

The Tribal Climate Camp Evaluation Report



Delegates and Educators from many nations gathered for the inaugural 2016 Tribal Climate Camp (TTCC). Seated in front are TTCC Program and Planning Committee Chair, Kyle Powys Whyte (Citizen Potawatomi) in blue jacket, and TTCC Steering Committee Chair, Don Sampson (Umatilla), standing behind Mr. Whyte, also wearing blue.

Executive Summary

The Affiliated Tribes of Northwest Indians (ATNI), Institute for Tribal Government (ITG), United Southern and Eastern Tribes (USET), and the Department of the Interior (DOI) Northwest Climate Science Center (NW CSC) and Bureau of Indian Affairs (BIA), and University of Idaho collaborated to offer The Tribal Climate Camp (TTCC) to support teams of tribal leaders, climate change coordinators, planners, and program managers to build skills, gather information, and develop local tribal plans, policy and engagement strategies needed to address climate change impacts on their homelands.

During the week of June 19th through 24th, 2016 twelve delegates from six ATNI and USET member Tribes convened at the University of Idaho's McCall Field Campus for this intensive training. Delegates hailed from:

- Coeur d'Alene Tribe
- The Confederated Tribes of the Colville Reservation
- Nez Perce Tribe
- Passamaquoddy at Sipayik
- Confederated Tribes of Warm Springs Indians
- Quinault Indian Nation

TTCC's eight core instructors were recruited for their expertise in a range of topics related to tribal climate change adaption. They came from the Nez Perce Tribe and, Tulalip Tribes, Quinault Indian Nation, Menominee Nation, Chickasaw and Choctaw Nations, Institute for Tribal Environmental

Professionals and the University of Idaho, Oregon State University, University of Washington and Michigan State University,.

All of the TTCC Steering Committee members and representatives from the Bureau of Indian Affairs attended for the camp's duration, lending insight and support to TTCC delegates. Wisdom of the Elders, a partner in ATNI and USET's broader Tribal Climate Change Initiative, attended along with seven film interns and staff members to study climate change and filmmaking.

TTCC curriculum was grounded in an appreciation of Native climate sensitivity. Through a series of modules over the course of the week, delegate teams honed and built climate adaptation plans for their home Tribes. This outcome was supported through a range of curricular offerings, including training in:

- Vulnerability assessments
- Fundraising and grant writing
- Community engagement
- Climate science
- Tribal and international policy
- Guidelines for Considering Traditional Knowledges in Climate Change Initiatives

TTCC Evaluation

Data for this evaluation was collected through telephone interviews and a web-based questionnaire distributed to TTCC delegates and instructors (n= 21). The telephone interviews and questionnaire employed a qualitative, open-ended format to garner feedback in the general categories of curriculum, setting, program design and additional feedback.



Ann Marie Chischilly (Diné), TTCC educator and Executive Director of Institute for Environmental Professionals (ITEP) sits with Amelia Marchand (Colville) and Mary Davidson (Colville, Okanagan Band), both delegates from the Confederated Tribes of the Colville Reservation as they work through an exercise. (l-r)

Overall responses to the experience were positive and affirmed that the four TTCC learning objectives ('awareness of ways to address climate change,' 'climate sciences to meet constant change,' 'improved programming' and 'capacity building') were met. Delegate respondents offered further illustration regarding how each objective was met, including examples of relevance to tribal environmental, health and education professionals.

Narrative themes emerged across all responses including *value of learning about the work of other tribes*, *benefit of outreach to youth and elders* and *whole week participation*. Respondents shared the value of connection and learning about the work of other tribes throughout responses to questions regarding curriculum, setting and program design. Likewise, the *benefits of outreach to youth and elders* emerged through the data, relative to a variety of discussion items. The last overall theme, that of *whole week participation*, was referenced regarding the ability of core instructors to participate in the camp for the duration of time that delegates were present. Delegate respondents indicated that the formal and informal contact (e.g., at meal times) they had with instructors provided a great deal of value.

The themes *health* and *food* emerged as potential topics for future TTCC curricula. Respondents shared examples of the complex ways that these themes are connected to climate impacts throughout tribal lands and among Native peoples.

Part I. Introduction

The Affiliated Tribes of Northwest Indians (ATNI), Institute for Tribal Government (ITG), United Southern and Eastern Tribes (USET), the Department of the Interior (DOI) Northwest Climate Science Center (NW CSC) and Bureau of Indian Affairs (BIA), and the University of Idaho collaborated to offer The Tribal Climate Camp (TTCC) to support teams of tribal leaders, climate change coordinators, planners, and program managers to build skills, gather information, and develop tribal policy needed to address climate change impacts. The BIA funded this collaborative as part of its FY 2015 Tribal Cooperative Landscape Conservation Grants Program.

