Magithu: MHA Nation and University of North Dakota

RIPPLE EFFECTS MAPPING: Highlighting Accomplishments and Successes



National Child Welfare Workforce Institute
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Acknowledgments

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Summary of Findings

This report begins with a high-level overview of the Mandan, Hidatsa, Arikara Nation (MHA) Social Services department's **Workforce Excellence (WE) implementation** project named "Magithu" (the Hidatsa word for "harvest"), including the process of:

- Selecting focus areas for the project work based on MHA's workforce strengths and needs assessment, and
- Partnering with the University of North Dakota (UND) and the Native American Training Institute (NATI) to support staff and students.

The report then dives deeper into the Magithu project journey by sharing findings from a **Ripple Effects Mapping (REM)** session. On July 27, 2023, evaluators from the National Child Welfare Workforce Institute (NCWWI) facilitated an in-person REM session with MHA, UND, and NCWWI staff to hear about the positive impacts the WE project work has had on the participants and others. Findings from the session are summarized below and themes are shown in Figure 1 and discussed in more detail in the report.

Figure 1. Main REM Themes and Subthemes



The MHA WE project included the formation of an Implementation Team and two "Action Teams" that focused their efforts on staff hiring, training, and retention. The project was supported by MHA's partnership with UND where MHA staff could receive stipends to return to school to earn their Bachelor or Master of Social Work (BSW or MSW). Overall, MHA and UND staff who participated in this WE project highly valued their **partnerships** with each other, other tribes and community organizations, and NCWWI. They appreciated the **learning opportunities** that included coursework at UND, trainings offered by external partners, and licensure preparation supports offered by a NCWWI tribal project lead. Throughout the project, team members **demonstrated adaptability and embraced innovative approaches** to the work. Overall, MHA and UND staff felt that the WE initiative was worthwhile and will be sustained.

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Introduction

The goal of the National Child Welfare Workforce Institute's (NCWWI) Workforce Excellence (WE) initiative was to support the Mandan, Hidatsa, Arikara Nation (MHA) Social Services department in assessing workforce challenges and selecting and implementing organizational strategies to address the needs they identified. As part of this effort, the NCWWI team worked with MHA to create an Implementation Team intended to promote distributive leadership and include staff in decision-making. Some members of the Implementation Team then formed "Action Teams" (one focused on management and one focused on training) to implement efforts to achieve desired workforce outcomes. Another goal of NCWWI's work with MHA was to support a partnership with the University of North Dakota (UND) by involving UND in workforce-related efforts and offering stipends for tribal child welfare staff to earn their BSW or MSW. The Native American Training Institute (NATI), a close partner with UND, was also involved in the WE project efforts.

The NCWWI evaluation team prepared this report to describe MHA's process for:

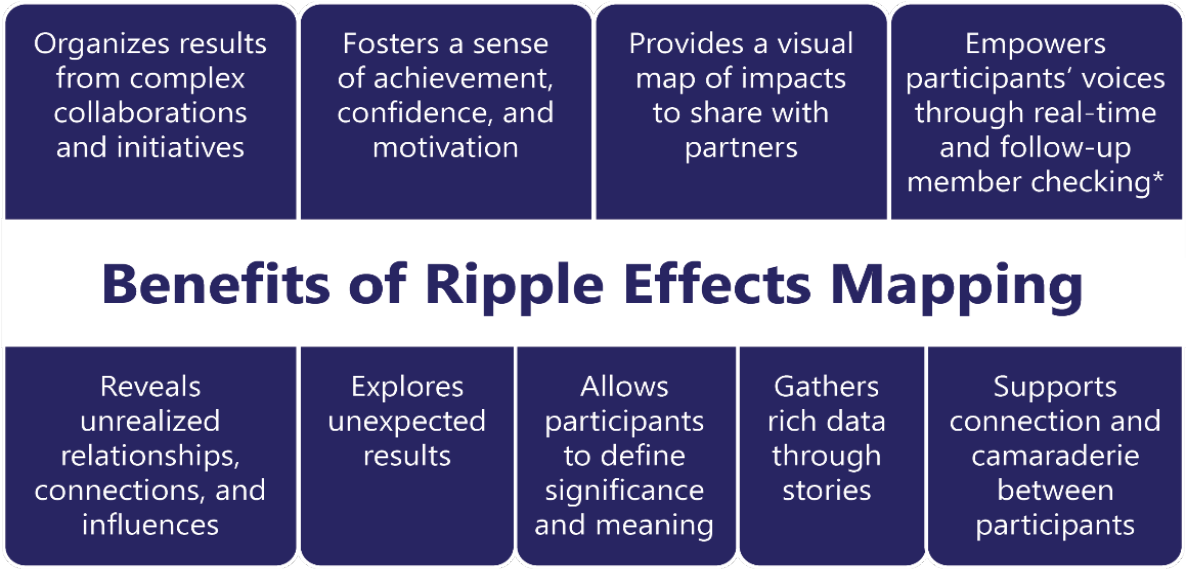
- **Selecting components** from the NCWWI Workforce Development Framework (WDF) (see Figure 2) to provide a focus for the Action Teams' work
- Selecting **Action Team members** and strategies to implement
- Identifying the **aims and goals** of the workforce strategies they implemented

Figure 2. NCWWI Workforce Development Framework



Next, we introduce **Ripple Effects Mapping (REM)**, a participatory and strengths-based evaluative approach that aims to highlight the WE project work and capture Magithu's efforts and impact to date (see Figure 3 for the benefits of using REM). Finally, we share the visual and textual summaries of the subthemes and themes that emerged during the REM session that the NCWWI evaluation team conducted with MHA, UND, and NCWWI staff members.

Figure 3. Benefits of Ripple Effects Mapping[1]



* Member checking involves soliciting participants' views of the credibility of the findings and interpretations.

WDF Component Selection Process

In July 2019, the NCWWI evaluation team conducted a Tribal Comprehensive Organizational Assessment (TCOHA)[2] to identify MHA's workforce and organizational strengths and opportunities for growth. Evaluators presented the results to MHA, UND, and NATI staff in December 2019. In 2020, the Implementation Team regularly reviewed the results in their monthly meetings, and MHA Social Services leadership consulted regularly with staff about the findings and the areas that should be prioritized for the WE implementation work. By March 2020, the WDF components that were under consideration by the Implementation Team were: Organizational Culture and Climate, Education and Professional Development, Leadership, and Work Conditions and Benefits (specifically secondary traumatic stress) and Workload (specifically job stress). In October 2020, the Implementation Team narrowed it down further and chose three areas for deeper exploration: **Leadership & Supervision, Professional Development – Licensure,** and **Secondary Trauma & Stress.**

[1] Chazdon, S., Emery, M., Hansen, D., Higgins, L., & Sero, R. (2017). A field guide to Ripple Effects Mapping. Minnesota Evaluation Studies Institute, University of Minnesota Libraries Publishing. https://ucanr.edu/sites/CEprogramevaluation/files/317076.pdf

[2] Rienks, S., Armendariz, S., Longworth-Reed, L., Sedivy, J., Golieb, K., Phillips, J., Lizano, E., & He, A. (2019). *MHA Nation Social Services, Tribal Comprehensive Organizational Health Assessment*. Albany, NY: National Child Welfare Workforce Institute.

WE Member Selection Process and Project Naming

In July 2020, members of MHA's Implementation Team identified two staff members to serve as Action Team facilitators. NCWWI trained the facilitators for their roles in August 2020. MHA's staff of approximately 25 people shared the work of identifying and implementing workforce strategies. Implementation Team members also began work on a *Pathway to Change* to outline the vision and goals of the WE project and to identify what activities they could implement to result in the best outcomes. To help address the Leadership focus of their WE project, MHA leadership selected seven staff to attend NCWWI's *Tribal Child Welfare Leadership Academy* (Leadership Academy) in September and October 2020. To address the desire for more staff to achieve licensure, a NCWWI project lead began offering social work licensure test preparation sessions in October 2020. By that time, several MHA staff had enrolled at UND as NCWWI scholars, and MHA was on track to have 30% of their staff hold a social work degree.

