

Colville 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 Colville Confederated 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 April 2021, a virtual Ripple Effects Mapping event was held with Colville 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 Colville 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.

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 Colville Tribe and community, the impacts, effects, and benefits could all be found within the following five program priority areas and subthemes are 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 Youth in Tribal Traditions

2. Indian Community Development Around Economic and Workforce Enhancement

- Poverty Abatement and Financial Literacy

3. Indian Farmer and Rancher Productivity and Management

- Support for Ranchers
- Support for Future and New Farmers and Ranchers
- Barriers

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

- Adult Involvement
- Family Involvement
- Barriers

5. Natural Resource Conservation and Bio-energy Development

- Sustainability Efforts

6. Tribal Youth and 4-H

- Artistic Expression
- Family Engagement
- Personal Growth
- Tribal Culture
- Barriers

Overall

- Approachability
- 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 Youth in Tribal Traditions	[The agent] told the community people who are willing to volunteer to be leaders [in 4-H], that they could do a project, any project that the child wanted to do, was available through either one of the existing, or they could start an additional club for that project. And one of the things that was developed in this community was a cultural program.
American Indian Cultural and Linguistic Preservation	Engaging Youth in Tribal Traditions	[The agent] was able to take participants who learned to say the 4-H pledge in our native language, took them to the state, I think extension conference. They also performed a traditional dance for the conference attendees, as well as dressing in the cultural way. I think that really brought a lot of attention to the things that weren't necessarily in the booklets, but other reservations became interested in what she had done and asked her how she went about it. The fact that [agent] advised the leaders of that particular project that year was amazing. No one that I know of in 4-H prior to that had ever thought of it. It's new, she brings new things to the communities, reservation wide. We're always excited to have her come back to Keller.
Indian Community Development Around Economic and Workforce Enhancement	Poverty Abatement and Financial Literacy	As far as impact from the programs that the [university] Extension offers, I have experienced a lot of them personally and professionally, because we utilized [agent] through my Head Start program. We do the cooking classes, gardening, parenting classes. We branch out. Anything they're willing to provide, we like to share that with our families.C536
Indian Community Development Around Economic and Workforce Enhancement	Poverty Abatement and Financial Literacy	And one of [the agents] is encouraging buffalo and a variety of different food sources. Because right now, with their current economy, a lot of Tribal members, for one, we have to be living holistically, because we can't afford... not everybody can afford...
Indian Community Development Around Economic and Workforce Enhancement	Poverty Abatement and Financial Literacy	I know a family right now who cannot afford to make it every week. I'm trying to get him and his family into raising chickens. So, if they get chickens, they can at least eat the eggs and have a food source, to be less dependent on the welfare programs, and the commodities. Because the commodities aren't healthy, holistic foods either. In fact, some of those food sources, they have the fillers that are wheat.
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	My involvement with [the agent] was talking to her and discussing about the livestock. I constantly called her up and asked her questions on [a certain breed of cattle]. She directed me in other directions to where I could get some

Theme	Sub-Theme	Statement
		answers for my questions that I had. I've been dealing with the... now that I have my [certain breed of cattle]. We've been working together in getting my small little herd going and getting them running. It was because of me asking [the agent].
Indian Farmer and Rancher Productivity and Management	Support for Ranchers	I guess the impact of these programs, started our own beef operation. We started out with only two cows, now we're up to 10. We don't know how to make it stop, but we're going to have to shoot our bull. But I just wanted to say, the bull, I've actually reached out and we've let the young cowboys get into ride him as a practice bull, and got even more people interested in, how do you guys get started? We only started with two cows. Just like [name] is starting with one. There are obstacles, but that's all right. [agent and FRTEP], really, their outreach had actually driven [it].
Indian Farmer and Rancher Productivity and Management	Support for Future and New Farmers and Ranchers	I went to [an agriculture conference] in 2014, and took my daughter, she was 13. We were not usual suspects, we were not the kind of people that normally get invited to those things. I want to say that my daughter, before that, she always said that there was no way she was going to... take over the ranch. She didn't want anything to do with the horses. She didn't want anything to do with the cows. She wouldn't feed the chickens. And after she went... now she talks about how when we die, and she has to take over. She actually knows, she accepts that. It's something that she accepts as a part of her future. I think that was a significant stride. So, she knows a lot about... she asks about all of our animals, takes good care of them.
Indian Farmer and Rancher Productivity and Management	Barriers	And it also highlights a lot of these unreached people, these young kids come up and they want to try something, but the majority of the population, they live in HUD, or they live in cities, urban areas around here. Because of the policies and things and Housing Authority, and some local town codes, they can't raise chickens.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Adult Involvement	And the other thing is, I learned, and if it wasn't for [agent], I probably wouldn't have continued canning. And last year, even though she didn't teach us how to can traditional foods, I used what I learned from her, and I canned... berries for the first time. And a couple of years ago, I canned... berries on my own. But both of those are things that I never would have done.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Adult Involvement	I do appreciate the effort of the other people. I always refused to even try using a pressure cooker until I took one of [Extension's] classes. What she presented, what I learned, I was willing to try it, but then things went haywire with the whole stay at home, stay quarantined and all that