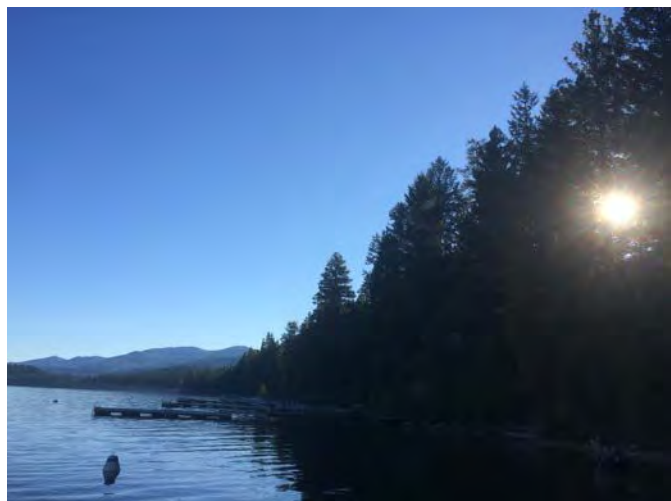
Six ATNI and USET member tribes sent teams of delegates for this week-long training at the University of Idaho's, McCall Field Campus. Delegate teams were recruited from: Coeur d'Alene Tribe, The Confederated Tribes of the Colville Reservation, Nez Perce Tribe, Passamaquoddy at Sipayik, Confederated Tribes of Warm Springs Indians, Quinault Indian Nation. Instruction for the training was provided by a core team of eight instructors, tribal professionals and academics in the field of tribal climate adaptation strategies and climate science.

TTCC is one of three components of the ATNI-USET strategy to increase resilience through education, training and organizing. This is the largest tribal cooperative effort to address climate change in the nation. The DOI NW Climate Science Center (jointly represented through the U.S. Geological Survey, Oregon State University, University of Idaho, and University of Washington), provided scientific, educational, and policy support for the planning, implementation and evaluation of TTCC.

Part II. Research Methods for this Report

Information for this report was collected through qualitative telephone interviews with TTCC delegates (n= 6) and TTCC instructors (n= 7), and through responses to a web based qualitative questionnaire (delegate n= 5, instructors n=1, other n=2). There were a total of twelve TTCC delegates and eight TTCC instructors; responses represent a majority of the

participants for each category. The evaluation period occurred during the month following TTCC, from July 7th when the on line survey was shared, through August 11th with the completion of the telephone interview process.



A view of sunrise on Payette Lake—the lake played a large part in the camp, as attendees were able to canoe and swim in between sessions.

Telephone interviews were conducted through open-ended discussions in which respondents were asked to share feedback on: curriculum, facility, team-based structure, overall program and additional feedback. Follow-up questions were generated through the interview process and responses noted. The on-line questionnaire (Appendix A) asked open-ended questions regarding the general categories of facility, learning objectives, curriculum, and additional feedback. Respondents could choose to offer feedback through the anonymous web-based questionnaire, telephone interviews or both avenues.

Interview notes and responses from the on-line survey were reviewed for emergent patterns. These patterns created a structure for the report and narrative content. Quotes were selected to indicate a pattern of responses regarding learning objectives, curriculum, facility and program design. Quotes also portray the overall evaluation themes and offer insight about why that theme was important from the perspective of delegates and educators.

Part III. TTCC Host: Nez Perce Tribe

The Nez Perce Tribe hosted TTCC. Respondents noted appreciation for the many ways that the Tribe shared aspects of their culture with delegates, staff and educators from many nations. Nez Perce hosting also helped to deepen understanding of the specific effects of climate change.

“Tribal events are nice. They take you in, show you their home and feed you. Basically, immerse you in their community. Makes the connections real so that when you talk about climate change, can be hard to grasp, helpful to have something specific to apply it to. The visit and lunch were wonderful.”
(Instructor)

“Giving Lee Bourgeau and Silas Witman the opportunity to express themselves upfront was good. A Tribal welcome at the beginning would be nice, if possible, a tour in the morning, at the beginning to give

people a chance to see some of resources from the host Tribe.” (Delegate)



Elders Lee Bourgeau (Nez Perce) and Silas Whitman (Nez Perce) spoke to delegates early in the week. Don Sampson (Umatilla), Executive Director of the Institute for Tribal Government, thanked them and offered gifts. (l-r)

Lee Bourgeau (Nez Perce) and Silas Whitman (Nez Perce) addressed the group for the first part of the camp. Respondents noted both the value of the experience of hearing what the Nez Perce elders shared. “I liked the use of elders. Having them at the beginning set the tone well for the entire course” (Instructor).