In early 2021, MHA leaders expressed a desire to name the project (something besides "NCWWI WE"). As part of a previous workforce project, MHA developed a cultural practice model for service delivery and named it the "Skun-Eyah Project," meaning "Garden Project," which represented their efforts to plant seeds as an investment in their staff and community. In the summer of 2021, MHA named this WE project "Magithu," which is the Hidatsa word for "harvest," to signify the growth and successes of past and current efforts (see Figure 4 for the Magithu logo).

Figure 4. Magithu Logo



Magithu Goals

As part of the *Pathway to Change* development and staff participation in the leadership academy, Magithu team members outlined the overall vision, goals, expected outcomes, and action plan for the WE project:

The Pathway to Change –Vision Statement

Tribal Agencies, Organizations, and University Partnerships will be empowered and strengthened by the cultural teachings of being honest and accountable while promoting healing and balance of the workforce.

Workforce Excellence Initiative Goals

1. Address Secondary Traumatic Stress of the workforce
2. Strengthen supportive supervision
3. Improve leadership across all levels of the organization

4. Improve staff self-efficacy through:
    a. Cross-training
    b. Individual training plan for all staff
    c. Staffing every week that focuses on best practice and learning activities

Workforce Excellence Outcomes

1. Improve staff skills and self-efficacy
2. Increase workforce retention
3. Improved prevention services
4. Improved family preservation
5. Serve as a model for how to use cultural values in child welfare practice

Workforce Excellence Action Plan

- Support for 25% of workforce to get MSW at UND through NCWWI stipends
    - Merit increases for graduates
- Fully staffed
- Performance evaluations
    - Self-evaluations and supervision evaluations
    - Measure growth in self-efficacy over time
- Identify high-risk families and surround them with prevention supports and services
- Improve safety and service plans
- Engage Action Team Facilitators
- Use inclusive Action Team Process to move change forward
- Intervention and Components
        - Leadership
        - Supervision
        - Secondary Trauma & Stress

By February 2021, MHA leadership determined that some of the areas of concern for the workforce were already being addressed directly through some of their internal processes and practices and would not require an Action Team to oversee the work. Additionally, leadership and members of the Implementation Team decided that most focus areas could fall under the purview of two Action Teams (see Figure 5):

- A **Training** team to support finding and offering trainings related to trauma-informed care, child protective services frameworks, qualified expert witness, child welfare, and wraparound care.

- A **Management** team to identify an assessment that could be offered to staff regularly to identify areas for growth and create professional development plans that would be

addressed in supervision to maximize the number of staff who are cross-trained and who earn a social work degree and licensure.

MHA leadership identified the staff who would serve on each of the Action Teams, which began meeting regularly in 2021.

Figure 5. Action Teams and Goals



What Is Ripple Effects Mapping?

In the last year of NCWWI's work with MHA, NCWWI's evaluation team conducted a Ripple Effects Mapping (REM) exercise with Magithu members to help illustrate their efforts and impact to date. REM is a highly participatory and strengths-based interactive approach that aims to illuminate diverse perspectives and reveal both anticipated and unanticipated outcomes of an initiative. REM celebrates accomplishments and uses an approach called "Appreciative Inquiry" to gather stories and impact from participants and/or key partners. Participants' stories and reflections are mapped in real time using a visual mind map to demonstrate connections and relationships.[3]

NCWWI's evaluation team conducted the REM to supplement MHA's own efforts to evaluate workforce strategies (e.g., using information and data to continually track progress, modify strategies, and reduce or eliminate barriers). REM is useful for capturing the impacts of the WE

[3] Chazdon, S., Emery, M., Hansen, D., Higgins, L., & Sero, R. (2017). *A field guide to Ripple Effects Mapping*. Minnesota Evaluation Studies Institute, University of Minnesota Libraries Publishing. https://ucanr.edu/sites/CEprogramevaluation/files/317076.pdf

project team's complex work and the "ripple effects" that result from their efforts by providing the space for Magithu members to share their experiences of what "impact" looks like to them.

"Impact" can mean…

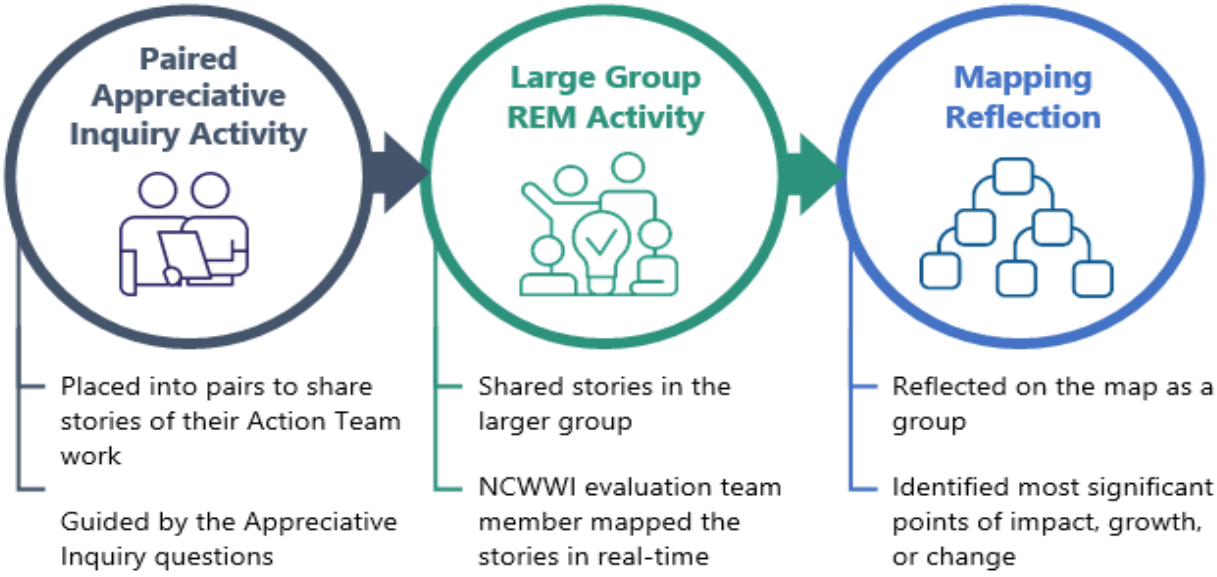


Methodology

Ripple Effects Mapping Process

On July 27, 2023, NCWWI's evaluation team conducted an in-person REM session with the Magithu WE project team on the Turtle Mountain Indian Reservation at the Sky Dancer Casino and Resort. Participants were invited to the REM session via email, and a Zoom option was available for participants who were unable to travel. The REM session lasted approximately 2 hours and consisted of three components (see Figure 6):

Figure 6. REM Session Process Steps



Who Participated in the REM Session?

REM session participants consisted of Magithu WE project team members including MHA Nation child welfare staff, UND staff, and NCWWI project team members (see photo).



