

## Colorado River Indian Tribes (CRIT) Federally Recognized Tribal Extension Program - Ripple Effects Mapping Findings

The Indian Land Tenure Foundation (ILFT) 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 Colorado River Indian Tribes (CRIT). 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 \[tribalexextension.org/success-story/tribal-food-sovereignty/\]](https://tribalexextension.org/success-story/tribal-food-sovereignty/)

In May 2021, a virtual Ripple Effects Mapping event was held with Colorado River Indian Tribes (CRIT) 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 Colorado River Indian Tribes (CRIT).

- Page 2 shows examples of ways you can use this information.
- Page 3 summarizes in themes and subthemes the ways in which the FRTEP program and you as the FRTEP educator/agent had impact in your Tribal community.
- Pages 4-9 includes these themes and all of the stories collected from your REM event.
- Page 10 is an image of the full REM Map, which is also attached as a PDF for reprinting. Additionally, a laminated poster of your REM MAP is being mailed to you, to share with community members, Tribal leaders and others vested in your programs.

If you would like to have an opportunity to discuss in further detail and/or have questions, we can set up a Zoom meeting with one of the Ripple Effects Mapping team members.

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## **How you can use your Ripple Effects Mapping data:**

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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 Colorado River Indian Tribes (CRIT) 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 4-9, you will see the same priority areas, subthemes with individual stories collected directly from the transcript.

### **1. American Indian Cultural and Linguistic Preservation**

- Engaging Adults in Tribal Traditions

### **2. Indian Farmer and Rancher Productivity and Management**

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

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

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

### **4. Natural Resource Conservation and Bio-energy Development**

- Fish and Wildlife Conservation

### **5. Tribal Youth and 4-H**

- Artistic expression
- Family Engagement
- Personal Growth
- Social Connections & Community Engagement

### **Response to COVID**

- Adaptation of Programs and Services

## Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
<b>American Indian Cultural and Linguistic Preservation</b>	Engaging adults in Tribal traditions	I've asked different community members to come and do the traditional part, because like I said, we have four different Tribes, so there's four different ways to prepare and they have different ceremonies or something that they do before and different teachings that they've learned. And one thing that stuck with me is, instead of doing one seed, you do four or five because... you're feeding the gophers and you're feeding the birds, so you get one part of what you planted. So make sure you feed everybody too while you're planting. So that way you get a good crop, but you have yours and they have theirs.
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for farmers	Okay. I do farming here on the reservation... and I see [Extension] is a pretty valuable asset here as far as 4-H and just to continuing education of what's happening here in the valley, even the insights and growing techniques. When the bugs come in, they give you tools and they're just giving you helpful information.
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for farmers	And just the 4-H and the Extension office it's all connected. It connects the dots in my life. Without this program it'd be a little difficult. And there's this good, useful resources here. I do ask ag spraying [questions] and learn the chemicals. It's wonderful. ...without having that there's no guidance. It's like up and down hill and you just find your place at home. That's how I describe the Extension office. All the programs that they have are pretty awesome. I'm a busy man, but I try to make time for everything. And sometimes I can't do everything. I do the best I can, and if I have the opportunity to take a Zoom class, I will. It's not because I need the hours, but it's just sometimes I want to learn what the bugs are doing, what's happening elsewhere.
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for future and new farmers and ranchers	And I was doing farming in a big scale. That's another issue that I deal with myself that I'll try to teach my children when the time is right. And I just think that these programs are very helpful, and I cannot see [being] without them here.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Education	I have above ground garden beds, and also this was my second attempt at planting in ground. So I had tried to plant some corn in the soil. When I first ended the gardening class, I just jumped right in and I thought, "Well, I'm going to grow some corn." And that didn't work out. So I'm willing to try it again, this next season coming up. And everything else that I planted in my above ground beds I learned a lot about the soil mixtures and things, and I actually haven't had anything really go to waste. So it's all worked out and it's because of the program I took and what I learned.

Theme	Sub-Theme	Statement
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Education	And then also we were saying teaching the younger generation and showing them how to garden and how to plant. And sometimes you don't know if the worst comes to worst, you're going to have to grow your own food. And they'll know how. [The agent] has also expanded, like you said, to the community which my church just last week we started a garden class with them. And so they were excited to do that too. So we started with church groups and then, like I said, families.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Family involvement	So, I have four children who are 10 and under, and they all get outside, and it excites them, and it gets them interested in it. And we come from a farming family. So, it's a little bit different side of what dad grows on a huge scale compared to what mom grows and grandma does at home. So, they enjoy it. They enjoy being able to go outside and pick what they want to eat for that day. And it's just something fun.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Family involvement	I have experience on a few sides with regards to the Extension office. Most recently I did attend one of their gardening classes, and so that's what I'm going to talk about today. We're also members of the 4-H. This coming up season is going to be our third year, and we have nothing but good things to say about that. We're going to have two children out of four who are eligible for the program, and we do homeschool our kids. So that's a major, major plus for them to be able to do something like that in our community with it being so rural. And that's also how I saw the gardening class when it became available. So, I took the six-week course and finished all that. [The agent] actually came to our home and was actually able to help me with a few soil questions I had, which was amazing... And so, I had chosen a few crops and our entire family still gardens and we eat what we grow. And if we don't, we feed it to the chickens. So, nothing goes to waste.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Healthy food choices	I come from a family who my great grandmother taught us how to can when we were very little. So, we actually have done it from the beginning. So, we would buy just boxes of stuff in bulk when it was during the season. And now I'm able just to grow it ourselves and can it and have it.
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Healthy food choices	Just eating healthier in general. Especially right now the price of vegetables and stuff to feed a family of seven, which is what we have, is not cheap. So, when we can get an abundance of something, when it just takes a little bit of labor to do so, I think the kids realize that too. So, it's had a large impact on our family personally.

