2017 Tribal Climate Camp
Evaluation Report

Tipsoo Lake and Mount Rainier

Photo credit: Peter Stevens, Creative Commons License
Acknowledgements

The Affiliated Tribes of NW Indians would like to thank the Bureau of Indian Affairs Tribal Resilience Program for providing the funding for the 2nd Annual Tribal Climate Camp. We want to acknowledge the contributions of Rachael Novak, BIA National Office, and David Redhorse, BIA Portland Area Office for their support of the 2nd Annual Tribal Climate Camp. We also want to thank the Nisqually Tribe of Washington for serving as this year’s host Tribe. Willie Frank and members of the Tribal Council and community for providing a wonderful salmon dinner, the Nisqually Canoe Family, and the gracious hospitality of the Nisqually Tribe.

The authors would like to thank respondents from Tsleil-Waututh Nation, Siletz Tribe, Naut'sa mawt Tribe, Cowlitz Tribe, Cow Creek Umpqua Tribe, Wichita and Affiliated Tribes, and Indonesian Graduate Students with United Nations Institute for Training and Research (Indonesia); ATNI and BIA Interns, Tribal Climate Science Liaisons, Nisqually AmeriCorps members, Tribal Climate Camp (TCC) Instructors and Steering Committee members for the time and care they offered to this evaluation through their responses.

We would also like to thank members of the Program and Planning Committee for Tribal Climate Camp:

Kyle Powys Whyte (Potawatomi), Chair, TCC Program and Design Committee
Professor and Timnick Chair in the Humanities, Michigan State University

Chris Caldwell (Menominee) Director, Sustainable Development Institute, College of Menominee Nation

Jamie Donatuto (Swinomish) Environmental Health Analyst (collaborator and Swinomish elder Larry Campbell), Swinomish Tribe

Preston Hardison, Treaty Rights Office, Tulalip Tribes

April Taylor (Chickasaw), Sustainability Scientist, Chickasaw Nation, Choctaw Nation of Oklahoma South Central Climate Science Center

Ann Marie Chischilly (Dine) Institute for Tribal Environmental Professionals, Northern Arizona University

Gary Morishima, Technical Advisor to the President on Natural Resource Management, Quinault Indian Nation
Executive Summary

The Affiliated Tribes of Northwest Indians (ATNI), Institute for Tribal Government (ITG), the Department of the Interior (DOI) Northwest Climate Science Center (NW CSC), Bureau of Indian Affairs (BIA), and the University of Idaho collaborated to design and deliver the Tribal Climate Camp (TCC). This training supports 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 July 30th - August 4th, 2017 Tribal and UNITAR delegates convened at University of Washington’s Pack Forest Conference Center for the 2nd Tribal Climate Camp. The camp was hosted by the Nisqually Tribe. Among participants, delegate teams gathered from: Tsleil-Waututh Nation, Siletz Tribe, Nawt’sa mawt Tribe, Cow Creek Umpqua Tribe, Wichita and Affiliated Tribes, Cowlitz Tribe and Indonesia (UNITAR Team). A concurrent retreat session to develop Indigenous student leadership also met during the camp. Some sessions were shared between all participants, facilitating connection across generation and geography.

Instructors came from the Menominee Nation, Quinault Indian Nation, Tulalip Tribes, Institute for Tribal Environmental Professionals, North Central Climate Science Center, Renew Oregon, Global Ocean Health, Front and Centered, University of Idaho, Oregon State University and Michigan State University. TCC Steering Committee members and representatives from the Bureau of Indian Affairs attended the training, lending insight and support to TCC delegates.