Theme	Sub-Theme	Statement
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Adult Involvement	I've watched her with her food that we're doing constantly, as in preserving. And it instilled curiosity in me. Even though I didn't go to her classes, I did do a little bit of research and did it on my own. But she instilled a curiosity inside of me.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Family involvement	As far as impact from the programs that Extension offers, I have experienced a lot of them personally and professionally, because we utilized [the agent] through my Head Start program. We do the cooking classes, gardening, parenting classes. We branch out. Anything they're willing to provide, we like to share that with our families.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Family Involvement	Our family is trying to do a little more gardening, since we took part in [agent's] gardening workshops that she offered across the reservation to the different districts. In [one reservation town], they were always fully attended. I think a lot of people benefit by that, because more of the children that are in 4-H now were trying to grow gardens.
Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction	Barriers	Planting gardens. We did that this year, we did it last year, we put gardens in. We're planting our garlic that we got from [the agent] earlier this year. That's already planted. So that's in the ground. It also brings the light to another need. It makes it tough to reach the populations out here, especially the larger populations, like in [two reservation towns]. They can't afford the electricity that pumps the water, to constantly irrigate. And if they can't afford it, because of let's say HUD policy or something like that, it's prohibitive. It's actually looked down on, they just can't afford it. It dampens participation with the big populations. And the other thing too is leadership, when it comes to... I think we need more resources, we need more [agents]. I'm sure we're not going to find as many devoted and I guess really active, driving people like [agent] and [agent] are. They reach as many as they can, but there's just a lot of... they just can't reach all of them.
Natural Resource Conservation and Bio-energy Development	Sustainability Efforts	You're asking about one of the programs that has impacted our Tribal community? What I came up with is that [the agent] with her program, did the Earth Day event with us from the inception. We did 10 years of Earth Day out with the Tribe. She was always there with us, along with, at the Sunflower Festival, right next to us and doing the events.
Natural Resource Conservation and Bio-energy Development	Sustainability Efforts	We asked her when we did our America Recycle Day event, [the agent] was right along with us there. It seems like we were just carnies out there, running around doing our outreach and really making an impact with the kids. Because you could see the impact that [the agent's] program was doing with the kids out there. That was really