The group traveled to the Nez Perce fishing location on the Rapid River just outside of Riggins, Idaho. During the visit the group listened to stories about Nez Perce relationship to that place and learned more about traditional foods. The Tribe offered a luncheon feast of many and varied traditional foods. Lee Bourgeau spoke the group, describing the roots that would be served and her experiences gathering them.



Lee Bourgeau (Nez Perce) talked about gathering foods for the meal, including the different kinds of roots that were prepared for the group.

“We got to see the foods that Nez Perce are concerned about, traditional foods. There was a prayer for the meal, an expression of gratitude for visitors coming to the area. It allowed the host nation to express something unique about them--traditional foods— sharing them with Tribes from all over the nation.” (Instructor)

Part IV. Learning Objectives and Curriculum

Respondents were asked to address the extent to which each learning objective was met and which presenters or events contributed, more or less, to meeting that objective. During the

evaluation, TTCC objectives were posed in the form of a question to facilitate delegate and instructor assessment of their achievement.

Learning Objective #1: *Did TTCC create greater awareness of ways to address climate change?*

Delegate responses indicate that the camp offered greater awareness of ways to address climate change through various avenues. Their responses demonstrate the connections that delegates and instructors were making between the information presented and the ability to create climate change plans. “Yes. Seeing the multiple paths to creating a climate change plan was useful, especially seeing the step by step processes from funding to elder outreach” (Delegate). Respondents indicated appreciation for the ways TTCC curriculum facilitated understanding of the situations other tribes are facing, including commonalities and specific differences. The benefits of learning about the work

of other tribes emerged as a theme across evaluation responses.

“I believe it provided a lot of insight that I was lacking. It provided some necessary information in areas that I wasn't the strongest in. The awareness it also brought of the impacts we all face was great, because it's helpful to know we are all in the fight together. I believe I struggled in interfacing with the public, and in your prompts and the presentation you helped foster better capability in doing those tasks that require interaction with the public and community engagement.” (Delegate)

“As a presenter it helped me better understand other Tribes situations they face in addressing these issues. We have many commonalities, but hearing about the different specific situations and solutions to address them were helpful for me in thinking about my own tribal environment.” (Instructor)



Paige Sprague (Passamaquoddy) and William Longfellow (Passamaquoddy) both delegates from the Passamaquoddy Tribe at Pleasant point discuss their Tribe's climate adaptation plans with April Taylor (Chickasaw), TTCC Educator and Sustainability Scientist with the Chickasaw Nation, while Maggie Dana (Passamaquoddy), delegate from the Passamaquoddy Tribe at Pleasant Point works at her computer. Lee Bourgeau (Nez Perce , center) observes. (l-r)

Delegate responses indicated that TTCC instructors and events provided value for their awareness of ways to address climate change. Part of this value was derived from an ability to experience contact with federal and state entities. “The presenters were valuable - getting as much contact with the federal and state regional entities involved in climate science is always a positive!” (Delegate). Other respondents noted that some presenters were not as connected to tribal culture, and considering this disconnection, learning was still possible. “I was pleased with all the instructors, but it also showed that even professionals sometimes have that disconnect with tribal culture. It was a learning experience for all, and what more can be asked?” (Delegate). Specific presentations and topics were named as contributing more to delegates’ understanding of ways to address climate change. “The presentation on funding and developing policy for climate change plans were very interesting, since most participants were in there early stages of climate change development” (Delegate).

Learning Objective #2: *Did TTCC offer climate-related sciences that are flexible enough to deal with constant environmental change?*

Responses to this question were affirmative and reflected an appreciation for the balance of approach and frameworks taught during TTCC. “Yes. The frameworks focused less on the science, and more on the administrative, managerial, and inter-agency communications that must be identified to create a solid climate change team” (Delegate).

When asked to comment on the specific instructors or events that contributed less or more to this learning objective, respondents shared the ways that instruction and learning about the work of other tribes assisted understanding. “All presentations were either very applicable to our tribal situation, or were broad enough to allow us to apply it to ourselves in our own terms” (Delegate). Other respondents shared value came from understanding difference in what is, or is not, being done to address environmental changes. “Hearing about how other tribes are addressing climate change, and how it is impacting their resources, people, and governments is helpful in that it makes us compare what is/is not being done” (Delegate).