TCC curriculum was grounded in an understanding of Native climate sensitivity. Through a series of modules over the course of the week, delegate teams honed their knowledge of climate adaptation planning. This outcome was supported through a range of curricular offerings, including training in strategic planning, policies to protect traditional knowledge, communications, community engagement, climate tools and climate policy. Camp attendees also had the opportunity to prepare and present before a mock tribal council.
TCC Evaluation Summary

This evaluation was conducted to provide a general understanding of participant experiences and anecdotal information to help plan future trainings for tribal environmental professionals. Data for this evaluation was collected through semi-structured telephone interviews and a web-based questionnaire distributed to TCC attendees (N=45). There were sixteen phone interviews (n=16), and thirteen responses to the online questionnaire (n=13). The telephone interviews and questionnaire employed a qualitative, open-ended format to garner feedback in the general categories of setting, structure and curriculum (learning modules).

The 2017 TCC was hosted by Nisqually Tribe, at the Pack Forest Conference Center in Eatonville Washington. Respondents offered reflections on the setting:

- Throughout the online questionnaire responses, there were some common themes that emerged: the setting fostered a sense of connection among participants and the location allowed respondents to be close to nature.
- In the phone interviews, a common theme that appeared was inclusivity. A few respondents noted how beautiful the setting was and how beneficial it was to be close to nature. Respondents also noted how comfortable the camp was and on how the setting allowed community building.
- Throughout the online questionnaire responses and the phone interviews, respondents mentioned the heat and how it made it hard to operate during the camp. Respondents also mentioned how they felt unprepared for the camp and suggested that more information on the setting would have benefitted them in preparing.

Respondents were asked to address the structure of the camp, such as the team based approach and the balance of informal and formal learning during TCC. Evaluation responses show a balance between participants who indicated that the camp was structured very well and those who felt that the structure was not productive towards the overall camp goal:

- All of the questionnaire respondents indicated that a team based approach was beneficial to their work or education.
- Respondents indicated that the schedule was confusing and ‘more structure’ became a common suggestion brought up during phone interviews.
- Phone interview respondents indicated that there seemed to be a lack of direction from the camp facilitators.
- While all respondents shared appreciation for the balance of informal and formal learning during the camp because it allowed them to learn in various ways, there were also sub-themes of ‘too much free time’ and ‘free time benefited’ [my work or education].
- Tribal delegates indicated that their Tribes would have benefitted more from the camp if it were held in a different time of year, when other Tribal members and staff could have attended.

The learning objectives for TCC curriculum were taught through seven learning modules. Respondents shared a range of perspectives on the modules or sessions:
Online questionnaire participants felt that the strategic planning session was informative and allowed them to consider different realities of planning.

The policies to protect traditional knowledge session received positive feedback from the online questionnaire respondents. There was a small number of people who attended this session due to the heat. The online questionnaire responses show that this session was a good introduction on TK, but was not supported well enough by the camp. As one response states, “This topic is really crucial and I wish more energy was spent to support it…” (Non-tribal delegate)

The climate tools session was noted as beneficial and a good learning experience by respondents to the online questionnaire. Some respondents were not able to use the climate tool because it did not include areas outside of the U.S.

The climate change policy session received mixed feedback. Some questionnaire respondents indicated that this session provided a great discussion that was very engaging. Other respondents indicated that the presentation was not beneficial or didn’t provide enough information.

The communications training received positive responses. Questionnaire respondents shared that the training helped them learn new ways to speak in public about the issue of climate change.

Part I. Introduction and Background

The Columbia River Basin Tribes Climate Change Capacity Assessment (Sampson, 2015) offered insight and recommendations into the capacities and needs of 15 Columbia River Basin Tribes. This assessment helped to propel interest and resources for the development of tribal staff training through the Tribal Climate Camp. Among the recommendations that emerged from this assessment was a call for training and education from identified partners to support tribal climate programming.

In the fall of 2015, the Affiliated Tribes of Northwest Indians (ATNI), Institute for Tribal Government (ITG), the Department of the Interior (DOI) Northwest Climate Science Center (NW CSC) and Bureau of Indian Affairs (BIA), Michigan State University and the University of Idaho began collaborating to design and deliver Tribal Climate Camp (TCC) for tribal environmental professionals. Curriculum and training offered at the camp would 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. The BIA funded this collaborative as part of its FY 2015 Tribal Cooperative Landscape Conservation Grants Program. TCC is one of three components of ATNI’s strategy to increase resilience through education, training and organizing.