Theme	Sub-Theme	Statement
		<p>nice to see that the kids were always swarming her table, asking questions constantly. We were also involved with the recycling program. She was really emphasizing on reusing and repurposing a lot of items. One of the last things I can remember that she had that she was doing was the bags that she was making. And that was from teaching them how to sew and make the little bags out of the shirts. With the recycling program, it had already been started, but we pushed it to the next level, as in I think getting it recognized, as in what it was. And watching [agent] doing all her outreach, that also instilled it in us to do the same thing, as in mimicking that, going to see the kids in the schools. So that did a lot of help with the recycling program in itself.</p>
<p>Natural Resource Conservation and Bio-energy Development</p>	<p>Sustainability Efforts</p>	<p>The composting that [the agent] was talking about, my daughter, one of my other daughters got very interested in that. She's got a little composting bin out here that she started, and it was growing stuff in the bin. I don't know how she does it. She's very, I don't know, flighty I guess you would say. But she was really interested in it.</p>
<p>Tribal Youth and 4-H</p>	<p>Artistic Expression</p>	<p>Something that [the agent] developed and offered [she called the] Make and Take program. That was one she developed to teach children the basic abilities to make things from things that she collected and got donated. So, they could have gifts, Christmas gifts, because it was always just before Christmas. So, the children would have gifts to give their family members. They could keep it or give it as a gift. And most of them chose to give it as gifts. It was very well attended, not only by our community members, but individuals from other communities heard about it, and wanted to come to an additional one she had in following years. In fact, there was such a success with it, that other districts had wanted the same thing. And [the agent] said, "I will be happy to facilitate it, if you will gather the ones who will be willing to do the work." We missed the last two years because of the COVID. And the people really did miss it. The children wanted it so bad, but it just wasn't possible. One of the things that I recognize is the fact that my granddaughter who is staying here at this point, she and her mother, she took part in the sewing that [the agent] offered one year at the Make and Take. It was simply applying fabric to hand towels and giving it as a gift to whoever. My granddaughter enjoyed it so much. When she got home, she wanted to do one for one of her teachers. She wanted to do it herself. I'm very particular about my sewing machine. But having watched her sew at [the agent's] sewing class, I said, "Okay, you remember what</p>

Theme	Sub-Theme	Statement
		<p>you learned?" And she said "yes." And she made sure to put her pins in straight and stop the needle before she ran over them and removed them and all of that. The teacher she gave the gift to, really enjoyed it. She sent a note home to the mother saying, "thank you," that she really liked the gift. [My granddaughter] was excited. She wanted to do more. She did do a couple of other things. One of the additional things that they learned was how to applique. So, [she] cut out figures onto the washcloth.</p>
<p>Tribal Youth and 4-H</p>	<p>Family Engagement</p>	<p>My children and I have been in 4-H for about 15 years now. Because my husband's been in 4-H his entire life. So, when we started having children, it was important to our family that our kids be involved in 4-H. And 4-H was always something that I wanted to do as a kid, but it just really wasn't in my parents' schedule to do so. I was really happy to be able to have my kids in 4-H, and for them to experience that. We've learned a lot over the years about just caring for animals, appropriate care. Things as simple, I guess, as fresh water for your animals, or just... But it has impacted my family in the sense that it's something that we do together. We don't go on family vacations or anything like that throughout the year. But we always go to [local] Fair. So that's like our family vacation. That's the week when my husband and I both take off work, we spend time together. The kids have worked all year long on their projects, and we get to celebrate them in that. So, 4-H is really important to us in that aspect. We utilize it in such a broader sense than just animals, but with all [Extension offers]. My oldest [child] is 18. She just graduated. My second daughter is 14, and my third daughter is 11, and my youngest is my son and he's eight. As a parent, they say that parenting doesn't come with a manual. But I feel like there's simple tasks that people can do to help raise well-rounded, responsible kids. I didn't realize that just by having my kids in 4-H, they were learning some of those qualities. So, caring for their animals and being responsible and doing these things. Because without those things, I don't know how I would have taught them... I'm sure doing chores, and there's other things, but there were just things that came with 4-H that helped them to build a stronger, responsible work ethic. Especially my oldest daughter, I feel like even just her having younger siblings at the fair, and me having to do so much, she took on a lot. So, she brought them to the barn in the morning to feed their animals, and to make sure they had all of their stuff done. So, they were gaining that sense of individuality and doing the right things even if mom and dad aren't there. They</p>