Paired Appreciative Inquiry

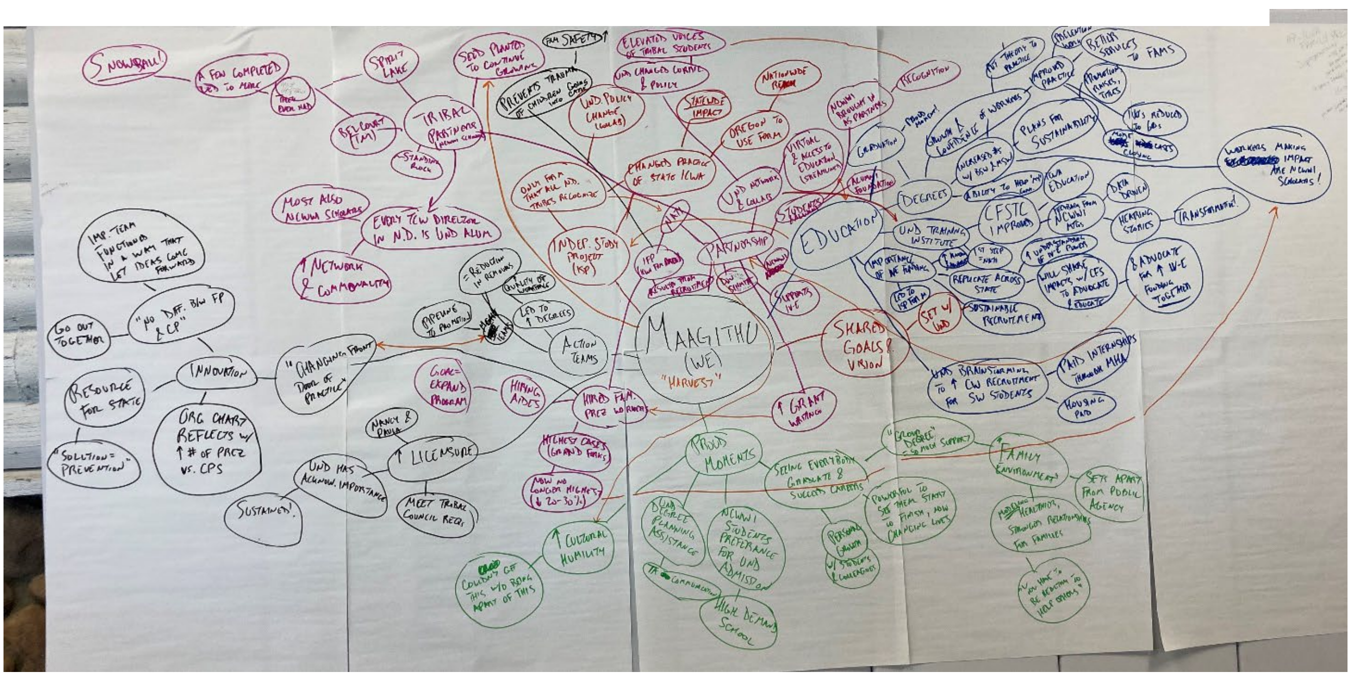
Participants were paired to share their stories from their work with Magithu. The NCWWI evaluation team developed two Appreciative Inquiry questions to guide these conversations:

- What about your Workforce Excellence work are you most proud of?
- What is a highlight, achievement, or success you've had or seen as part of your Workforce Excellence work?

Large Group REM Activity

After the paired breakout session, participants returned to the large group to volunteer and share stories from their Appreciative Inquiry activity. A REM facilitator from the NCWWI evaluation team guided the large-group discussion by providing prompts, asking for clarification, and checking that people understood the stories and experiences participants shared. Another NCWWI evaluation team member (REM mapper) mapped the "ripples" or unintended effects or outcomes of participants' stories and experiences on large sheets of paper (see Figure 7). Throughout the group discussion, participants had the opportunity to volunteer and share their own stories and to communicate with the REM facilitator and mapper to identify, validate, and add to emerging ripples (i.e., story threads) in real time.

Figure 7. REM Session Ripple Map



Mapping Reflection

At the end of the large group REM activity, participants were asked to reflect on the map as a whole. This reflection allowed participants to identify the stories with the most significant impact, confirm the information provided, and verify the relationships that emerged.

Analysis

Following the REM session, the NCWWI evaluation team developed the digital Xmind Ripple Map from the hand-drawn map created during the session. The evaluation team utilized the session's audio recording to clean and refine the Xmind Ripple Map, ensuring that the content was accurate and that important quotes were included. The evaluation team then sent the updated Xmind Ripple Map to the WE project team for their review to confirm that it accurately reflected the group's conversation with the option to make any revisions. This final Xmind Ripple Map is in Appendix B.

The NCWWI evaluation team then identified themes within the Xmind Ripple Map to group the impacts/ripples and stories participants identified into broad, meaningful categories. Evaluators then summarized the content and provided an overview of the session. The thematic map is in Appendix A.

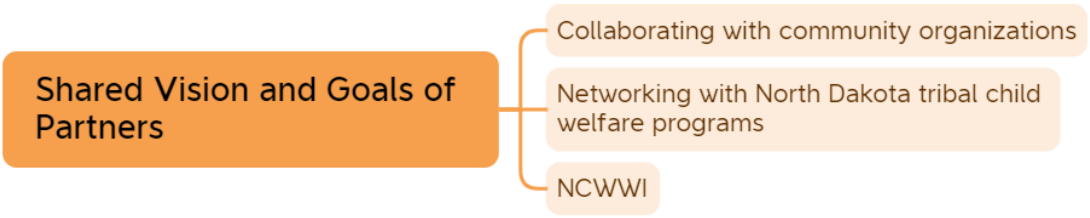
Findings: Themed Ripple Effects Map

The following sections describe what was learned from the REM session and provide a visual and textual summary of the themes and subthemes identified in the thematic map. Figure 8 reflects the main themes and subthemes from the REM session. The complete Thematic Ripple Map is in Appendix A.

Figure 8. REM Themes and Subthemes



Ripple Theme 1: Shared Vision and Goals of Partners

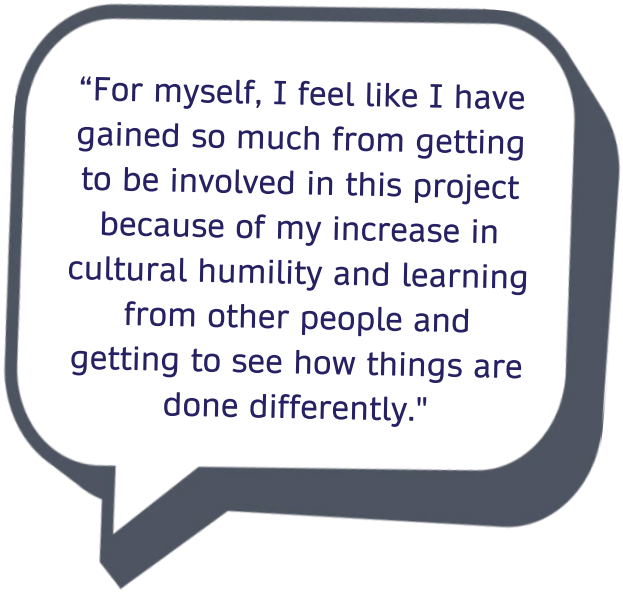


Summary of Overall Subthemes

A key theme from the REM session was related to the many partners involved in the WE project work and the importance of those collaborations to developing and achieving a shared vision and goals.

Collaborating With Community Organizations

Although MHA and UND had a good working relationship for many years prior to Magithu, REM participants noted that the process of writing an application to become a WE site and the subsequent work together allowed the two groups to have closer collaboration and develop shared goals that ultimately strengthened their relationship. From the beginning of the NCWWI scholar stipend program, UND supported MHA staff who wanted to go to school by assisting with degree planning and giving admission preference, improving MHA staff's access to a quality education. When the COVID pandemic happened, many colleges and universities struggled to make their courses available online, but because UND already had virtual programming, there was little disruption for students who were working full- or part-time, had family obligations, and/or lived far from campus (as was the case for MHA NCWWI scholars). Throughout the course of Magithu, UND continued to focus attention on Indigenous students' needs, taking steps to modify both their curriculum and physical environment to elevate the voices and visibility of Indigenous students. UND continued to make efforts to engage social work students in child welfare (particularly



tribal child welfare) through scholarships and grants and, together with MHA, offered paid internships for students. UND is also making efforts to partner with Nueta Hidatsa Sahnish College located on the Fort Berthold reservation to roll out a "2 + 2 program." That program will make it easier for individuals living in Fort Berthold (such as MHA staff) to attend college locally for two years and then finish their BSW or MSW with UND. The synergy between MHA and UND and has been further strengthened via the Children's Bureau's ICWA Implementation Partnership Grant, a five-year grant to advance ICWA implementation through stakeholder training and policies and procedures. UND received a second five-year grant totaling $2.5 million in October of 2023, with MHA continuing as one of its partners, supporting the sustainability of MHA and UND's collaboration.

