

Walker River 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 Walker River Paiute 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 Walker River Tribal members and others in the community who benefited from FRTEP programs or were aware of the impact of this programming. Those participating in the event may have included farmers/ranchers, community members including agency and/or Tribal leadership, high school students, 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 Walker River Tribe.

- Page 2 shows examples of ways you can use this information.
- Page 3 summarizes in themes and subthemes the ways in which the FRTEP program and you as the FRTEP educator/agent had impact in your tribal community.
- Pages 4-9 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.

Rebecca Sero, r.sero@outlook.com;
Debra Hansen, debra.ann.hansen@gmail.com; and
JoAnn Warner, warnerj@wsu.edu

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 Walker River Paiute Tribe 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.

- **Indian Farmer and Rancher Productivity and Management**
 - Support for Farmers

- **Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction**
 - Community Involvement
 - Healthy Food Choices
 - Traditional foods
 - Youth Involvement

- **Tribal Youth**
 - Intellectual Engagement
 - Life skills

Overall

- Responsive to Community Needs

Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	We have a really good working relationship with our USDA programs and the FSA, but we've always had that here on our reservation. Every time we want a program or we want a project funded, it's pretty much funded. Our water resources, non-point source guy works closely with the cattle association, so we had an overall range management plan completed a couple of years ago. But what we did was we identified the projects, the USDA projects, that we want done every year. So, now they know what we want done every year, so right now they drilled range well. It's going to be equipped with solar, so it's going to be a solar well. They're going to build a fence. Again, it's helping with the range unit management. So, it's getting stuff done. We want to get things done to completion and we're good at that.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Community Involvement	There are no Native American foods, it's mainly fruits and vegetables. And the location where the Tech Center is, that one there, the reason we have that one there it's community, but we've also started growing fruit trees. we have about eight trees down there now. So, we have different fruit trees and they're finally starting to bear fruit. And the soil is very good down there. It's an old field, so the soil is great.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Community Involvement	The community one is a benefit but just not enough yet because the last hoop houses we had down there were blowing away because they weren't really well-structured. But the one we have now is really good. It's a bigger one, so hopefully this year we'll really get more community input. What we like is when people go down there and take vegetables and fruit.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Community Involvement	The senior one, people are sharing the vegetables with the community. And taking a sense of pride in actually maintaining it too.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy Food Choices	We've had hoop houses about 10 years. Right now, on our reservation, we have one here at the Senior Center. We have one at the school. We have one at the Boys and Girls Club, and we have one at what we call the Tech Center. And that's one for the community, and we just built that one last year. The last one is a big one, the one we had in the Tech Center was built with USDA funds. I don't know about all the others, but it was built with USDA funds, but it was put up by the FRTEP staff and local volunteers (some of them are college interns or just local staff people, Tribal members). [Happy for] Fresh fruits and vegetables. I think it's really

Theme	Sub-Theme	Statement
		important because natives are getting high diabetes. Need to get the kids and everybody more into fruits and vegetables. I'm more into it now just because my dad became a diabetic last year.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy Food Choices	Last year [FRTEP Agent] would come and bring some new dishes to the Senior Center. She did some smoothies, some healthy smoothies, salad with that ugly stuff in it. [Kale.] Everybody would try it; [because] it was something different. Otherwise, our menu is the same all the time with the senior program. So, those were really a treat when she did that. So, between Candice doing that and our nutritionist with the Tribe cooking different things once in a while, it's good for the seniors to say, "Hey. That's different."
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy Food Choices	It was just different recipes for low sugar and salt. I think [name's] favorite one was the cabbage dip with jalapenos and La Fiesta stuff. I think that pico de gallo. But stuff like that that they don't make, so that was good to... I think we're focusing on healthy things here which, to me, is a good thing.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy Food Choices	The [school] campus. It goes to the kids so they can go through the growing process of how to grow vegetables and fruits by watering them, the topsoil, how to take care of things, and then they get to eat the food that comes out of it.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Healthy Food Choices	My sons go to school up here and they both have enjoyed working on campus and growing vegetables. And my who won't eat vegetables now will eat Tribe vegetables. That's tied into the Veggies for Kids program too in school. It's tied into in-class lessons, asking them to try vegetables and eat different vegetables. He loves broccoli. He likes the whole process of learning how dirt grows plants. He didn't know that concept. He's learning. It's a new concept. So, planting seeds, watching it grow, watering. Kids are making different choices; he likes broccoli now. Trying vegetables is huge because last year he was pretty apprehensive, but he started to try strawberries and kiwi and fruits. He loves carrots too now.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Traditional Foods	For traditional foods, we take a field trip, and it's built into Veggies for Kids
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Traditional Foods	It has potential income to people that go out and pick it because it could be individuals. It could be a family. They could all go out and go pick 100 pounds of pine nuts and bag it. To me, when they're out there, then the kids should learn the Paiute. The Tuba, it's the Tuba. They would learn about