During the Summer of 2016, the first Tribal Climate Camp was hosted by Nez Perce Tribe and held at the University of Idaho’s McCall Field Campus. Tribal delegates from six Tribes attended this week-long training to build and hone their climate adaptation strategies. Through ATNI’s Change Internship program and a partnership with Wisdom of the Elders, young indigenous filmmakers and graduate students studying climate-relevant science were also in attendance. Michigan State University, University of Idaho and Oregon State University provided scientific, educational, and policy support for the planning, implementation and evaluation of TCC. Among the outcomes articulated through the 2016
Evaluation Report were delegates sharing experiences of developing community engagement capacities. “...Seeing the multiple paths to creating a climate change plan was useful, especially seeing the step by step processes from funding to elder outreach” (Tribal Delegate). Feedback gathered from delegates and instructors was shared with the TCC Steering Committee to inform curriculum and program development for the 2017 cycle.

The TCC Steering Committee sought to migrate the 2017 TCC westward and requested that Nisqually Tribe host the camp. Pack Forest Conference Center in Eatonville, Washington was selected as the facility to house the camp. There was a greater breadth of participation in the 2017 TCC, with Delegates, Interns, Liaisons and Instructors of traveling from all over the globe. Delegate teams from seven Tribes participated to develop climate change adaptation plans throughout the week:

- Tsleil-Waututh Nation
- Siletz Tribe
- Nawt'sa mawt Tribe
- Cowlitz Tribe
- Cow Creek Umpqua Tribe
- Wichita and Affiliated Tribes
- UNITAR Team (Indonesia)

Through existing partnership between ATNI, BIA, ITG, Michigan State University, University of Idaho and an expanded partnership with United Nations Institute for Training and Research (UNITAR), graduate students from Indonesia, ATNI and BIA Interns, Tribal Climate Science Liaisons and Instructors gathered to build tribal climate adaptation capacities. Alongside the 2017 TCC, Michigan State University also hosted a retreat for indigenous scholars and students.

TCC’s curriculum was organized to provide formal and informal opportunities for teams to engage with instructors and develop plans on their own. Educational engagements included classroom based exercises, cross-pollinating meetings to mix members of different teams and a visit to the TCC host, Nisqually Tribe’s lands. TCC curriculum was designed to support four learning objectives:

1. Create awareness of the variety of ways in which the Tribes of the attending teams can address climate change.

2. Build capacities to use knowledge resources in climate-related sciences (social, cultural, biological, physical) applicable to Tribal programming that is flexible enough to deal with constant environmental change.

3. Engender staff capacity for improving Tribal climate change programming.
4. Develop synergy with Tribal members for creating adaptation planning that includes building support within a Tribe for climate change planning processes, including:

A. Methodologies for engaging community members, including youth and elders
B. Approaches for engaging Tribal institutions including Tribal councils
C. Ethical conduct in climate science research
D. Evaluating climate change programs

Following both the 2016 and 2017 TCC trainings, Steering Committee members requested evaluations to assess curriculum benefit for tribal climate change programming. This report summarizes feedback gathered from participants attending the 2017 Tribal Climate Camp. The report has been drafted through a collaboration between Affiliated Tribes of Northwest Indians, Michigan State, University of Idaho, University of Oregon and Woven Strategies, LLC. It is not intended as a formal academic study. Information presented through this report is intended to provide guidance for future training and educational curricula for tribal environmental professionals working to develop climate adaptation programming and plans.

Part II. Research Methods for this Report

Information for this report was collected through qualitative telephone interviews with TCC participants, and through responses to a web based qualitative questionnaire. The questionnaire was shared with 47 TCC participants (N=47), with 13 individuals responding (n=13) across all affiliations (Figure 1), there was a response rate of 28% to the online questionnaire. Interviews were conducted with a representative subsample of each affiliation group. There were a total of 16 interviews conducted (n=16) across all six groups.