Theme	Sub-Theme	Statement
		were learning how to do those things. I just feel like my oldest daughter really got a lot out of that, of having to care for someone other than herself and help build them.
Tribal Youth and 4-H	Family Engagement	Our family is trying to do a little more gardening, since we took part in [the agent’s] gardening workshops that she offered across the reservation to the different districts. In [one town], they were always fully attended. I think a lot of people benefit by that, because more of the children that are in 4-H now were trying to grow gardens.
Tribal Youth and 4-H	Family Engagement	And the things that were offered through the programs, the 4-H, or the community development programs that were offered, single parents took participation in it with their daughters. I found that to be amazing. We have such a rural community and very little for single parents to actually be active in safe activities. So, when the one father came with his daughter, I was really amazed. He was from a family that both of his parents had passed away, he had lost a brother. His daughter was very young. I think she was in the age where she could just begin participating. He wanted to get her involved. He found it to be so interesting. He wanted to do one of the projects himself. Another father brought his son to the... I don't know if it was Know Your Government or the programs that were offered through the Tribe, the various programs offered to the community, so they could get a better understanding what was available to them out there. They had so much interest in that, that [the agent] continued that as well.
Tribal Youth and 4-H	Personal Growth	...when we go to buy the livestock at the fairs, and you buy the animals, I buy for [the Tribal Council and the Tribe], is when you're sitting there all done and tired, and the kids come over, put their hand on you and thank you. I've accomplished something. A lot of those kids are afraid to talk to anybody, but they're coming over and thanking you. That just made the whole program worth its time to me. So, we're getting the kids going. [The Tribal Council], we've gotten to pushing for younger kids. We've even got kids that are on our board of directors. I have a representative. We're pushing to get younger people involved in ag. Instead of having 60-years-old being the median age, we're trying to drive it down to 40 or whatever. Somebody that will take this deal over and help us educate these younger students and 4-H groups.
Tribal Youth and 4-H	Personal Growth	[There was] one young boy who was had been identified as a troubled boy and he was so interested in everything that [the agent] had to offer. He settled down and he paid attention in her programs. Every one of them that she had,

Theme	Sub-Theme	Statement
		he was there, not only participating, but also helping. Anything she asked of him, he did. The parent and the teachers were amazed at the change in him.
Tribal Youth and 4-H	Personal Growth	I think we're very lucky to have [the agent] ... I'm thankful for it as a veteran 4-H mother and I've been really pleased to see that some of the members that I was a leader for, have grown and utilized the things that they learned through that program in their daily lives now. Record keeping, responsibility for teaching your children life skills, and being willing to share their knowledge with others in the community.
Tribal Youth and 4-H	Tribal Culture	[The agent] told the community people who are willing to volunteer to be leaders, that they could do a project, any project that the child wanted to do, was available through either one of the existing, or they could start an additional club for that project. And one of the things that was developed in this community was a cultural program.
Tribal Youth and 4-H	Barriers	We need more 4-H leaders, or a rotation of leadership in the 4-H in the communities that's already there. We need to develop more... we shouldn't limit it to only one leader, or we either rotate to a different family, or rotate to different... It develops them, more or less, help people learn how to lead and learn how to participate in these kind of meetings.
Tribal Youth and 4-H	Barriers	We've got to get more people educated, not just letting one [person]... Well, I know for a fact, working with our FRTEP agent that you can only ask so many times. Only so many people will say, "I can do that." So, it's hard to get people to come and [volunteer to be 4-H leaders]. But we've been trying, I know [the agents] and the two people [they work] for, they're pushing as hard as they can to get 4-H going into community... So, we've got a good program. I'm really proud to say, "Hey, you're a part of this program." You stand up, my shirt gets big. Okay? Thank you.
Overall	Approachability	I've learned to garden a little bit, by the way, through [the agent's] efforts. I really commend her for her ability to continue advising someone who doesn't follow directions and has to come back to her many times to get it right.
Overall	Responsive to Community Needs	This program is a good program. If we started out telling all the stories about the educational part of it, the 4-H part of it, and the cooking part of it, whatever project has come along, I know they've tried to put it on, we'd be here for a week, sharing all those stories. They're all good stories.

Theme	Sub-Theme	Statement
Overall	Responsive to Community Needs	It's been great to see it so successful, and to have good people running it. It's a good thing for this Tribe. And there are good people that run this program. I'm proud of them.
Overall	Responsive to Community Needs	I know they have big hearts and try hard as they can. I see it. We talked about the younger people and educational part of it. Whenever we help somebody or talk to somebody, somebody else has another idea. They will share it with you. So, we're not only just reaching that one individual. In essence, we're reaching the whole community, because they talk and they'll share what our FRTEP guys offer. That gets people in there. That was part of it.
Overall	Need for Additional Resources for FRTEP	[The agents], they really educated us on some of those things and noxious weed control and things like that, and I think that, like I said, we just need more of them, or I think they need more funding resources.

Image of Ripple Effects Map