NATI, a close partner of UND, is an important resource for UND, MHA, and other child welfare and tribal child welfare programs in the state. NATI conducts the first part of UND's Child and Family Services Training Center (CFSTC) Child Welfare Certification Training (discussed further in Ripple Theme 2: Learning). As part of their ICWA Partnership Implementation grant with UND, NATI employs ICWA Family Preservationists to represent North Dakota tribes in child welfare cases, especially in counties with high rates of Native children in foster care. Through this effort, places like Grand Forks (which had the highest number of cases in the state) have decreased their case numbers by 20-30%, meaning fewer children are coming into foster care and more are staying home. NATI served as a field placement for NCWWI scholars, and one REM participant noted, *"The people that are working these jobs are NCWWI scholars, and they are coming off all these projects and doing all this work and it is changing the data and the stats in North Dakota in positive directions."*

Networking With North Dakota Tribal Child Welfare Programs

Starting with the MHA/UND WE application to NCWWI, a clear priority was making NCWWI scholar opportunities available to other North Dakota tribal partners, particularly Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians, with whom MHA, UND, and NATI all have good working relationships. REM participants noted that when tribal child welfare partners learned about the number of MHA staff in the UND program, their own staff also hoped to participate, and the stipend was offered to them as well. As a result, Spirit Lake and Turtle Mountain tribal child welfare programs have the highest number of staff with degrees they have ever had. One REM participant observed, *"For the first time, probably in our child welfare history in North Dakota, we have the most degrees and the majority of those degrees are from UND. And NCWWI funded it. And that's impactful to all the Indian Child Welfare agencies in North Dakota."* Participants went on to note that all current tribal child welfare directors in North Dakota are UND alumni, and half of them are NCWWI scholars, and suggested that this commonality has helped to increase networking and collaboration between tribal programs. Participants described the networking and support for one another as positively impacting everyone and hoped it would continue, as one person said, *"We are*

hoping that this is a seed planted to help stabilize the earth around so that other plants can grow."

NCWWI

A common subtheme of the shared vision and goals of partners theme was the role of NCWWI in helping to strengthen the UND-MHA connection and offering stipends for students to earn their degrees. Some participants observed that NCWWI clearly demonstrated their commitment to the scholars by actively involving them as partners in the annual June NCWWI WE all-sites gathering, providing an opportunity to hear about the students' work and acknowledge their many successes. Student recognition has extended to the workplace at MHA, in particular, as NCWWI scholars have taken on greater responsibilities at work with many stepping into leadership roles.

Ripple Theme 2: Learning



Summary of Overall Subthemes

Academic Degrees

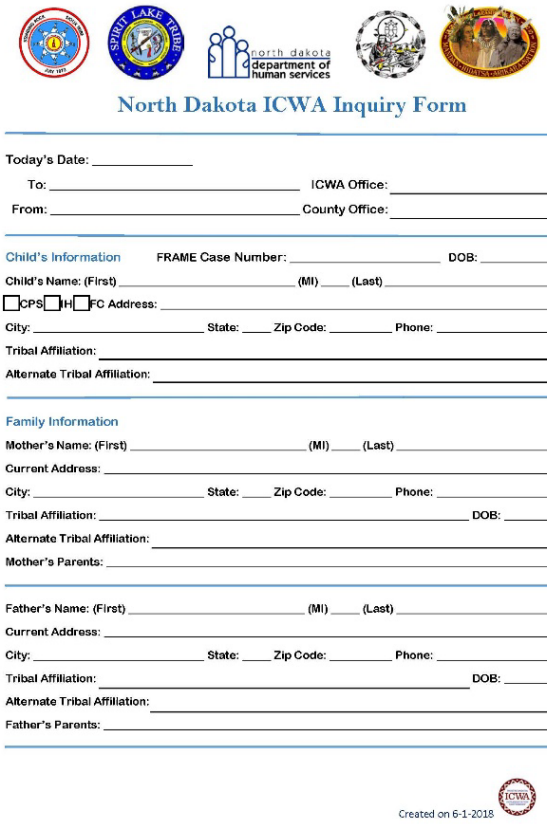
A strong theme that emerged from the REM session related to the impact of MHA staff's increased academic attainment. As a result of the NCWWI scholar stipend program, MHA saw a rise in the number of staff earning BSW degrees, and there was also an increase in those actively pursuing MSW degrees. REM participants believed that this rise in academic achievement contributes to staff retention and enables staff to help in their own community. According to participants, the increased education level has positively impacted workers' growth, confidence, and understanding of practice, leading to improved services for families and more case closures. One REM participant emphasized that staff's enhanced ability to apply theory to practice has *"hugely improved"* MHA family outcomes. Another individual shared that the Magithu team is proactively planning to sustain academic advancement, saying, *"We are coming to the end of this project, but we still have a full load of people in school and we are making plans to figure out … how we are going to keep moving forward with that."*

> "Between NCWWI 1 and NCWWI 2. … we had 145 kids in care. [Now] we have less than 60 kids in care. And it's not because kids aren't getting abused and neglected. It's because we are doing more prevention work with families and really eliminating those barriers. And it's because of sustaining the workforce, having people who are educated who are doing the work."

The academic endeavors of MHA's NCWWI scholars, particularly their Independent Study Projects (ISPs) that are part of the MSW program, have yielded concrete outcomes. For

example, one particular NCWWI scholar's ISP led to the development of the North Dakota ICWA Inquiry Form (see Figure 9), which is helping to ensure consistent ICWA notice practices statewide. This initiative resulted in the establishment of a safety framework, increased funding for projects, and has had a significant impact on family safety and trauma prevention. The ICWA Family Preservation (IFP) program utilizes information gathered on the form to conduct timely interventions, supporting children's safety, preventing trauma during placement, and expediting family reunifications. Although most ISPs are designed and implemented by a single student, this ISP was successfully completed as a collective effort for the first time, leading to a policy modification at UND that now enables collaboration and partnerships among multiple students. The ISP was incorporated into the statewide ICWA Partnership Project grant and has resulted in uniform notification of tribes in ICWA cases across the state. The influence of this ISP has extended beyond North Dakota, as ICWA workers from the west coast and Oregon expressed their intent to utilize the form in their respective agencies. One REM participant noted that another NCWWI scholar's ISP aims to enhance the understanding of Native students' experiences at UND, and the findings will be presented at the Council on Social Work Education (CSWE).

Figure 9. North Dakota ICWA Inquiry Form



North Dakota ICWA Inquiry Form

Today's Date: _____

To: _____ ICWA Office: _____

From: _____ County Office: _____

Child's Information FRAME Case Number: _____ DOB: _____

Child's Name: (First) _____ (MI) ____ (Last) _____

☐CPS ☐IH ☐FC Address: _____

City: _____ State: ____ Zip Code: _____ Phone: _____

Tribal Affiliation: _____

Alternate Tribal Affiliation: _____

Family Information

Mother's Name: (First) _____ (MI) ____ (Last) _____

Current Address: _____

City: _____ State: ____ Zip Code: _____ Phone: _____

Tribal Affiliation: _____ DOB: _____

Alternate Tribal Affiliation: _____

Mother's Parents: _____

Father's Name: (First) _____ (MI) ____ (Last) _____

Current Address: _____

City: _____ State: ____ Zip Code: _____ Phone: _____

Tribal Affiliation: _____ DOB: _____

Alternate Tribal Affiliation: _____

Father's Parents: _____

Created on 6-1-2018

REM participants emphasized the abundance of support MHA staff receive when they are pursuing their degrees and suggested that this enhances the existing family-oriented work environment that sets MHA apart from public agencies. Staff also shared that it was powerful to see NCWWI scholars obtain their degrees and subsequently support families and children. One REM participant shared that *"because of NCWWI, [an MHA staff member] was made part of the Action Team which led to her getting another degree, which she would not have pursued independent of NCWWI."*

Training and Licensure

UND's CFSTC Child Welfare Certification Training is required for all North Dakota state workers but not tribal workers. However, MHA Social Services requires all workers to attend the training. REM participants shared that their attendance is important because the involvement of Indigenous staff, their willingness to participate, and the sharing of their stories has been transformative for attendees, impacting learning and practice for all workers.