The evaluation period occurred during the fall of 2017, in the three months following TCC (August - October). Telephone interviews were conducted through open-ended discussions in which respondents were asked to discuss the contributions of setting, structure and curriculum to their experience of TCC. Follow-up questions were generated through the interview process and responses noted.

The online questionnaire (Appendix A) asked open-ended questions regarding the benefit of overall curriculum and specific modules for respondents’ work and education. Respondents could choose to offer feedback through the anonymous web-based questionnaire, telephone interviews or through both avenues.

Common themes arose from the feedback provided by respondents to both methods of research mentioned above. The responses are organized by setting, structure, and learning modules (curriculum). Data for this report is further organized by responses to the online questionnaire, phone interviews, and finally, common suggestions and feedback that respondents shared during the camp. Quotes have also
been selected to indicate a pattern of response regarding learning objectives, learning modules (curriculum), facility, and program design.

**Part III. 2017 TCC Host: Nisqually Tribe**

Camp attendees had the opportunity to visit the host Tribe’s reservation, the Nisqually Clear Creek Hatchery, and the Billy Frank Jr. Nisqually Wildlife Refuge. Willie Frank III, a Nisqually Tribal Councilman, was the camp’s host for the day.

During the visit, attendees toured the hatchery and learned about daily operations. Some of the attendees were able to feed the fish that were currently there.

Respondents noted the benefits of the informal learning that happened through the visit:

> *Our visits to the fish hatchery and the Nisqually Tribes, I am considering those as informal educational moments. In particular, having the Nisqually Tribe welcome us and share some of their history and culture with us, it was a very effective way to energize people in terms of getting engaged* (Non-Tribal Delegate).

This kind of informal learning happened throughout the day. At the Billy Frank Jr. Wildlife refuge, attendees were able to learn about the importance of the land to the Nisqually tribe. A few of the attendees went on a guided tour while others explored in small groups.

The Tribe hosted a community dinner for the camp attendees. Attendees had the opportunity to eat some traditional foods of the Nisqually tribe. Respondents noted the benefits of learning about the Tribe in a more holistic manner:
There was definitely some learning that went on there—the food was connected to the geography and the Nisqually Tribe’s traditions. Sort of a more holistic way of understanding was presented and that was really nice (Non-Tribal Delegate).

Nisqually tribal leadership and community members attended the dinner as well. Camp attendees were able to perform a Haka for those who attended the dinner. ATNI leadership also presented the Nisqually Tribe with a pendleton blanket.

**Part IV. TCC Evaluation Outcomes**

The Tribal Climate Camp setting, structure and curriculum were selected, designed and developed to support learning objectives. This evaluation of 2017 TCC, viewed through the lens of setting, structure and curriculum, is intended to provide clarity about the ways the camp contributed to relationships between participants, the value of Nisqually Tribe's hosting of the camp and the quality of instruction.

**Setting**

The Tribal Climate Camp was held at the University of Washington, Pack Forest Conference Center in Eatonville, Washington and was hosted by the Nisqually Indian Tribe. The organizers of the Tribal Climate Camp situated the event in this way to create an environment that supported the overall learning objectives.

Throughout the online questionnaire, respondents indicated that the setting of the camp fostered a sense of connection among participants and created an opportunity to be close to nature. Several non-tribal delegates concurred that having a more isolated location for the camp resulted in increased connections. In particular, one respondent stated the following:

> It was a great setting for the camp and to connect with the other participants. Having the camp somewhat isolated really made it beneficial because that meant most everyone was ‘stuck’ there and formed more relationships with people than what would have happened if everyone was driving back and forth from home (Non-Tribal delegate).

