

## Osage 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 Osage Nation. 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 June 2021, a virtual Ripple Effects Mapping event was held with Osage 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 Osage 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 4-10 includes these themes and all of the stories collected from your REM event.
- Page 11 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 Osage Nation and community, the impacts, effects, and benefits could all be found within the following program priority areas and subthemes listed here. On pages 4-10, 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 Farmers
  - Support for Ranchers
  
- 3. Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction**
  - Community Involvement
  - Education
  - Healthy Food Choices
  - Youth Involvement
  
- 4. Tribal Youth and 4-H**
  - Life skills
  - Personal Growth
  - Social Connections & Community Engagement
  
- 5. Response to COVID**
  - Adaptation of Programs and Services
  
- 6. Overall**
  - Approachability
  - Connections and Partnerships
  - Cultural Understanding and Respect
  - Responsive to Community Needs
  - Need for Additional Resources for FRTEP

## Themes, Subthemes, and Stories

Theme	Sub-Theme	Statement
<b>American Indian Cultural and Linguistic Preservation</b>	Engaging Youth in Tribal Traditions	And I asked them if we could start learning to say these vegetables in [our Native language]. If we can say it in [our Native language] for the children, we're going to say it that way for the children.
<b>Indian Community Development Around Economic and Workforce Enhancement</b>	Professional Development	You'll see me pop in and out of projects related to youth development or professional development which might compliment what Extension is doing. And sometimes we just ask for solid partnerships, sponsoring a meal, maybe having Extension youth serve the meal or I'll go volunteer at the [local] Livestock Show and help dish up the meal that the kids feed everybody. It's a nice cog of a wheel to be in. And I want to continue to invite people into that. And I think that as long as we continue to work together as we have this last couple of years and sit at the same table and have those conversations then that's going to make the difference.
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for Farmers	But little things like what we've done is we've done soil sampling. If we have a problem with a spot of land that's eroded or something we'll get a hold of Extension to test it to see if there's any contaminants or anything from an old oil spill or anything and then we get our hay tested. We're always on the lookout for noxious weeds. If we find a weed or something we can't know what it is or where it came from, that's our first call is the Extension to see how to get ahold of something that we can get rid of it with.
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for Farmers	And one thing that I find really great about Extension is just that... we get a lot of I don't want to say pressure, but suggestions from our administration, from chief's office on what they want to see done out at the farm. So, it's really great that we can take all of those suggestions, but at the end of the day we can ask Extension to help us put together a growing plan that makes sense. As far as the outdoor farming. So, we can come back to our administration and say, "Well, we took all of your suggestions, but scientifically here's what we need to do." So that's really great and so it helps guide what we need to do, but it's very scientifically based and not just what people want to see. We take that into consideration, but we try to use science to help guide those decisions. So that's been really great. Since [the agent's] been here she's been really great to work with and she's already reached out to us and has some suggestions for things we could do at the farm.