In addition to their commitment to MHA Social Services staff's educational pursuits, MHA program leadership expressed a desire for more staff to earn licensure. Along with a NCWWI project lead who is a licensed clinical social worker, they organized cross-tribal test preparation and learning sessions. As a result, several child welfare personnel within MHA and outside the program have achieved licensure. To ensure the sustainability of licensing efforts, UND has agreed to house the licensure materials for future licensure candidates. These efforts to support licensure for their own staff and others further exemplifies the impacts of partners' shared vision and goals and the result of Magithu's willingness to be innovative and adaptable.

Ripple Theme 3: Innovation and Adaptability



Summary of Overall Subthemes

Innovative Approaches

REM participants shared that the way the Magithu Implementation Team operated facilitated the emergence of new and innovative ideas. The Magithu Management Team is currently engaged in innovating to *"change the front door of practice,"* describing their family preservation efforts as *"the most aggressive"* in the state and noting that they have achieved remarkable success in a short period of time. Previously, MHA's Family Preservation Program shifted focus from going out to home visitations with Child Protective Services to keeping families together and preventing removal. This approach is reflected in MHA's organizational chart, which shows more prevention workers than case managers. They demonstrated the positive outcomes of their family preservation work to the state, sharing that *"our organizational chart was the opposite of how [the state was] functioning, but our [decreased removal] numbers reflected that too."*



Magithu also showcased creativity and innovation in their fund utilization by collaborating with Don Schmid, a Casey Family Services consultant, to leverage Title IV-E funds to offer stipends that will help sustain child welfare workforce recruitment, with UND hoping to partner with MHA to help build upon and sustain this effort statewide. MHA and UND plan to continue meeting quarterly following the close of the NCWWI grant to identify and partner on issues of mutual interest, including ways to support student recruitment and funding for tribal child welfare staff across the state, continuing implicit and explicit curricular improvements at UND, and implementing the "2+2" program with NHSC (Nueta, Hidatsa, Sahnish College). The access to funding also helps streamline the transfer process from the tribal college into UND's BSSW program, ultimately supporting relationship building and collaboration between educational

systems. REM participants shared that the annual June NCWWI WE meeting and the results of the REM will further help the team articulate the benefits of IV-E funds to others.

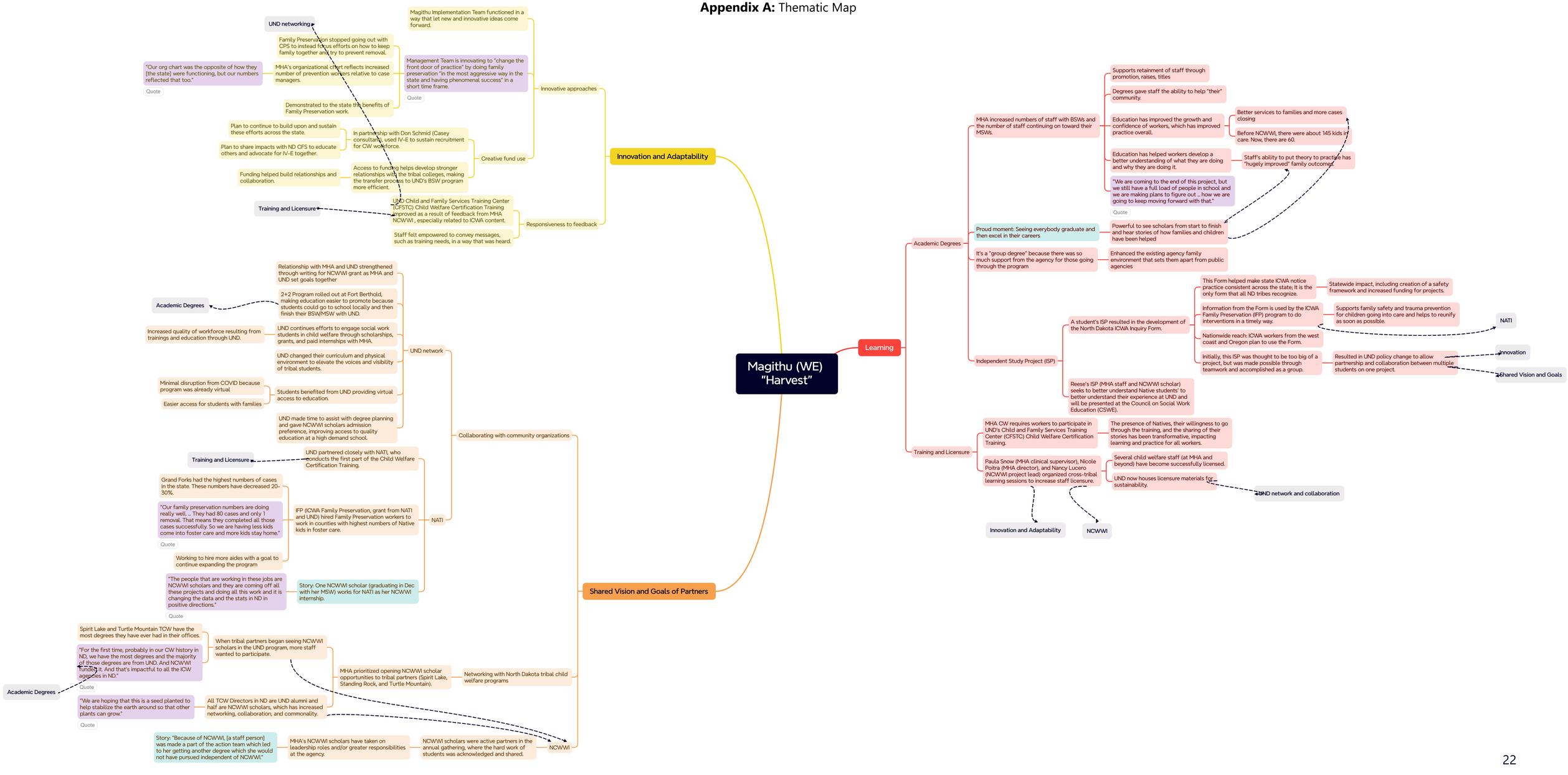
Responsiveness to Feedback

REM participants also described instances where the WE project partners were able to share feedback with one another and implement changes as a result. For example, REM participants described how the UND CFSTC made improvements to their Child Welfare Certification Training after receiving feedback from MHA that the ICWA content was not sufficiently comprehensive. MHA staff members felt empowered to convey their feedback and needs, and the CFSTC's responsiveness was fostered by the partners' shared vision and goals and Magithu's strong emphasis on continuous learning.