Theme	Sub-Theme	Statement
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Youth involvement	<p>I'm a teacher at... Elementary School. I've been here 29 years. And I've been working with [agent] for, it's got to be close to a decade. We have a school grove with fruit trees and we have a school garden. I teach history and PE, and I just make it part of my PE class that one day a week we go out there and we work. So, our class sizes average probably 15 to 16 kids. We'll start in the fall tearing out whatever was left from the summer, usually [fruit and vegetable] ... So, we go out and put bedliners on. ...first, we put on drip lines, and then we cover up the drip lines with bedliners. We'll either burn holes where the spouts are or the drip liners, or we'll just cut holes if we don't feel like burning them. We plant. In the fall, we'll plant [vegetables]. And we usually harvest that. We plant probably in October, and we'll probably harvest it around the 1st of December. And then we just planted. Probably a month ago we planted [fruits and vegetables]. And that's in the garden. In the Grove, in the fall we'll harvest [fruits] and then tomorrow, well, probably Friday, we'll go out there and harvest [fruits]... We're probably talking a good half a football field, I guess. I'm not real sure what the acreage would be, but it's pretty extensive. We irrigate... So, it's quite a bit of work, but my kids I'm not going to say it's a fairy tale.</p>
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Youth involvement	<p>Probably 30 to 40% of my students take an interest in it, and ask questions and want to learn. And 50% to 60% are out there because this is part of our class, this is what we do. But whether they want to learn or not, it's hands-on. They are learning how to plant, when we water, when we irrigate, how to harvest, how to weed. [the agent] will come out there and do the fertilizing, but they see how he's doing the fertilizing. So it's a very hands-on operation. Again, we've been doing this for probably close to the last 10 years.</p>
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Youth involvement	<p>To our kids, we'll give a few to them free, but we also try to use it as a fundraiser. We'll sell lemons like 10 for \$1, oranges for \$0.25. And then we take that money. This year was it was close to \$300 and that's just from the fruit. That doesn't include the vegetables we sell or anything like that. And we buy gift cards for our kids at the end of the year. And part of our discipline program is, the kids that don't have a lot of conduct violations. And at the end of the year we give them \$100 gift cards or \$50 gift cards depending on how few conduct violations they have. And the way we pay for that is through the produce that we have in our garden that grow.</p>

Theme	Sub-Theme	Statement
<b>Natural Resource Conservation and Bio-energy Development</b>	Fish and wildlife conservation	Our [FRTEP-sponsored] club did start the very first-ever statewide fishing project. COVID did interrupt it, but we did have one strong year where it was recreational fishing. You get to learn about going out, identifying local species in the Colorado River. Why you should work to conserve them and not just take them for no reason other than to catch them. Cooking them and eating them would be your next step once you do catch the fish, but first you have to learn what fish are there and how you need to find them. So that's one activity.
<b>Tribal Youth and 4-H</b>	Artistic expression	I took 4-H when I was younger. I took a lamb and cooking. I think [a local] mom was one of my leaders. So, it's come full circle. Now my daughter is in. She tried to do a rabbit this year, but it passed away. It was her first year, but she's determined to try again and be in 4-H again this next fall it happens again. But she's excited to do that. But she was in cake decorating and got a purple [ribbon] the first time her first year. So that made up for her animal.
<b>Tribal Youth and 4-H</b>	Family engagement	This coming up season is going to be our third year [as a family in 4-H], and we have nothing but good things to say about that. We're going to have two children out of four who are eligible for the program, and we do homeschool our kids. So that's a major, major plus for them to be able to do something like that in our community with it being so rural.
<b>Tribal Youth and 4-H</b>	Family engagement	[4-H] is a huge thing for us because, like I said, we do homeschooling. So, we tried attending a couple of the public schools and the private schools in our area and it wasn't just a very good fit. And so, once we got the opportunity to start doing things at home, we took it and realized that we want the social interaction for our children, but we also want them to be doing something that they like to do. And sports in our area just driving back and forth, it could be a three-hour drive one way just to go to one sports game. And when you have three other younger children to take, it just wasn't an option. So, once we found 4-H and just being tied back around full circle to, "Hey, my dad grows the food for my animal." It was a huge light bulb that we saw go in our children. So, it's just really just something that's come full circle for our family.
<b>Tribal Youth and 4-H</b>	Family engagement	And we buy gift cards for our kids at the end of the year. In fact, my wife was going up to do that today. And part of our discipline program is, the kids that don't have a lot of conduct violations. And at the end of the year we give them \$100 gift cards or \$50 gift cards depending on how few conduct violations they have. And the way we pay for that is through the produce that we have in our garden that grow.