<p><b>Indian Farmer and Rancher Productivity and Management</b></p>	<p>Support for Ranchers</p>	<p>Weeds, yes, we have noxious weeds, you don't know where the weeds... What kind of chemical would kill these? Or you get a brushy woody plant and you've tried something on your own and it just doesn't seem to be knocking her back. So, we'll go to Extension and we'll say, well, what's our problem here? Well, maybe we'll have to do a little finding out. And they will always give us an answer back and usually it's pretty much the right one. Then soil testing and hay testing, we test our hay to see what our protein is for the livestock. [Without Extension] really the only way you could probably get your feed tested or your hay tested would be to find an individual lab that would do that, and who knows where that would be? Your soil test should be the same way. You have to find individual labs that would be willing to come out and take the samples and then also like on the noxious weed stuff. You'd have to get probably a chemical distributor for him to come see what you have to be able to try to control.</p>
<p><b>Indian Farmer and Rancher Productivity and Management</b></p>	<p>Support for Ranchers</p>	<p>I'm in the department of natural resources and we oversee the farm and the meat processing facility for the tribe. And then like ..., we also have land and cattle and stuff too. So personally, we work a lot with extension for example we have our own hay business in the summer.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Community Involvement</p>	<p>I had a massive garden last year and I fed my community, I fed my family. I have a big family and I had so many tomatoes and bell peppers I just didn't know what to do with them. So, I did bring some and I took them to the elder nutrition program in my community. So, I've learned so much and I'm real happy and [the agent] did a great job on explaining the master gardener program, all the requirements that go with it... [Master Gardeners] has really helped me in my job with the children. It helped me make decisions. I learned how to do my research... and helped me feed my family, helped me feed people in my community when I've got extra produce I don't want, that I grew so much, but it's helped me a great deal.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Community Involvement</p>	<p>And they have made a big difference in this county. Right here it's a jewel of a building. It's a jewel of what we call a kitchen, a commercial kitchen that they have in this building. And I think it could provide a nice learning space, but I think that the awareness of the space and what it's for and merging the communities would be a really good thing for people to learn from each other and complement each other. That way it's not always adversarial, it's more about we have a finite number of resources, how are we going to build a food system with the resources we have and as we continue to expand, be aware of what one another is doing to build out a complete food system.</p>

<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Education</p>	<p>[The agent] helped do that here a couple of years ago, we had some classes with [a professor and the agent], facilitating for us with about 15, 20 participants. We learned how to raise bed garden and as well as plasticulture for a lot of their stuff. They get helped with that Just specific people can take it home and use that kind of knowledge. Not a ranch-based basis but a home-based basis. research trials there, was that on the [Tribal lands]. [The professor] had then growing some things, microgreens, some mustard greens, stuff that wouldn't normally be grown, they show them how easy it is to grow.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Education</p>	<p>People ask me all the time, how do you do that? And I said, "Well, we were able to do that through [the agent]." And he took on the task of doing that. It was he had to get all of the professors from university to come to [Tribal community]. Usually, it's like an all-day class and we did it in I think four hours a night for six weeks. And it was, some people dropped out. It was too much, but other people who really wanted to be there stayed and took the tests and are master gardeners.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Healthy Food Choices</p>	<p>I feed my family and community, and then we live in a food desert, and my sisters they don't want to drive 30 minutes to go to the store and I'll say, "Hey, I've got tomatoes and bell peppers," or whatever I'm growing. This year I've decided to not have to fight the bugs so I've got container gardening at my house now. I call it a moveable feast.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Healthy Food Choices</p>	<p>Sometimes they don't have tomatoes to go with their lettuce. And they told me that at the school. The teachers were talking to the cook and said, "Hey, how come there's no tomatoes or cucumbers?" And she said we didn't get it from the truck. And I said, "You got cucumbers and tomatoes out in those vegetable gardens. Just go out there and pick what you need." Now they do that and I've got lettuce and spinach out there. So whatever they need if it's out there, go get it. It's for you. It's for the school. I usually harvest and I'll ask the cooks, "Do you want all of this?" If not I'll redistribute to another school or I'll take it to our elder nutrition programs. Usually they'll say, "Redistribute because we're tomatoed out ...." But their snacks, the kids eat the tomatoes for the snacks, they love them. And I'm glad. I hope I'm helping. I think I'm helping, it makes me feel good.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Youth Involvement</p>	<p>The children at our language school I think they are up to eight years old. they love to harvest and they love to help me and they love to water. And when they see me coming, and it's, "the gardening girl" is what they call me. As long as they're engaged with gardening and not pulling everything out then we can have a really good harvest. Because of the</p>