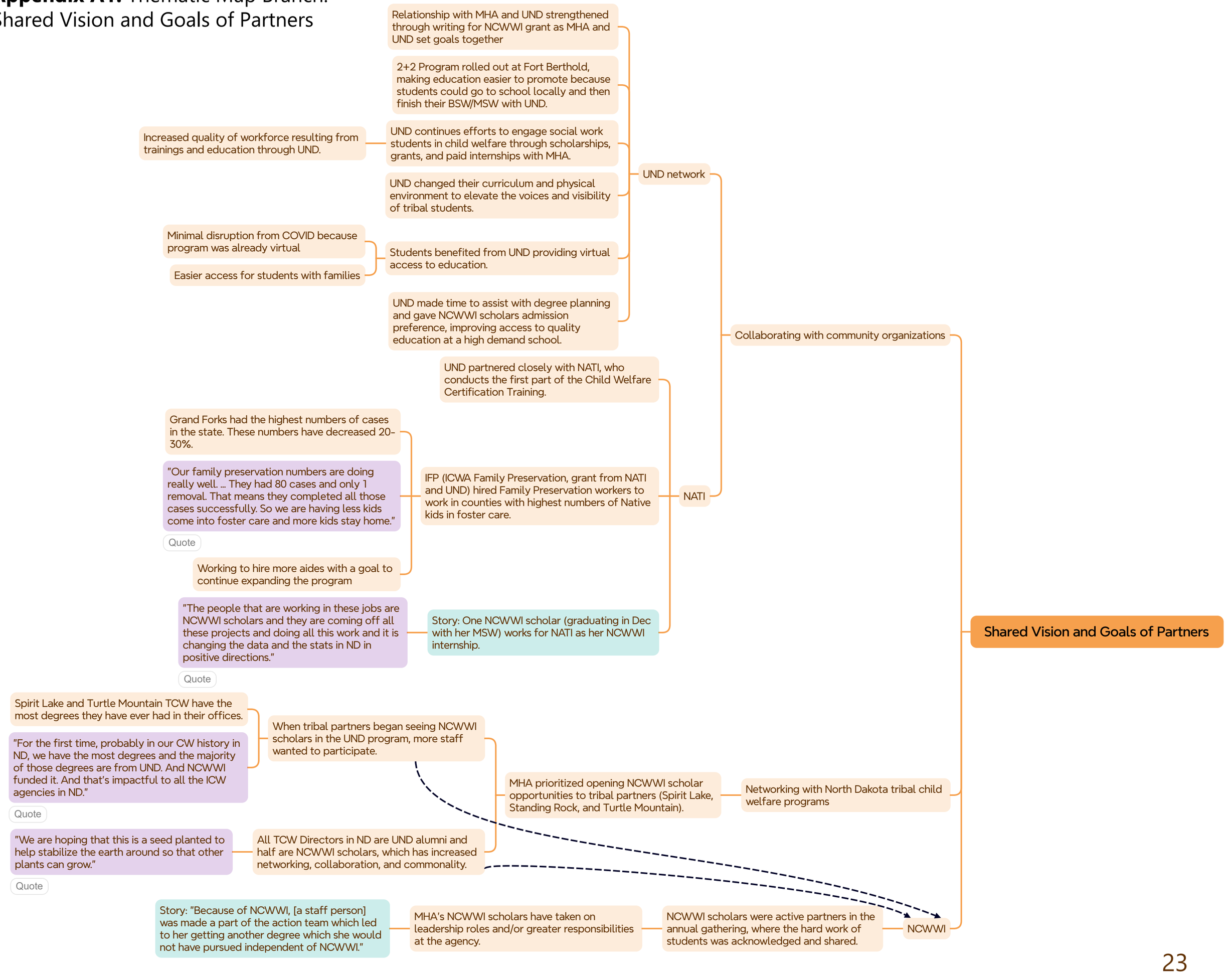
Summary

Overall, REM participants spoke very highly of their Magithu experiences. They spoke of the importance of the various partners (MHA, UND, NATI, NCWWI, other tribal child welfare programs, and the tribal college) and how their ability to focus on shared goals strengthened relationships. Participants described many positive outcomes from Magithu, including stipends for staff to earn their BSW or MSW from UND, licensure supports, and meaningful student projects and internships that support ICWA practices and family preservation. Throughout the project, Magithu team members adapted to adversity (such as the pandemic) and were innovative in their approaches to partnership, education, and family services, creating structures and relationships that are likely to continue to grow and flourish.

