

## Kalispel 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 Kalispel 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 April 2021, a virtual Ripple Effects Mapping event was held with Kalispel 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 Kalispel 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 4-8 includes these themes and all of the stories collected from your REM event.
- Page 9 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](mailto:r.sero@outlook.com);  
Debra Hansen, [debra.ann.hansen@gmail.com](mailto:debra.ann.hansen@gmail.com); and  
JoAnn Warner, [warnerj@wsu.edu](mailto:warnerj@wsu.edu)

## **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 Kalispel Tribe and community, the impacts, effects, and benefits could all be found within the following program priority areas and subthemes listed here. On pages 4-8, you will see the same priority areas, subthemes with individual stories collected directly from the transcript.

### 1. Indian Community Development Around Economic and Workforce Enhancement

- Economic Development

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

- Community Involvement
- Education
- Family Involvement
- Healthy Food Choices
- Youth Involvement

### 3. Natural Resource Conservation and Bio-energy Development

- Sustainability Efforts
- Youth Conservation Education

### 4. Tribal Youth and 4-H

- Family Engagement
- Gardening & Nutrition
- Life skills

### Response to COVID

- Adaptation of Programs and Services

### Overall

- Responsive to Community Needs

## Themes, Subthemes, and Stories

Theme	Sub-Theme	Statement
<b>Indian Community Development Around Economic and Workforce Enhancement</b>	Economic Development	[As a master gardener], I'm always doing something. But I don't know if I want to do a business, but we make jams and different kinds of stuff. We've done a little bit for the farmer's market, because we also make huckleberry soap and jam and stuff like that.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Community Involvement	So, [FRTEP inspired gardening] got other people talking to other people about it, and in fact, I ran into some people picking up the [gardening] boxes and having them delivered at the language school and stuff like that. And it really was pretty cool. It took some walls down and people were talking to each other in the preparation of their own little garden space. So, I know some were talking about getting excited about it for this year, so I thought it was wonderful.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Education	I container garden because I don't like to weed, and so it's really good to have that support. One of our students, who is finishing up her master gardener class, so congrats to her. And it was with [the agent's] help and some help from the Tribe and getting her a laptop to get that completed. It's great to be able to move forward into what FRTEP has to offer. We've been very thankful for the things we've done so far.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Education	The things that I eat is probably not the best for me, so I kind of was reading about the home organic type food. So I would talk to [the agent] a little bit. She would say, "Hey, how about an automatic waterer?" So I'm learning about that.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Education	[The agent] has always been really, super nice, and so has [other Extension employee], reaching out, talking about, "We're going to cook. We're going to do this," the basic cooking lessons... I like listening to [the Extension employee]. She was really great. I went to some of her cooking classes she had at the community building, and it was actually really nice. It was really cool. I think we made some spaghetti sauce with some of the tomatoes and stuff and some of the herbs, so I thought that was pretty fascinating. And then we also made some medicines, and we made some chap stick and salves. She was up there for a couple classes, like some of the native herbs and things that we gather could also be put into the chap sticks and the salves, and I thought that was really cool. And that was through [the Extension employee] She was really involved.

Theme	Sub-Theme	Statement
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Family Involvement	<p>But last year with COVID starting, I became a full-time work at home mom with five kids in five grades, and I thought, "Well, we should learn some things, because now I'm homeschooling you basically." So we started a big garden and it was so fun to have them plant seeds and watch them grow, and then have to transplant them outside and do all the things. And then we have the benefit of harvesting from our garden all year. The kids really like to eat vegetables, so I have a daughter, my oldest daughter loves cherry tomatoes. And so it's so nice that she can just go out and she eats right off the vine. It took a minute to get some strawberries up, because we have a lot of strawberry plants, but they eat them so fast that it was a minute before I could have enough for a pie. And so I think the gardening aspect was great. It gave us family time. It showed the kids about healthy choices and cooking with the things we have from our garden, fresh. It was nice to go out and grab a green onion, or we had a lot of zucchini. We didn't actually ever pickle any cucumbers, because they ate them so quickly.</p>
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Family Involvement	<p>Well, I have four kids. We started gardening last year. Tomatoes were what did the best, but... We did cucumbers and lots of strawberries. We have raspberries. Oh, we did some peppers. I think zucchini and rhubarb. That's what was successful, anyways. Then we tried making different salsas. The kids found it interesting to do salsa with strawberry and tomatoes. [We were] mixing the different vegetables with the fruit. And the positive thing that I've seen from this is probably the family time, I guess, like picking what we're going to grow together. And then my oldest does the little herb garden and he'll put it on different things. We try to tell him what seasonings taste good on like, chicken or beef or something, but he just likes to experiment and sometimes we have to choke it down and sometimes it tastes really good.</p>
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Healthy Food Choices	<p>So, when I had my garden, [the agent] came down and helped me, and it was wonderful. I actually used some of that stuff from there into some of the salads and things like that. It is very healthy... I was actually going out there, grabbing them, washing them, getting it, and preparing it for a salad.</p>
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Youth Involvement	<p>I'm the kindergarten teacher over at our [Tribal] school, and we got about six garden beds here. And we have, what, kindergarten through sixth grade now, and they've all kind of picked a box and been taking care of it and stuff. But last year, with the zucchinis that we got, I made cookies and stuff for all the kids and they loved that. They went out and</p>