		<p>Master Gardener program that [the agent] taught with [university] professors, I changed the variety of vegetables that we grow at the garden. The university fresh grant had a curriculum set up for beans, something that could grow in their room. Well, I decided to talk to the cooks and the teachers and ask them, "What do these children eat? What do they really like?" They like tomatoes, lettuce, and spinach, so that's what I grow. And I grow onions, bell peppers... and potatoes and the kids love the potatoes. [These vegetables are] basically what everybody eats anyway.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Youth Involvement</p>	<p>The age group for gardening is very young, but they learned to say, "Look, don't touch. Look, don't touch. Look, but don't touch." And I went back to some gardens just last week and a little girl, oh, I love her so much. She said, "I remember what you said. You said, 'Look, don't touch. Look, but don't touch.'" So, we've got some really good gardens. I could send you some pictures and we could add it to this because the kids aren't touching, they're just looking at the gardens grow. And that's the bottom line, just watch the gardens grow. We can weed them. We can harvest, but don't touch them. Don't pick anything. We'll do that later. But one day I was at the gardens and the little girl was hungry and the gardens were organic and I had just watered them and she said, "I'm hungry. Can I eat one of these?" "Sure, ask the teacher." And the teacher said yes, and she ate about three tomatoes. They were cherry tomatoes, but she just kept eating them and I was glad I could feed them, I was glad she wanted to eat the vegetables. She wanted to eat a tomato. And I think it's working. What we're doing for the children is working. And they like lettuce and I always talk about who has a garden at home? And whose grandparents are gardening? Do you get a chance to? And we're going to have a garden. We have a garden, my grandma has a garden. And they know about gardening and that will sustain them. The master garden program taught me a lot. I've had a garden for the past two years at home.</p>
<p><b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b></p>	<p>Youth Involvement</p>	<p>When the fresh grant started, they bought kitchen utensils, pots and pans, skillets and burners and this was so awesome. They made a recipe in the classroom with the children, and the children got to be hands-on. Then at the end of the day, that same amount of food, that is the same recipe was in a take home bag for the kids. So, their families got to eat it too. It was an incredible time, incredible time. It wasn't easy to make those bags though. I helped make the bags for three over 360 kids. we always had to have a lot of bags made for all the schools that we're</p>

		in the... I guess it's called the control group of the study, but the research is out there and I'm happy to be a part of it. I'm happy that they wanted to spend the money on the [Tribe]. The first grant could have gone to any tribe, but they chose the [Tribe] with the farms.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Youth Involvement	I'm excited. Then the kids love it. They see the same people every day. They do the same thing every day. When a parent shows up they're all excited. And then when the gardening girl shows up they're like, "Hey." They come running over and last week they were they were playing in the sprinklers outside, and it was hot. It was about 10 o'clock in the morning. It was warm. And they all stopped in their tracks and they wanted to come and see what was going on in the garden, but they don't get to touch it. I said, "I'll let you pull onions." My onions are this big. They're pretty big. So, they'll get to harvest onions this week, onions and potatoes. I tell them, "Hey, it's like hunting easter eggs – they're underground." And the soil is so loose, they can dig them up, and they love it.
<b>Tribal Youth and 4-H</b>	Life Skills	We've worked with the kids but with [agent] specifically with the 4-H stuff, putting some cattle together to where the kids can come and look at some cattle and grade and yield them and give them an idea of what it's like to look at a herd of cattle in a pen, what it looked like if they had to grade them and judge them.
<b>Tribal Youth and 4-H</b>	Life Skills	We used [agent] to help us with our soil tests and then determining what produce would be best planted in those areas. So, I think that's a lot of the stuff that we did out here while he was here. He participated in a lot of the camps, youth camps that we had out here with soil erosion administration and stuff like that. Then we discussed a lot of stuff we wanted to do out here with the 4-H crew out here as well.
<b>Tribal Youth and 4-H</b>	Personal Growth	...we have one, he's a young [Tribal] Nation member. I've seen him grow through the 4-H programming, the extension programming, and then also be able to showcase some of his work on peanut production. He does his own peanut research, and his family they raise horses... And he already has the confidence, he's got panache. But he's a young man proud of his work and he's ready to showcase it. And it's almost like that science fair type of a confidence that you build. You can see that in him, so I'm really excited for him to be a demonstration farmer one day. I can't claim him as my own, I just see him as just a standout in the community at a young age. So, I'm excited to see him grow. He'd be a great Extension agent himself.