John Mahoney (Coeur d'Alene), delegate from the Coeur d'Alene Tribe of Indians and Kathie Dello, TTCC educator and Associate Director with the Oregon Climate Change Research Institute smiles as Tanya Eison (Quinault), delegate from the Quinault Indian Nation, contributes to the conversation. Chris Caldwell (Menominee), TTCC educator and Director of the College of Menominee Nation Sustainable Development Institute, is also pictured. (l-r)

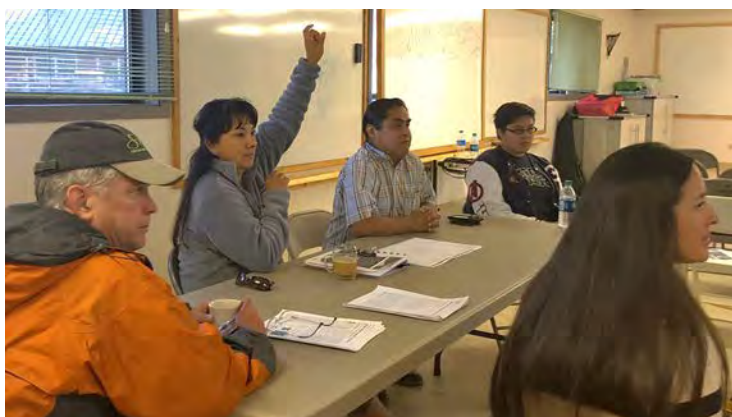
The climate science instruction received a range of response during the evaluation. Respondents indicated that they found some of the instruction of be repetitive, and within that observation, there were particular instructors that provided value, “I am pretty familiar with climate science, and IPCC. I have had a lot of course work for my masters. Others may have found helpful, but I found it repetitive. The state climatologist was great” (Delegate). Respondents also suggested a need for other

sources, “Need some different sources for climate science” (Delegate). One instructor respondent offered suggestions about how to shift pedagogy for greater delegate engagement around the topic.

“I would not spend so much time on the climate science in the future. The topic is repetitive for some of the delegates. We need to ask, ‘how do we engage the delegates and not make too many assumptions, so that we can get the conversation going?’ Giving them some context to dig through and work on make a lot of sense. Then you are activity based and hands on, so that you are aren’t doing so much as teaching” (Instructor).

Learning Objective #3: *Did TTCC assist you and fellow staff in improving tribal climate change programming?*

Overall responses to this question affirmed that TTCC curriculum provided assistance for delegates and fellow staff in their tribal climate change programming. Respondents shared a range of ways that the curriculum provided this kind of assistance, including the ability to review capacity and respond accordingly. “I believe that it helped us complete a self-assessment of what we lack and gave us some



Keith Hatch (Siletz), TTCC educator and BIA Fisheries Biologist sits with Marcie Carter (Nez Perce) and Josiah Pinkham (Nez Perce), both delegates from the Nez Perce Tribe. Meadow Wheaton (Nez Perce), Wisdom of the Elders film production Intern and Rachel Novak (Diné), BIA Climate Science Coordinator, also participate in the discussion. (l-r)

ideas on how to move forward” (Delegate). Respondents also shared ways that the relationships they developed at TTCC are improving their ability to move climate change programming forward, “We are reaching out to some of the people that we met as possible speakers to educate their steering committee members and members of the Tribe” (Delegate). The relevance of the curriculum is reflected in the ways TTCC programming provided both ideas and contacts that facilitated delegate’s ability to move forward with aspects of climate change programming.

The notion of relevance of TTCC curriculum to work and community emerged through the evaluation process. Respondent delegates shared ways that they are using knowledge gained to shape their work back home.

“It forced us to think creatively and concisely. What we were able to do with assistance from TTCC allowed us to bring back this view and share it with those we work closely with and live with in our community. It was from our heart, and only influenced by what we know of where we call home and that’s often something that’s hard to create.” (Delegate)

Delegate respondents also shared that feedback from instructors provided assistance in developing their climate change programming. Respondents mentioned specific instructors that were helpful in this regard.

“The [instructors] were very helpful in their feedback, as well as everyone else. Being young professionals, we aren’t in any way experienced enough to know how to word and phrase effectively to not aggress or over saturate our points. This feedback gave us clarity of mind to be concise and clear in our statements. (Delegate)”

Learning Objective #4: Did TTCC offer curriculum that can build capacity to include fundraising, community engagement, Tribal institutions, ethical conduct and evaluation in climate adaptation planning?

Responding to whether TTCC curricula met specific capacity building needs, delegates offered a range of reflections about the specific modules and curricular elements that provided value. The value of outreach to youth and elders in building their climate adaptation plans emerged as a conceptual theme throughout the evaluation results. Respondents shared their understanding of benefits to reaching out to youth and elders as important aspects of being able to carry on the work.