Theme	Sub-Theme	Statement
		<p>the traditional ways of picking because you could pick when the pine nuts are pitching or you could pick them when they're open. And you can learn how people process pine nuts by different ways. So, to me it would be a whole learning thing for... A lot of people don't pick pine nuts. I hire college kids every summer and the last two years I have had kids that have never picked pine nuts. They don't even know what the heck to look for when they're looking for pine nuts.</p>
<p>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</p>	<p>Youth Involvement</p>	<p>More physical activity for the kids. It's evolved in the Veggies for Kids program. Veggies for Kids program, its goals are to increase fruit and vegetable intake, increase physical activity, and get the kids to drink more water. And then there's a cultural component with how you language and the nervous system and the body too. My kids are pretty physical people as far as just getting other kids engaged. I think that's awesome because they need to be active. This year it's going to be mainly offered in first grade.</p>
<p>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</p>	<p>Youth Involvement</p>	<p>I think there's more value placed on vegetables and water especially. We follow nutritional guidelines, federal guidelines, there's veggies on every plate. Kids are expected to... Not eat it all, preferably eat it all, but at least taste it. They see the effort it takes to grow, the process of growing vegetables. I think that's appreciated.</p>
<p>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</p>	<p>Youth Involvement</p>	<p>I think all these partnerships are doing what they can, but at the same time if we know what the data is telling them, what we can do to help. We're just asking the kids to self-report how much water they drink a day, but that doesn't quantify ounces, liters, that type of stuff. But what we can do is they point to pictures... We are finding that when kids go into the program they drink energy drinks.</p>
<p>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</p>	<p>Youth Involvement</p>	<p>I think that brings up a good point in that our FRTEP office is right on the campus of the school here. So, the kids just come right into her classroom for the different programs, kids can come right in like it's just another classroom.</p>
<p>Tribal Youth</p>	<p>Intellectual Engagement</p>	<p>21st Century [partners with FRTEP and] is a state-funded program to provide tutoring, enrichment education, and higher education attainment overall. It's an after-school program, so [representative] works with parents. It's got three components: academics, tutoring, enrichment, and parental involvement. Community engagement. So, we are required by the federal government to have a department, so [representative] is able to get that going. The partnership was initially with the Boys and Girls Club and our program, as well. If it wasn't for FRTEP and [names] we would not have received this funding because the biggest benefit is the</p>