In the phone interviews, a common theme that appeared was inclusivity. Respondents noted how beautiful the setting was and how beneficial it was to be close to nature. Respondents also noted how comfortable the camp was.
Both tribal delegates and non-delegates appreciated the visit to the Nisqually reservation as well. “The setting was exciting and beautiful. The Nisqually people were wonderful, the Billy Frank Jr. Refuge was absolutely lovely” (Tribal delegate). Many respondents (including tribal and non-tribal delegates) noted the positive impact that being able to visit the Nisqually Tribe and the Billy Frank Jr. Refuge had on their overall experiences.

Host tribe approach was very positive. When they talked about their environmental programs and then we went out in the environmental center, the issues came to life. Getting the history of the host tribe was great. Would have been good to have more interaction between tribal hosts and our group... some kind of activity to get us to mix. (Non-Tribal Delegate)

Finally, many respondents noted on how the setting fostered community building, which benefitted their overall learning experience.

Throughout the online questionnaire responses and the phone interviews, respondents mentioned the heat and how it made it hard to operate during the camp.

“All I can think about was how hot and smoky it was. A lot of people had some issues with that. Not a lot you can do about that except having it at a cooler time of year” (Non-Tribal delegate).

Respondents also mentioned how they felt unprepared for the camp and how more information on the setting of the camp would have benefitted them in preparation. One respondent suggested it would have more beneficial if the location had been with a tribe. “Since the camp was tribally focused, I would have preferred to be at a tribal location, but the setting was great and I understand why the location was chosen” (Tribal delegate).

Another Tribal delegate noted that the camp was, “much more rustic than expected, which was OK, just wasn’t well prepared, so some additional information would have been useful - also wish that tribes were kept together in the accommodations for greater internal team building; being in different cabins was a surprise.”

Structure

The structure for the 2017 Tribal Climate Camp was designed to facilitate sharing of knowledge among instructors and participants and experiential learning. Respondents were asked to share their reflections on structural elements such as the team-based approach and balance of informal and formal learning during the camp.

Team based structure

TCC employed a team based structure, with delegate teams of 2-3 individuals from the same tribe (representing tribal staff and/or leadership) tasked with working on climate change as a team. This team approach was intended to ground the work at camp in the realities tribal governance, and also build confidence and increase probability of success.

The team based approach was important because my coworker and I have not worked together very much and really didn't know what one another works on. This was a great
opportunity to get away from everyday work and brainstorm on ideas of how to talk to the board about climate change and resiliency (Tribal delegate).

Respondents found that this approach was beneficial to their work and education. In fact, 100% of the questionnaire respondents indicated that the team-based approach was beneficial (Figure 2).

**Balance of learning**

The responses from the online questionnaire show that a few respondents felt that the balance of informal and formal learning was not productive toward the overall camp goal, which was to create awareness and build tribal capacity to address climate change. These responses indicated that the schedule did not allow for enough time to learn from others.

*The balance was ok, though the amount of teams that stayed productive during the informal timings was low; therefore, it was hard to continue to learn from others. It would have been more beneficial to learn more from other groups and to see what others are already doing and/or planning to do - successes/feedback to share etc.* (Tribal Delegate).

Overall, tribal delegates indicated that the Camp would have benefitted from a more productive schedule. “I could have benefitted from more structure. I enjoyed the free time, but less free time would have been nice. It would have let me get more out of it” (Tribal Delegate).

Compared to the tribal delegates, the non-delegates indicated that the schedule was well balanced and beneficial to their overall learning experience, with a few exceptions. One of the respondents noted, “The schedule was pretty good. I would have liked to know a little more hands-on information, about what different tribes are doing in planning and adapting to climate change, and how they came to be” (Non-Tribal Delegate).

Based on the phone interviews, many respondents felt that the schedule was confusing and allowed for too much free time. “I was a little confused about the things that were going on simultaneously and how they all fit together” (Non-Tribal delegate). Some of the interviews also show that there seemed to be a lack of direction from the camp facilitators.