“Throughout the week the classes focused on using the elders knowledge of the land and the little changes in the traditions. By outreaching to the elders we will benefit further down the road. Creating community events to gain public support will assist in climate change adaption, especially when the information is brought to any council.” (Delegate)



Devin Bruno (Wasco-Wishram), Film Intern and Tiyana Casey (Warm Springs), Climate Action Intern set up camera equipment, as Meadow Wheaton (Nez Perce) and Larry Campbell, Instructor look on. All four attended TTCC as part of an ATNI and Wisdom of the Elders collaboration to train youth in documentary filmmaking.

“Incorporating the voice of young people is so important. Incorporating people at different places in terms of commitment to tribal culture and future is also important. This definition can also include people who are new to Tribal culture, such as those who are coming back in (e.g., in 40s- 50s). Incorporating them into this formula is crucial part of the equation. At the camp, the presence of interns was nice, a younger voice. We count on young people to carry on the work.” (Delegate)

Other respondents reflected that learning about elder and youth outreach were

important facets of appreciating audience. “I believe TTCC provided very strong tools and information to begin to address some of these facets. The prompt of defining Elder/Youth was very beneficial to me, because it forced me to really view the audience for which this information is most important” (Delegate). Practice working with other key audiences, such as tribal council members, was offered through role-playing exercises. “I liked the activity where people pretended to be tribal council leaders. It helped me realize that I would be talking differently to them than with other people” (Delegate). Classroom activities helped delegates visualize their work outside of TTCC.

The use of case studies was shared as another practical means of bringing real world examples into the classroom, and as a way to understand better the work of other tribes. “The tribal case study [from Menominee Nation] was great. I really liked how case studies were incorporated so that people could get a sense of what other tribes are doing and also be incorporated into what they are doing” (Instructor). Respondents appreciated the use of team prompts for discussion, and requested more of that mode of teaching, “It would have been great to have more team prompts, at least one or two more. The four that were offered were good. We had to come up with ideas that fit the prompts that

were offered. The activity relating the mission statement and mission for our community was helpful” (Delegate). Respondents indicate the value of these activities for the ability to practice, learn and incorporate the knowledge for the benefit of their work.

In the month following TTCC, delegates reported applying knowledge gained during camp in key areas to plan events and engage community. “The teaching on community engagement was very helpful. We have done three events involving youth since we returned. We put together little stations to talk about our work at the events” (Delegate). Another respondent shared that the TTCC curriculum helped them identify and work on key areas. “We are already implementing what we learned. We identified key areas that we wanted to work on, like creating membership, working with Tribal members, working with newspapers and the public” (Delegate).

Instructor Responses to Curriculum

Feedback from instructors illustrates opportunities to shift emphasis in both pedagogy and content for TTCC. Their feedback reflects overall themes from this evaluation, including the value in hearing about the work of other tribes, “We didn’t see what other groups were working on until the last day. For me, I feel that we should have touched base on that earlier and throughout the week. We see each other as resources and find expertise across tribes” (Instructor). Instructor respondents shared a desire to learn more about the work of the host Tribe. Specifically during the site visit, respondents shared a desire to explore, “They talked about the river during our visit. I wanted to walk as a group to stand by the river. Didn’t know if we were planning for a certain amount of time, or if people were fishing and we didn’t want to bother them” (Instructor).



TTCC educators observe team planning process (l-r): Kyle Powys Whyte (Potawatomi), TTCC Program and Design Committee Chair and Timnick Chair in the Humanities Michigan State University, Gary Morishima, Technical Advisor for Natural Resource Management to the President of the Quinault Indian Nation, April Taylor (Chickasaw), Sustainability Scientist with the Chickasaw Nation, Ann Marie Chischilly (Diné), Executive Director of Institute for Environmental Professionals (ITEP), Preston Hardison, Treaty Rights Office staff for the Tulalip Tribes, and Jerry Pardilla (Penobscot) USET Director of Office of Environmental Resource Management (OERM).

Instructors also offered feedback about the opportunity to facilitate greater cohesion in TTCC curriculum. “It would have been good to have some overall strategy related to fundraising and planning. We could ask, ‘what is something that they are already working on that this could be tied into?’ For example, if they have an environmental stewardship program, could get funding to do butterfly work” (Instructors). The instructors offered suggestions for ways to address the need for greater strategy, such as increased contact with teams before TTCC to find out more about their interests. They also suggested increased contact with instructors to address the need of more overall ‘smoothing’ for the curriculum, “I would say maybe a little more smoothing out along the overall course. I realize this was first time, so maybe that is why there were some bumps. It might help out to talk with presenters before hand

with an example or idea for how it might flow together” (Instructor). Instructor respondents also articulated a desire for greater clarity about how TTCC fits into a much larger picture tribal climate work, “How do these camps, or steps fit within a larger picture? Right now appears to be a pixel concept—independent—need to be a larger picture. There have been a few sessions, workshops, how do the pieces fit together so that they are working toward something concrete?” (Instructor). The questions and reflections offered by instructors present an opportunity to articulate connection within TTCC curriculum and between TTCC curriculum and a larger picture of tribal climate adaptation.