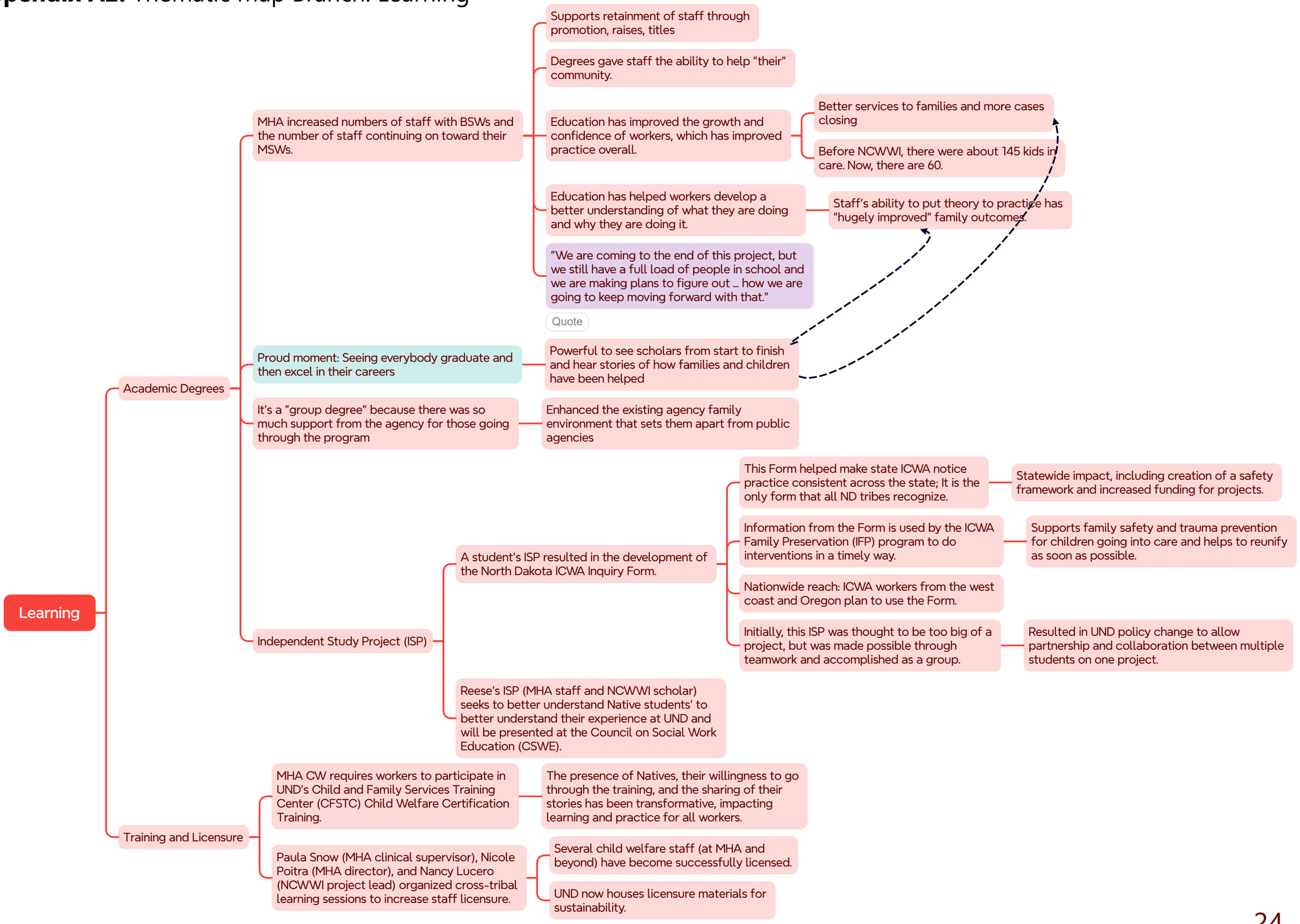
Appendix A: Thematic Map



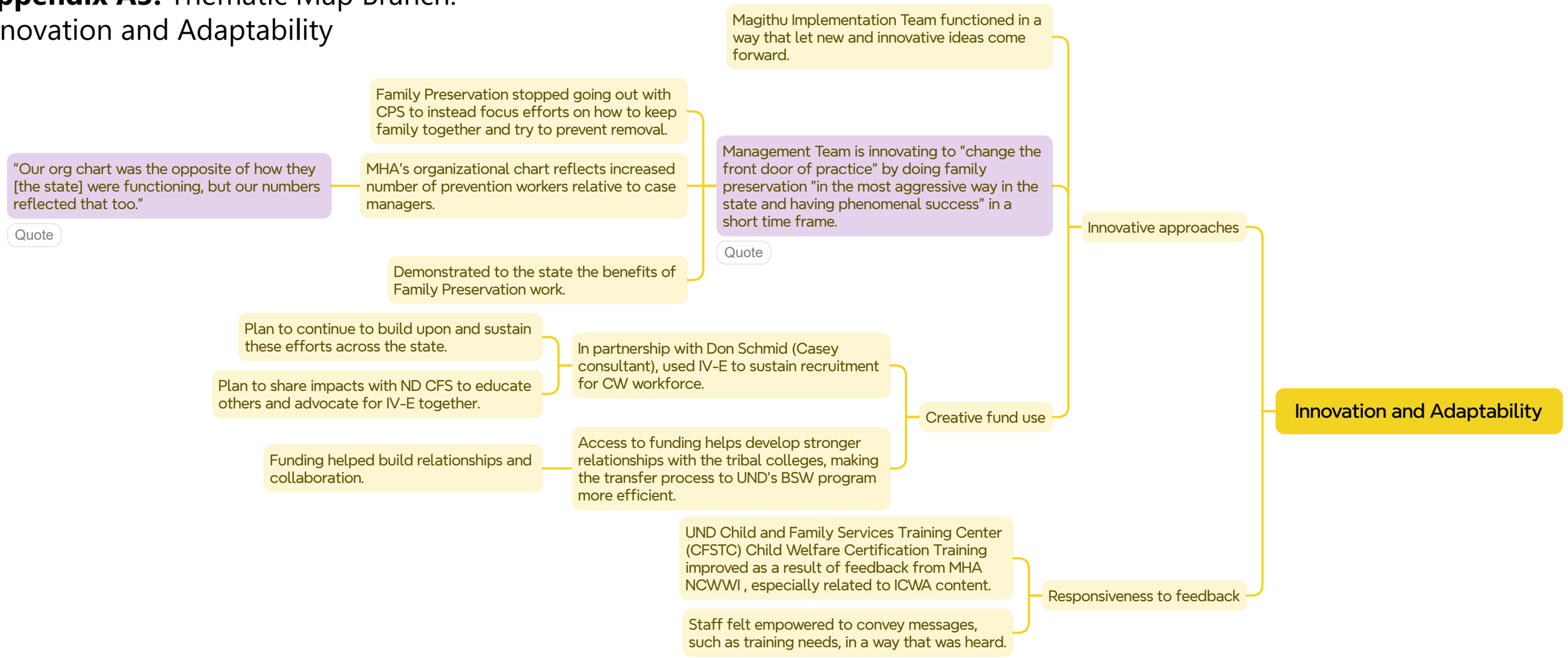
Appendix A1: Thematic Map Branch: Shared Vision and Goals of Partners



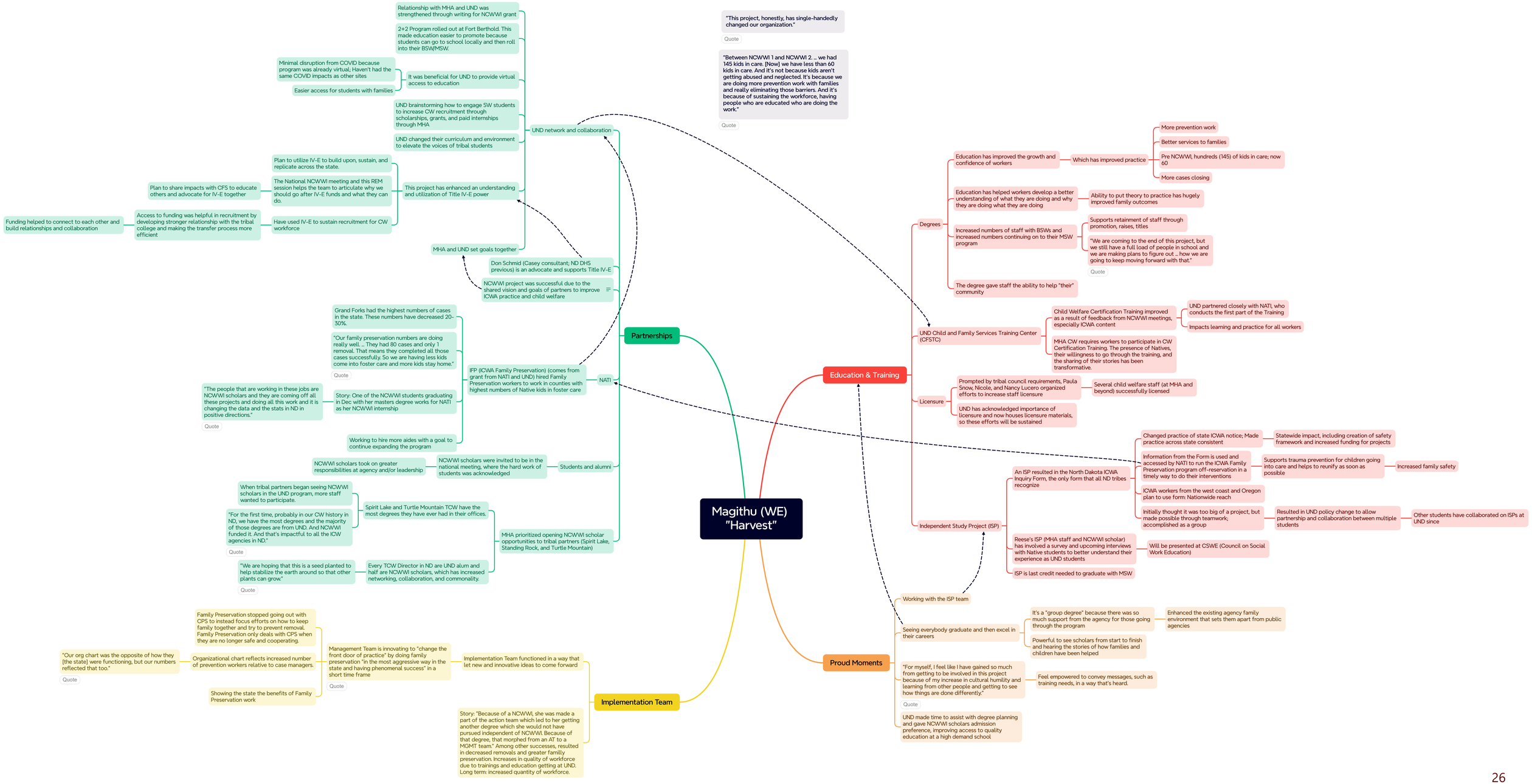
Appendix A2: Thematic Map Branch: Learning



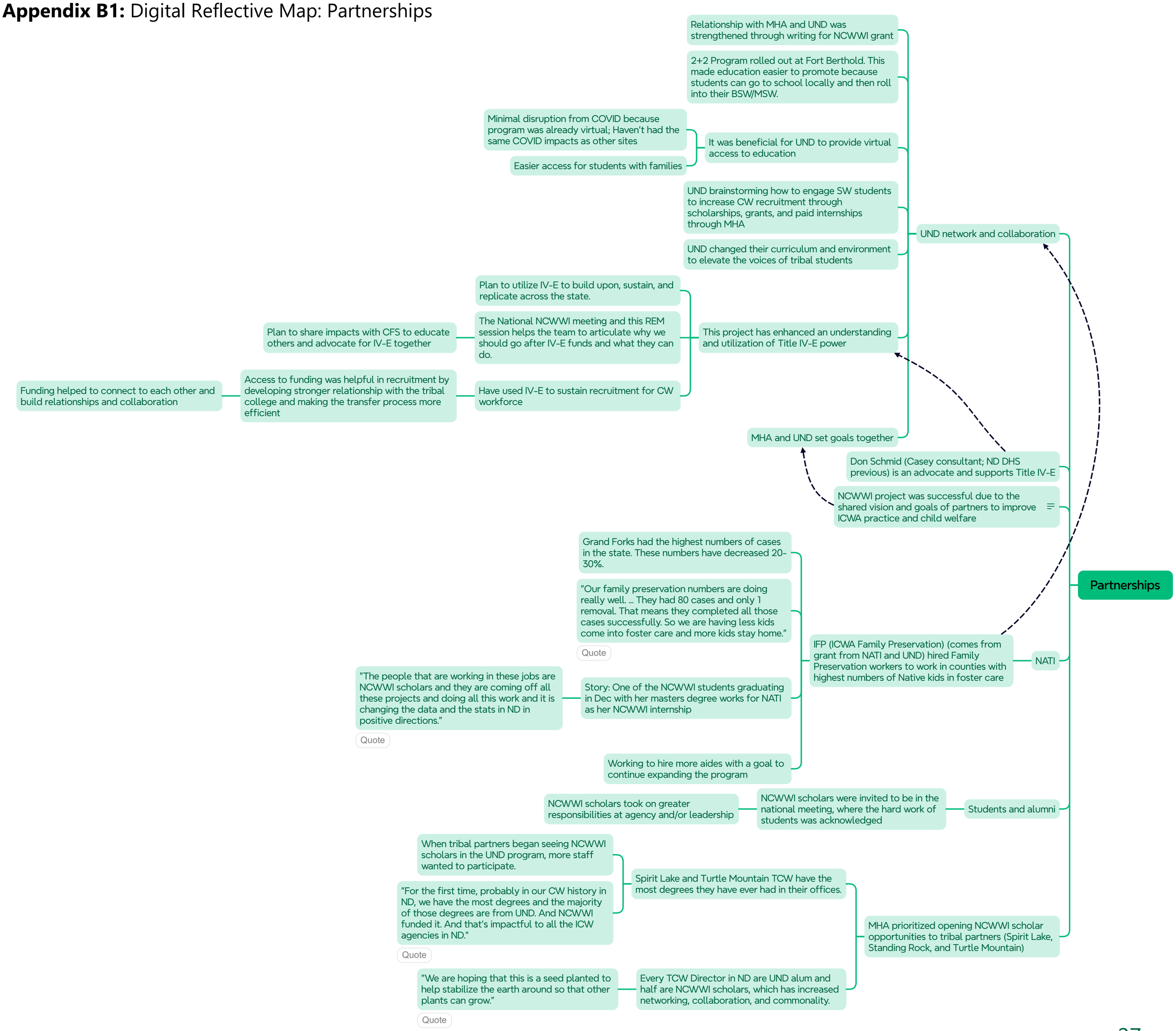
Appendix A3: Thematic Map Branch:
Innovation and Adaptability