Theme	Sub-Theme	Statement
		ate all the tomatoes and loved that. They were really interested in weeding. They loved weeding. But it's been really cool. The kids are really just psycho about plants now, so it's pretty cool.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Youth Involvement	[The agent] got [our classroom] a water garden where there's a fish in the bottom and we grow stuff on the top. And we harvest that every week for their snacks and they're just crazy about it. They love it, and they feed the fish and take care of the fish, and they've just really seen how the animals help the plants and then we eat the plants, and they've just really been interested in that.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Youth Involvement	I am also a master gardener, so it's just exciting to see the youth that are excited about, talk about things that they have grown, sharing, when we were having lunch together, things that they have grown in their gardens or in their little home herb containers and things. Those are kind of exciting... with the youth that are I think being really enthused by the programs that are being offered as far as being able to grow their own produce and herbs. So thank you very much.
<b>Natural Resource Conservation and Bio-energy Development</b>	Sustainability Efforts	We have a native plant nursery at our [community forest] where we grow wetland plants for restoration projects through... It's almost like hydroponics, but it's like a flood irrigation system with troughs to grow plants that are usually live in wetland or riparian environments, and there's lots of other plants that we don't typically grow that have food resource functions. And so like elderberry and other things like that. So we're working with [the agent] to produce some of those plants and grow them up to healthy stock, and then transplant them to other areas in the community where they're easily harvestable for the Tribal community members.
<b>Natural Resource Conservation and Bio-energy Development</b>	Youth Conservation Education	Well, [the kids have] really been interested about the Earth. Well, Earth Day's coming, so we've been talking about that. And then they're starting to realize that the plants and everything on the Earth, how you got to take care of them, how they take care of you, how you get to eat them and stuff.

Theme	Sub-Theme	Statement
<b>Tribal Youth and 4-H</b>	Family Engagement	[The agent] been super awesome. So our house burned in January, and she's been great about bringing the kids things to do. I think she secretly made my children a 4-H group without telling us, but they love it. And so she's brought them rocks to paint that were meditation rocks and they have these cool little brochures that came with them about Salish and different words in Salish. And so we did that as a family activity. And then we did... They have little prayer boxes. She brought them a little micro greens garden, and so she's been helping keep the kids busy, so that's been nice since we had everything happen.
<b>Tribal Youth and 4-H</b>	Gardening & Nutrition	So, when I talk about the flowers, there was a little kid was saying, "What would you like to see on the reservation? Education, school sports?" Some kids said flowers, because flowers make them feel good. And I talked with [the agent] about that a little bit, so I'm pretty excited about that, because I know that 4-H when they have at the county fairs, there's always all these different entries and stuff. You see all these flowers. You see the artwork and everything. My brother, he took some, went out and picked some natural flowers and entered it into 4-H and into the fair, and he won a blue ribbon.
<b>Tribal Youth and 4-H</b>	Life Skills	A couple of things I've been working on with [the agent] and the program have been the archery program, working to get certified in 4-H archery. The tribal youth really love archery and it's a fun way to build confidence and work on coordination skills, great life skill to have. And so I've filled out all the paperwork. I'm going to a training class on Saturday. And so hopefully we can develop a 4-H program for archery to have at our Indian Creek Community Forest property where we have an archery range already set up. So that's been exciting. We haven't had an archery program before. We've done it informally but we've never had a real formal program. So we're excited about that. Usually in the summertime, we get between 20 and 40 [youths participating in the informal archery program]. We usually have multiple events with the summer youth that come out of the [a local] program and then we also get the language immersion school will do some archery sometimes.

Theme	Sub-Theme	Statement
<b>Response to COVID</b>	Adaptation of Programs and Services	I've been working with FRTEP programs for quite a while, and hit and miss, but lately during COVID times. [The agent] was able to help a lot of our high school kids who were lacking in some of their subjects work on passion projects to where they could earn extra credit to help in some of their classes that maybe they were struggling with because of the COVID shutdown. So, [the agent] was able to pass information on and the kids were able to try and take that information and go forward with it. I helped [the agent] deliver some of the [garden] beds to the families. But it's been definitely growing this last year or two, getting the word out and getting people excited about gardening.
<b>Response to COVID</b>	Adaptation of Programs and Services	Well, I'm terrible at Zoom meetings and stuff, but I just wanted to say the gardening was really exciting because I had never really had a garden, and a lot of people were so excited about it and talking with [the agent] and then [a second staff member] was involved.
<b>Overall</b>	Responsive to Community Needs	We had a death. Yeah, and [the agent] came in and we needed something. This guy wanted to sing, and so she took it and she took off to the office and she printed out the lyrics to the song that this guy wanted for the community at a time of need. So, we really appreciated it. It touched a lot of hearts.