<b>Tribal Youth and 4-H</b>	Social Connections & Community Engagement	4-H here in our county the 4-H is a good strong program. And our ranch is involved with that, whenever if they needed something and we can do it, we're more than willing to help. And like I said, we put cattle together for them to come and look and grade and yield them.
<b>Tribal Youth and 4-H</b>	Social Connections & Community Engagement	So, I know extension and 4-H has always been about the four hands, heart, health and helping. And I think that it's nice to have that in the county. It's nice for us to all feel like we're a part of that. And I think Extension is only growing in that area. Overcoming some fears, overcoming some misunderstandings and understand that we all are part of the food system.
<b>Response to COVID</b>	Adaptation of Programs and Services	So, personally we do a lot with Extension. Professionally, I'd say that I didn't get a chance to work with [the agent] too awful much. But he brought a lot of good resources... with the university, the professors over there. I know through COVID, [the agent] coordinated with the professors and had some little trainings for all the farm staff on different things, just different aspects of farming. So that was really helpful, so we can take advantage of teleworking, people could still get some training while they were doing that.
<b>Response to COVID</b>	Adaptation of Programs and Services	They've always been responsible. [The office] has always responded, always checked in, been really great about outreach. And I think here it's a lot of word of mouth. I feel like it's a word of mouth. Well, this group 4-H group works with horses and this one does more on the ground gardening. But I wouldn't know that unless I just made those visits one to one. So, I don't know what strain COVID has had on getting the word out or that much. But I think that's something that could be a focus on for the next couple of years as we rebuild, but they've been a jewel to have here and to come out and test your soil, and it's a nice referral that we can make on the ground. And you just get to know them a little better too. So that's network[ing].
<b>Overall</b>	Approachability	It's great to have the extension in our rolodex that we can call when we have a problem that we can't address, we've got somebody that can address it. And if they can't, they're willing to find an answer. They're right there to get us an answer. If they can't figure it out they will find somebody that can. And that's the part that really impresses me about the whole program. It gives you some place to go first. If you find a problem and you don't know where to go, they can be your first call and possibly your last call. But if they can't figure that answer out, they will find somebody that can.

<b>Overall</b>	Connections and Partnerships	We also lean heavily on partnerships with Extension. ‘We’re told that we answer questions, we provide support as people figure out their own solutions. And I think that one of the most recent highlights that I’m just really excited about is [agent’s] willingness here at the extension to explore programs that haven’t been explored yet.
<b>Overall</b>	Cultural Understanding and Respect	And I think just from the few conversations I’ve had with her, she’s been very culturally minded. So, we really appreciate that. She’s already suggested doing some... demonstrations out here and things like that. Anyway, so I appreciate she takes the cultural aspect in mind when she’s working with us and we’re not entirely cultural out here. We have food we need to produce and that’s our goal, but the more we can incorporate the culture while we’re at it, that’s just great for everyone.
<b>Overall</b>	Responsive to Community Needs	I’m just tickled to have [the agent] here and have the extension in our speed dial on our phone because there’s lots of times where we come up with stuff that we need to use it. So yeah, it’s good to have. They are excellent.
<b>Overall</b>	Need for Additional Resources for FRTEP	Namely what I do is producer support and I’ve reached out to extension for support when we have our youth development programming, which is a national outreach. Also, conversations I’ve had in the past with previous extension has to do with ag resource management planning, and just the individual’s role in that, the individual's practitioner, whether that's demonstration farming and people’s personal experiences. They can bring forth to that whole picture of ag resource management planning. That’s just some of the things that I’m very interested in my work here with the region, but I'm always open to more producer type forums, probably working with the [local] real estate office and [local programming], because you'll have a consensus of people who’ve taken the courses or learned something on the ground. But then how do they scale up? And I hope that we can continue to feed into each other’s network to really meet people’s needs or identify what those needs are as we move forward.

# Image of Ripple Effects Map