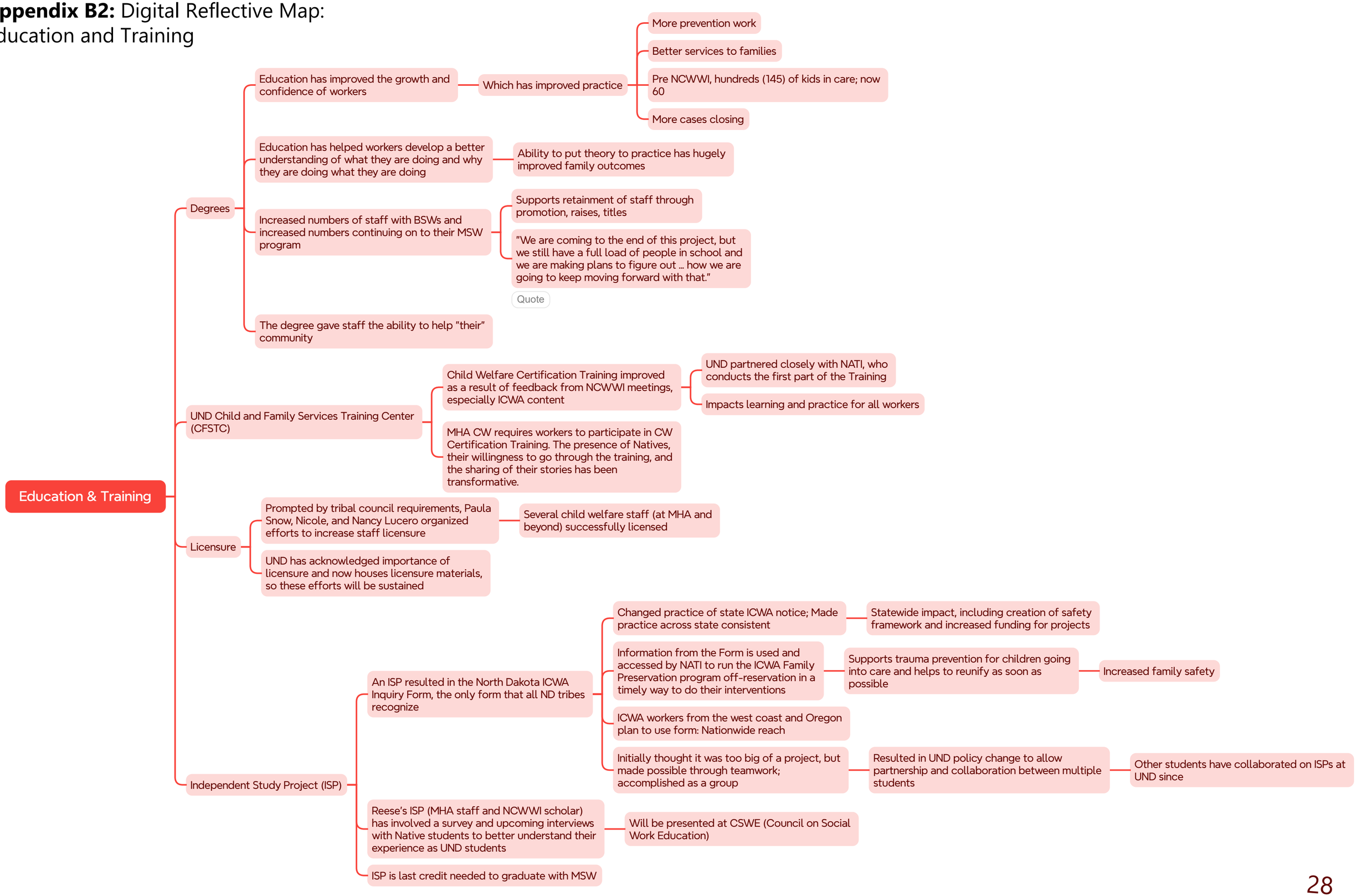
Appendix B1: Digital Reflective Map



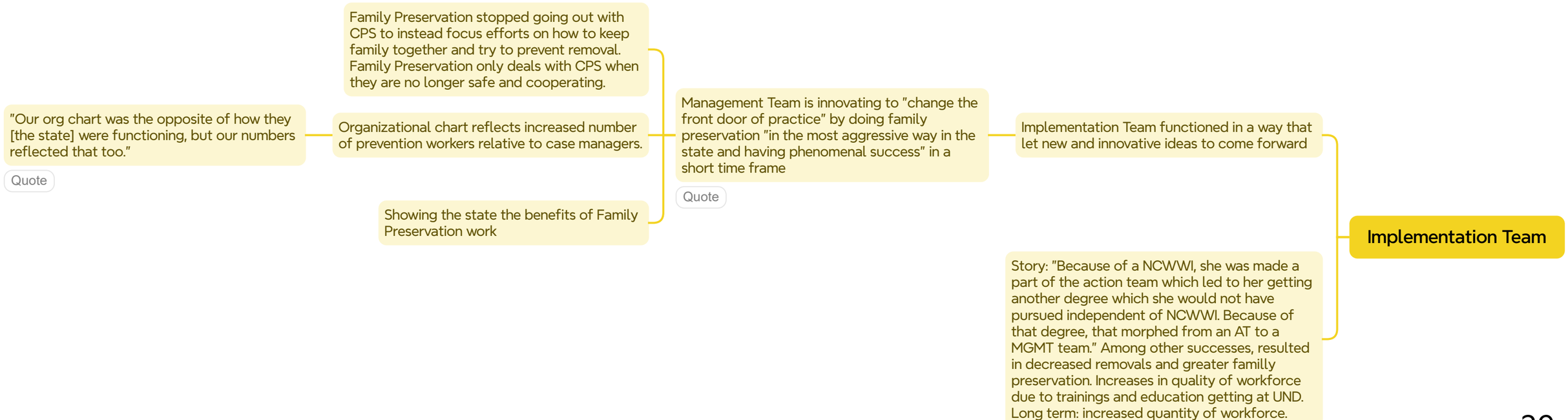
Appendix B1: Digital Reflective Map: Partnerships



Appendix B2: Digital Reflective Map: Education and Training



Appendix B3: Digital Reflective Map: Implementation Team



Appendix B4: Digital Reflective Map: Proud Moments