Part V. Balance of Time and Participation

Respondents were asked to share feedback about the way the schedule was organized. Their responses affirm the way the schedule was organized, with blocks of time allocated for instruction, group work, meals and free time, “I think the schedule held well in the face of some changes, and it also allowed for some on the go adjustments. I believe there was adequate free time, and meal times as well. It was planned well” (Delegate).

The majority of comments that suggested changes to the schedule centered around the balance of time for instruction, “There were some great presenters, it would have been nice to be able to break up the information that was presented, like have two presenters then a break, then two more and then a break” (Delegate).

Respondents also noted that although the schedule was organized well, there were changes that affected whether presenters were able to share all of their information, “Everything seemed to be very well organized and yet flexible so that Native Americans could be comfortable. One speaker was unable to give her full presentation on one day because discussions were added to the agenda which forced her to shorten her presentation” (Delegate). Other respondents noted difficulty in gathering people at times and that distractions impacted the quality of attention TTCC attendees were able to offer presenters, “I know it's difficult to plan around everyone's schedule, but I think the use of time was helpful. It is difficult to get everyone gathered up, which I think was a little disrespectful to the teachers. Maybe a moratorium on electronic devices could be added? Not just for the students but for all folks” (Delegate). The balance of the schedule and overall requests of participants, such as electronic device use, present an opportunity to consider the structures that facilitate participation.



(Facing, l-r): Chris Caldwell (Menominee), Larry Campbell, Kyle Powys Whyte (Potawatomi) and Amelia Marchand (Colville) float on Lake Payette. Paige Sprague (Passamaquoddy), and William Longfellow (Passamaquoddy), left, joined the on-lake raft of canoes.

The benefit of *full-week participation* on the part of the majority of instructors emerged as a theme through the evaluation process, as a majority TTCC instructors stayed on site and for duration of the camp. This ‘residency’ of instructors allowed for both formal, classroom based learning, and learning

through informal discussion at meals, during activities, and around the campfire in the evening. “Getting to meet Jerry Pardilla and Ann Marie Chishchilly was great, I got to talk with them more than other people. I also liked that I got to talk with them about many different topics” (Delegate). TTCC delegates indicated appreciation for this range of interaction because it also allowed for a range of topic discussion.

Team Structure

Participating Tribes were encouraged to send teams of 2-3 individuals to TTCC who were staff of the same tribe and tasked with working on climate change. Team members could have been working as tribal environmental professionals, within education or health departments (for example), or more senior staff who are also assigned to climate change programming. One team member, in some cases, may be a tribal citizen who is taking leadership to work on climate change but who is not a staff member, such as a council member or member of a natural resource advisory committee. This team approach was intended to ground the work at camp in the realities of the tribal teams back home, and also build confidence and increase probability of success back home.

Respondents shared that they found the team-based approach to TTCC delegate participation valuable. They reflected on the ways that this approach mirrored group dynamics of climate adaptation planning for their tribes, “In order to strengthen climate responses within a tribe, having a group present is important to get group support for these plans” (Delegate). This group approach also provides benefit in soliciting feedback from a many people within a tribe, “I think this [team-based approach] was beneficial in planning, because in an actual climate adaptation plan, it's made up of feedback from many. Wasn't an overboard amount of people either for this setting, and it nurtured team work effectively with the prompts that were given, and the final presentation” (Delegate).

Consideration to the diversity of knowledge and resource branches represented on delegate teams was also suggested by respondents, “[Team approach] Very helpful when trying to generate answers to the in class prompts, but should be pushed to have a larger diversity of knowledge among teams when going to the camp to be more beneficial” (Delegate). Another respondent highlighted suggestion for resource branch diversity, “It should be advised while creating the tribal delegate teams, that each team should try to bring in different branches of resources” (Delegate). The benefits of diverse group representation within teams may also benefit their work back home in reaching greater numbers of community members.

Two of the Tribes sending delegations for 2016 TTCC were able to send one person. Respondents highlighted that within a team-based approach there is benefit for single representatives, “I think it [team approach] was great. I also think tribes should be able to send one person if that is all they can provide. The tribes with the least amount of infrastructure may require the most assistance” (Delegate). This comment speaks to the opportunity present in clarity about the overall understanding of how TTCC fits into a larger picture of tribal capacity building. Respondents indicated appreciation for the presence of single representatives, while acknowledging the difficulty they faced in team based exercise participation.

