 10. She taught me a lot of things, mostly survival skills and teachings. She taught me when to go look for suckers in a creek and actually catch them with my bare hands. She taught me how to tap trees. I don't know there's so many things she taught me she was like a safe place to go. When like it was rough at home. ... was a program but it didn't really feel like a program I felt like I don't know, it was just fun, I guess. We do a lot of things so sometimes everything blends together, so I don't know which is a program or not a program just like yeah. It makes it feel like it's just part of your life.</p>

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Tribal Youth and 4-H	Social Connections and Community Engagement	If it wasn't for [the agent] I don't know what my life would be like... [S]he took me everywhere. I'm visiting with elders and stuff, and I love the elders [who] I have learnt from... I'm not going to forget the things they have taught me throughout the years and so that I can pass them on to the next generation. [T]hat's wonderful...
Response to COVID	Adaptation of Programs and Services	During COVID I had people call me up and asked me how to play hang games, because they wanted to play it at home ...so I had some people call me and I just like walk them through that and say you know this how you play it and YouTube it, you know that YouTube has everything pretty much but and I think that [the agent] was like a really strong backbone like to me like I would say, like a sister mom best friend type of person because she's always been there for me like in my education in my struggles.
Overall	Approachability	[The agent] so, she makes everybody feel welcome and everybody feel valid and needed and comfortable, and she doesn't make anybody feel stupid, you know and that's that is really, really needed.
Overall	Approachability	Throughout my career my path in education, [the agent] has always been there, she always helps me out whenever I need some help and I'm stuck with something so I'm really grateful for her.
Overall	Connections and Partnerships	There's that authenticity that I just I always go to [the agent] for, plus she embodies the work and she has made it in such a way that we're not alone, I mean in my family life when I think about [the agent] she just takes the barriers away and just as go do it, I mean we sugar too. Much sugar bush we're in that time and so those are those connections plus to feel like you're part of a community larger than what your family is and so. Those groundings that she's provided both as professional as a human being and to be very generous with her knowledge and very generous with her networks.
Overall	Connections and Partnerships	Now living in my community and actually putting those tools to use and the biggest thing that I've learned from [the agent] is like the grassroots movement type of work that we do as far as loving our community and what can I do for my community or what can I give my community that's going to give them the tools that they need.
Overall	Connections and Partnerships	[The agent] is like a Weaver of the Community. She doesn't take no for an answer, she finds a way to make it happen. She is an elder in this community - she's a very young elder in this

Theme	Sub-Theme	Statement
		community, not many people her age are considered an elder but she is.
Overall	Connections and Partnerships	The impact, [the agent has] for me personally, just in that I think I am a healthier stronger person more absolutely connected to my world and with [the agent] in my life...
Overall	Connections and Partnerships	But a lot of it has to do with [the agent] connecting people and building relationships. The piece of “who should we have at this table?” [The answer is] let's ask [the agent]. She truly knows everybody. I don't think I know anyone who's doing work with food or gathering practices that doesn't have a connection to [the agent]. I think, then, to like it's not just that [the agent] is showing up to connect people, she will show up with a shovel and help us plant bushes
Overall	Responsive to Community Needs	For the most part [the agent's work] comes from the heart allows her to do what she does, and she does it with style and grace all the time and I couldn't speak any more highly of her to be really honest with you, you are blessed to have her actually really. It comes from a place of humility, but that's why I love her so much is because it just comes from a place of purity.
Overall	Responsive to Community Needs	The thing is that [the agent] is like a jump starter or a fire keeper. She keeps the fire going her programs on I don't know where these communities would be without her doing these programs
Overall	Need for Additional Resources for FRTEP	[What the agent] does is critical, right now... we need 100 [agents like her] right now. For real and because I can't imagine how she can do all this work, I really cannot imagine how she gets all this stuff done.