Theme	Sub-Theme	Statement
		<p>initial hour of tutoring that we have to support our kids with. Because we're a low-performing school, we use that time as an extension of our intervention time during the day and our intervention time is preparing our kids to do well on the upcoming state tests in five weeks. Well, we've been focusing on that all year long. Identifying students who are not proficient in the state tests last year, pulling them into tutoring, and since their part of the program, they also get to benefit from [FRTEP Agent] and her enrichment activities that are added on. It's not just, "We're focused on your problem." We're going to bring you in for the full time.</p>
Tribal Youth	Intellectual Engagement	<p>I've made it clear, if not a reminder, to [FRTEP Agents] that utilize my school, our school, for experimental. We're trying to do things because, I've told everyone this, in terms of education for your dang children, highly population schools. The last of these six years, the same stuff has been done and is not effective enough. So, time to do something different. Try new ideas. We can get behind that. This educational cliff we're always talking about, we've fallen off and that's a reality, so I'm glad that [name] is encouraging and supporting [FRTEP Agent] to come up with models to help support our kids. That's just been my thing.</p>
Tribal Youth	Life skills	<p>Think First is a child self-protection program in the schools. I think the conversation that is going on in the program are valuable. I think it's just the opportunity to discuss issues pertaining to safety as a young person. Kids worry about their private zones. What adults they could go to for help. Identifying people that are trusted adults and that they could keep it secret. Children shouldn't be asked to tell their secrets. Parents of these kids are requesting it to an older grades because they have older siblings and they see the value. A story from one parent from one of our first parent meetings, but he was really interested in it because he had a daughter that would go up and talk to anybody, anywhere, and he was a little worried with how kids get taken and how young women are getting taken, that she needs to learn to protect herself. He had liked that part of the curriculum because he said his daughter thinks everybody's good, everything's going to be okay. He was a little worried when he took her to Reno and stuff.</p>
Tribal Youth	Life skills	<p>There's one other program that we're trying here. The first year, it failed, called Rez Riders. It's a mental health program. We tried the New Mexico curriculum the first year, and the kids just dropped out. We're tying it a little different, with sixth graders this year. We're using Michigan Model for Health, integrating community service projects</p>

Theme	Sub-Theme	Statement
		with extreme sporting events. It's designed to discuss the overall health, so you've got mental health, you've got drug and alcohol abuse, you've got different lessons in there. They have to choose a community project and then if they meet all their goals, they get to go to extreme sporting events. Whether that be skiing or zip-lining, and it's something that I want to continue to work on. We're trying to build our own curriculum and doing some piloting on what would work and what won't work.
Tribal Youth	Life skills	[FRTEP Agent] found the Michigan Model through professional development. Seven kids in the program right now. There are ways to take care of themselves if they feel out-of-sorts. It's a different class, it focuses on different things, which is basically how to take care of themselves. Trying to get them to speak up for themselves if they need help.
Overall	Responsive to Community Needs	I wanted to stop in because ultimately, I do want to support [FRTEP Agent's] program. I think she's done wonderful. I think the most impactful that I've heard besides the Rez Riders is the senior program. Just incorporating new, fresh ideas because we are a food desert out here of food sovereignty and how we can sustain ourselves. I just love the collaboration of the school and the programs and all the experts that are at the table on how we can work together. So, I appreciate that.
Overall	Responsive to Community Needs	One thing on the hoop house part, you hear the voices here, but more individual families want to have hoop houses versus community. And that's happening on all the reservations, it's not just here.
Overall	Responsive to Community Needs	[FRTEP Agent] is still new to your position... What are you... Is this your second year? So, she's just getting started with the possibilities down the road. If everything stays the way it's supposed to, we'll be doing some great collaborating. It doesn't help to do it for one year or two years and then stop. You need to keep this going and have this education.
Overall	Responsive to Community Needs	We wouldn't have gotten into the hoop houses if it wasn't for FRTEP, they bring opportunities that you might not know about as a community because of their connections. A lot of times with the USDA programs set up meetings bringing in all the resource people that know about the different USDA programs or the farm service agency programs. They'll come here at least once a year. [FRTEP Agent] If they have a specific project that fits the reservation, we go out and bring them in.

Theme	Sub-Theme	Statement
Overall	Responsive to Community Needs	There was a difference when [FRTEP] first started. Way back in the 90s, the university hired a person and they were on campus, we saw them once, twice a year. Now we are involved in the hiring. That's what we're here for, to get university resources out for production resources, animal production. My view on extension is all hands on deck. I don't care where the money comes from, I don't care who does it, I don't care who gets credit. If this is what we need, we'll figure out how to get it.

Image of Ripple Effects Map