Part VI. Setting

When asked to share their thoughts about the setting for TTCC, respondents shared that value came from the ability of the setting to facilitate common experience, “I think that is a key part to getting folks away from their work environments. Personally I like camps, it creates a camaraderie through common experience” (Delegate).



Kathie Dello, TTCC Educator and Associate Director of Oregon Climate Change Research Institute addresses TTCC delegates. Delegates are seated facing the fire pit and Payette Lake at McCall Outdoor Science School.

Respondents also shared the value to discussion from a setting like McCall Field Campus, “It was easier to talk about content in that kind of environment rather than in an office building kind of environment. It was easier to talk about in that in a kind of natural environment, to see the birds, and the trees. I felt comfortable and liked the group setting” (Delegate). Instructor respondents noted the location as an advantage for TTCC teams, “The remote location was an advantage. One of the delegates commented that she got to know one of her fellow employees. The delegates from Passamaquoddy were the same way, the staff had not all worked together, so was good for all of them to learn from each other” (Instructor). Delegate respondents also shared what they noticed about the location of the camp in relation to offerings from the host, Nez Perce Tribe, “I enjoyed the location. The field trips and relationship to Nez Perce culture were great, maybe it would have been nicer to be closer to their culture. The Nez Perce also did a great job bringing culture closer to the group.”

Facility Ownership

Respondents were asked if the camp would be better hosted at a tribal facility. Their responses reflect a range of considerations including economic benefit to tribes, access to natural areas and proximity to the host Tribe.

“This is a tough question, because there are positives to both where it was hosted and a potential tribal facility hosting this camp. I personally enjoyed that it was there, but would not be upset if it was held at a tribal facility. This venue also provided for a decently close range for reaching tribal areas of the Nez Perce (who were awesome in their presentations and sharing and kindness)” (Delegate).

Other respondents reflected on the need to consider whether a particular facility would meet programmatic needs, “For the information that was covered it wouldn't matter whether or not the classes were held at a tribal facility, other than the field trip” (Delegate).

Transportation

Respondents commented on the proximity of the McCall Field Campus to the Boise airport as a consideration in their experience, “I think overall, transportation was a little bit of an issue for a few folks, but most people experienced cohesive movement to and from the airport” (Delegate). Other

respondents shared that while worth the drive, the distance to travel to the facility was the maximum they could travel, “It was worth traveling to. Everyone has to travel...two hours from a major airport feels about the max distance you might want to endure” (Delegate).

Part VII. Additional Topics

Through the evaluation process suggestions to expand TTCC curriculum to include additional topics emerged. Topics listed below emerged as suggestions from respondents for their value and relevance to tribes.

Health and Food

Respondents shared the recommendation that TTCC curriculum address health and food impacts. These topics were echoed across evaluation responses as indications of the complex ways that tribes are impacted by climate change.

“Adding some sessions on health impacts would be great. We know that BIA is doing something, but IHS (Indian Health Service) is supposed to be assisting providing, medical and sanitation facilities. When we had massive fires, IHS facilities closed because the smoke was so bad. We had to stop services and move people to different facilities. Non-Indians are talking about heat exposure, for example, but it is not the same dimension” (Delegate).

Among the potential health impacts for discussion respondents shared the desire to discuss mental health, “I think it would greatly benefit the next cohort to have at least one morning or afternoon session focused on the physical and mental health impacts of climate change to Native peoples” (Instructor). Future TTCC curricula may be designed to both address these topics through instructor expertise, and through the participation of more diverse teams, such as including delegates from tribal health and education departments.

Emergency response

In addition to health impacts, respondents also shared the need to talk about emergency systems, “There is also a need to talk about emergency planning. Now tribes are relying upon emergency response for their climate adaptation plan. Unfortunately, tribes are more on reactive rather than proactive at the moment. We need to seek planning and funding for people to be more on the proactive side of climate adaptation” (Instructor).

Skills to Develop Unity Between Departments

Based in an appreciation for what worked in the team-based approach to this year’s TTCC,



TTCC educators, delegates and staff gather for a group photo, following the Confederated Tribes of Warm Springs Indians delegates' Antone Moody (Warm Springs) and Taiontorake "Max" Oakes (Warm Springs), in center wearing black, presentation about their Tribe's climate adaptation plans.

one respondent suggested that additional training focus on collaboration across departments to assist climate adaptation planning.

“How do you create some kind of unity between members of a team, particularly if they do not work in the same department? My teammate and I worked well together, but we are from the same department. How do you create that web and make improvements together, instead of running around like chickens with their heads cut off? Everyone is not on the same schedule, even if a meeting is set well ahead of time. Insight may be needed on the best ways to bring everyone together” (Delegate).