Other respondents indicated that they felt that the camp was structured very well. Apart from the schedule, most respondents indicated that there was a good balance of informal and formal learning during the camp and allowed them to learn in various different ways. “It’s been awhile, but I feel that the structure went smoothly and felt balanced to me. It was great to have the interns with is doing our proposal and working on something relevant to community is appreciated” (Tribal delegate).

The phone interviews show how tribal delegates in particular could have benefitted from the camp if it were held in a different time of year, which would allow for the people who are the most equipped to attend. “The reason that is difficult to get people to attend at this time is that they are all out in the field. It would be nice to have the people who are out in the field who can see the types of changes to rivers
Learning Modules (Curriculum)

The classroom based sessions were divided into seven modules (Figure 3), each addressing different capacities needed for tribal climate planning. Each learning module was also developed to support participants’ understanding of at least one of the four learning objectives for TCC.

The first and second learning objectives for TCC discuss the intention to build awareness and capacity in the variety of ways that Tribes can address climate change through flexible programming:

- Create awareness of the variety of ways in which the Tribes of the attending teams can address climate change.
- Build capacities to use knowledge resources in climate-related sciences (social, cultural, biological, physical) applicable to Tribal programming that is flexible enough to deal with constant environmental change.

Examples of curriculum that addressed these objectives were modules on policies to protect traditional knowledge, climate tools and climate policy. All three modules facilitated awareness of ways to address climate change and build knowledge in climate related sciences. Respondents offered nuanced perspectives on each module.
Climate Tools

The climate tools session was noted as beneficial and a good learning experience by respondents. Responses from delegates indicate an awareness of the variety of ways that tribes can address climate change and the potential benefit of the climate-related science in their climate programs. “I learned how to do the strategy plan of climate change, to use climate tools, which can help with decision making in climate monitoring, and even to communicate and engage community on climate change actions.” (Tribal Delegate) Likewise, the benefit for respondents with other affiliations was expressed through their sense of an expanded awareness of the global impact to Earth. “This climate tools session was really amazing because it really opened my eyes, how big actually climate change can affect to our Earth.” (Tribal Delegate)

Delegate and instructor respondents noted concern that the climate tool taught did not work properly. During the session, instructors noted that not all of the functions visible in menus for the tool being taught were functioning. I “It was helpful to use the climate tools but discouraging with the tool not working properly.” (Tribal Delegate) Some respondents were not able to use the climate tool because it did not include areas outside of the U.S.

Policies to Protect Traditional Knowledge

Among the knowledge resources offered during TCC, was a module on Policies to Protect Traditional Knowledge. The module received positive feedback from the online questionnaire respondents. There was a small number of people who attended this session due to the heat. The online questionnaire responses show that this session was a good introduction on TEK, but was not supported well enough by the camp. As one delegate respondent stated, “This topic is really crucial and I wish more energy was spent to support it...”.

Non-delegate respondents articulated the opportunity to broaden teaching about traditional knowledge and its application in tribal programming. “This [policies to protect traditional knowledge] was definitely my favorite session, and it was much bigger than just the ‘policy’ aspect. It definitely gave me a broader view on Traditional Knowledge, how it affects each person, and how it can be applied (Non-Tribal delegate).”

This broader view was mirrored in respondent’s expression of a desire to further align modules relating to traditional knowledge to hone teaching around policy and expand applications with other knowledges.

[Communications instructor] presentation was excellent. I really liked how he framed issues and types of knowledge. I feel like this was a beginning of talking about traditional knowledge
(TK), but it would have been great to get more into how TK is operating and intertwining with normal science. Its hard thing to talk about, but important... (Non-Tribal delegate).