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<b>Tribal Youth and 4-H</b>	Family engagement	We are four generations of 4-Hers. My grandpa joined 4-H in 1947. My mom was in 4-H. I'm still involved in 4-H and my children. I have children in 4-H right now. I love the 4-H program. I love all of the opportunities it provides for children to start learning about accountability, responsibility about being a good role model and a good productive community member whatever your community is, that's important to our club and to the 4-H mission. I remember always having grandparents in the stands watching me when I showed. Having grandparents at any of my presentations. My kids have their grandparents in the stands cheering them on. And so, this has always been a common ground for our spread-out family to come together and share an experience, anything 4H really.
<b>Tribal Youth and 4-H</b>	Personal growth	I really love what 4H does for just kids in general. Not only my kids, but kids in general. They start learning about how a meeting is run. Every monthly meeting is run completely by our youth officers. They follow an agenda, they take action, they run a budget, and they make donations to the community when necessary. I think it teaches the kids how to be familiar with that type of setting when they maybe go to their homeowner's association board or their local Tribal board. Or if they even just want to join their FFA, office or team. They feel a lot more comfortable after having been at these 4-H type things. Not to mention the responsibility they gain from having to care for another animal and then presented to be judged. That's a big deal. And so, then you are accountable for your work. Did you actually work with your animal, or is it dragging you through the ring? And maybe now you wish you had, so it teaches time management as well. And then there is, of course, the record keeping. You have to return the record book. I expect all of my 4-H kids, not just my own personal kids, but everybody in the 4-H should conduct themselves in a manner that is conducive to being a good citizen and a good person. And good things happen to good people.
<b>Tribal Youth and 4-H</b>	Social connections and community engagement	We have the members [of the 4-H club I lead] serve at the local Thanksgiving community dinners. They serve plates, they serve drinks all the way from ages five, up to 14 or 17 or however old members are in the club. So that's great to have the kids interacting with fellow community members. We also collect canvas every year for trick or treat. My club personally has been putting on a totally free Halloween carnival every year down in the valley at our only little gas station here. The gas station provides hot dogs and drinks and some of the prizes and the club runs games, carnival



Theme	Sub-Theme	Statement
		style. And it's a lot of fun. We also do a pumpkin carving contest. It's a lot of fun.
<b>Tribal Youth and 4-H</b>	Social connections and community engagement	...during quarantine, my [4-H] club, they wanted to thank local essential workers. And so, each family has families at home and their own kitchen had to bake some sort of sweet baked good enough for 70 people because they chose four different businesses in our community. And I called each one to find out how many employees. It turned out we needed 70. Each little goodie box that we put together the families individually wrapped them. We put them into one goodie box and dropped them off at the businesses. And that was how they said “thank you” to their local essential workers. And that was something that was kid driven. The kids brought it up during a meeting, they voted on it. I found a way to do it at a socially distanced acceptable way, and they got it done. And so that right there is a sign of kids trying to help out their community. And I loved it.
<b>Response to COVID</b>	Adaptation of programs and services	During quarantine, my [4-H] club, they wanted to thank local essential workers. And so each family has families at home and their own kitchen had to bake some sort of sweet baked good enough for 70 people because they chose four different businesses in our community. And I called each one to find out how many employees. It turned out we needed 70. Each little goodie box that we put together the families individually wrapped them. We put them into one goodie box and drop them off at the businesses. And that was how they said thank you to their local essential workers. And that was something that was kid-driven. The kids brought it up during a meeting, they voted on it. I found a way to do it at a socially distanced acceptable way, and they got it done. And so that right there is a sign of kids trying to help out their community. And I loved it.
<b>Response to COVID</b>	Adaptation of programs and services	I thought I had heard you asking about how the garden has impacted the community. And I know during quarantine when there were no kids there to pick, my mom and I would go and gather either pick up bags that the teachers had already put together from excess crops, or we would pick some ourselves to put into bags and then we would hand deliver them to elders or settings around the community, or just families that really needed some extra vegetables and fruit. Everybody was so grateful every time they got even if it was carrots, which nobody here is a super fan of carrots, I don't think. And even the carrots, they were just so happy to get. So, the garden was a great asset to the community.

# Image of Ripple Effects Map