Communications training

With and appreciation for the complex working environment that tribal environmental professionals face, one instructor respondent suggested the need for communications training.

“There is also a need for good communication training. There is an area of our reservation that is sagebrush step, and includes ESA listed species. Over time there has also been more development in this area, impacting cultural plants, and now there are fewer listed species. It is now slated to become an orchard. There was a lot of connection about whether that area should be listed. The BIA and the Tribal council were going to approve the orchard no matter what, had the same values of the orchardist. All of the other reasons could be competing interests, then add climate change. In this kind of situation there needs to be more holistic, integrated, management. I am looking at the big picture, big picture...that requires conflict resolution, consensus building and holistic management in just the environmental spectrum.”



TTCC Delegates visited a scenic outlook to The Seven Devils Mountains, as part of the visit to Nez Perce Tribe's homelands.

Part IX. Closing and Thank you

This evaluation is intended to paint a picture of the inaugural Tribal Climate Camp with enough detail to offer clarity about the nuances of curriculum, setting and other aspects of the training. Delegate and Instructor voices create the narrative through their experience at the camp as well as sharing their experiences back home in their communities. Their guidance offers valuable insight for planning future Tribal Climate Camps. The contributions they have made are very much appreciated. Thank you to all of the delegates, instructors, staff members and interns who shared their insights and time for this evaluation process.

Arwen Bird, Principal, Woven Strategies, LLC

Kyle Powys Whyte, Professor and Timnick Chair in the Humanities, Michigan State University
Citizen Potawatomi Nation

Steve Daley-Laursen, Professor of Natural Resource Policy
NW CSC Principal Investigator, University of Idaho

Appendix A The Tribal Climate Camp Evaluation

Hello TTCC Delegates!

Thank you for taking the time to share your thoughts and feedback about your experience during TTCC. We have summarized the TTCC learning objectives through four questions (below). Please reflect on each one and share any thoughts about the ways that TTCC curriculum, location or overall structure (e.g. team approach) influenced these outcomes.

Your responses to this questionnaire are anonymous. We welcome whatever additional reflections, insights, and jokes, you would like to share.

Thank you,

Kyle Powys Whyte (Chair, TTCC Program and Planning Committee)
Steve Daley-Laursen (TTCC Director)
Arwen Bird (TTCC Coordinator)

[Begin questions]

What are your thoughts about hosting the camp in a remote setting such as the McCall Outdoor Science School, or other similar facilities? [long answer text]

Would the camp be better hosted at Tribal facility? [long answer text]

Please share any thoughts about the way the schedule was organized: instructional time, free time, meal times, etc. [long answer text]

Was a team-based approach (up to 3 people from each Tribe) useful in helping your Tribes' climate adaptation planning? Please share why or why not. [long answer text]

Learning Objectives [Informational section]

There were four overall learning objectives for TTCC (below). For each of questions 3, 4, 5 and 6 please share feedback on how well that objective was met and what did or did not contribute to meeting that objective.

1. Create awareness of the variety of ways in which federally-recognized Tribes are impacted by and addressing climate change.
2. Build a knowledge base in climate science applicable to Tribal programming.
3. Engender new individual leadership and team capacity to lead and manage climate change programming across departments within a Tribe, between the Tribe and partner agencies and local, national and international organizations.
4. Develop synergy with Tribal members for creating adaptation planning that includes building support within a Tribe for climate change planning processes, including:
 - A. Sustainable fundraising
 - B. Methodologies for engaging community members, including youth and elders
 - C. Approaches for engaging Tribal institutions including Tribal councils
 - D. Ethical conduct in climate science research
 - E. Evaluating climate change programs

[Resume questions]

*1. Overall, did TTCC create greater awareness of ways to address climate change?
[long answer text]*

*1.b. Were there specific instructors or events that added more or less in meeting
this learning objective? [long answer text]*

*2.a. Did TTCC offer climate-related sciences that are flexible enough to deal with
constant environmental change? [long answer text]*

*2. b. Were there specific instructors or events that added more or less in meeting
this learning objective? [long answer text]*

*3. a. Did TTCC assist you and fellow staff in improving tribal climate change
programming? [long answer text]*

*3. b. Were there specific instructors or events that added more or less in meeting
this learning objective? [long answer text]*

*4. a. Did TTCC offer curriculum that can build capacity to include fundraising,
community engagement, Tribal institutions, ethical conduct and evaluation in climate
adaptation planning? [long answer text]*

*4. b. Were there specific instructors or events that added more or less in meeting
this learning objective? [long answer text]*

What additional reflections would you like to share about TTCC?

Please share your general affiliation with TTCC: [Multiple choice]

Delegate

Educator

Intern

Steering Committee Member

Other