Climate Change Policy

The climate change policy session received mixed feedback. Some questionnaire respondents felt that this session provided a great discussion that was very engaging. "It really got people talking, discussing issues." Delegate respondents felt that the presentation was not beneficial or didn’t provide enough information, "I found the topic interesting as far as what is going on in politics right now when it comes to climate change, but not beneficial to my work." Delegate and non-delegate respondents expressed a desire for greater Tribal participation in the policy work being presented. "This one was a bit frustrating, as I couldn’t see the participation of the Indian Tribes in what they were all talking about...so I guess it’s important to connect these types of entities together."

The third TCC learning objective focused on building staff capacities: Engender staff capacity for improving Tribal climate change programming. The strategic planning session and communications training intended to build staff capacities to improve Tribal climate change programming. Respondents found the modules to be beneficial to their work and education.

Strategic Planning Session

The online questionnaire respondents felt that the strategic planning session was informative and allowed them to consider different realities of planning. “it was good to hear how other tribal communities approach their work the same way [Nation] does; it was nice to have confirmed how [Nation] is on the right path; or at least the same path as other tribal communities.” (Tribal delegate) The information provided during the session also created a good starting point for planning. “This was a helpful session to go through the planning process and we were able to walk away with a good starting point if we do create an adaptation plan.” (Tribal delegate)

Communications Training

The communications training provided benefit for respondents, they indicated that the training helped confirm past teachings and learn new ways to speak in public about climate and other issues. “I found this session to be helpful for learning how to speak to different people and not only about climate change but also other sensitive topics in natural resources.” (Tribal delegate) Another delegate articulated that the training confirmed past teachings gained through experience, “I appreciated their [instructor] wisdom..."
and experience, however, having years of experience myself as an elected tribal leader and professionally trained as an elementary school teacher, this workshop only confirmed the past teachings I’ve learned.”

**Community Engagement Session**

The community engagement session and the mock tribal council supported the fourth learning objective for TCC:

- Develop synergy with Tribal members for creating adaptation planning that includes building support within a Tribe for climate change planning processes.

Among the strategies outlined to meet this objective were: Methodologies for engaging community members, including youth and elders. The community engagement session allowed respondents of the online questionnaire to learn new ways to conduct community engagement. “This session gave me some ideas for future community engagement and again, not only for climate change related topics.” Other questionnaire respondents indicated appreciation for the information presented, and the connection between academia and community.

> This presentation was a highlight for me. It was really informative to see how scientists can work with communities. I would like to see more information on networks, and ways that communities reach out to practitioners, or get matched up with folks in academia, if there’s interest there, to develop the relationships needed for quality responsible work (Non-tribal delegate).

**Mock Tribal Council Session**

The mock tribal council session was specifically intended to meet the strategy of building support for climate adaptation planning through: Approaches for engaging Tribal institutions including Tribal councils. The mock tribal council session received positive feedback and provided a good learning experience and practice for the respondents of the online questionnaire. “This was the most beneficial because of the work required to produce the presentation; this made us work towards something specific and beneficial that we took back to our tribal team at home” (Tribal delegate).
Future Camps

The online survey and the phone interviews allowed for respondents to provide any comments or feedback that they felt would help improve future camps. Suggestions included providing the attendees with more information on the camp and who would be attending, “…more organization in terms of who everyone was - names and affiliations on the schedule and/or a bio/program included with the schedule. Introductions at the beginning of a session was quick, and when you look back there are not any names on the schedule (Tribal Delegate).”

Respondents also mentioned that having a recommendation on who to send to the camp would have been beneficial, “Maybe a recommendation on who to send to the camp. There was a variety of people there. I wasn’t a 100% sure on where people were coming from...Maybe send people who would benefit the most from the camp” (Tribal Delegate).

A common suggestion made by respondents for future camps was to include more information on the camp speakers and instructors prior to the event. Respondents also indicated that there was not enough time to interact with the speakers. “That’s a big part of why you bring these speakers. Maybe you could put in an optional night session to meet the speakers and talk about their work and what they do” (Non-Delegate).

Reinforcing the suggestion to better integrate teaching related to traditional knowledge in other sessions, respondents suggested a higher degree of integration for the curriculum as a whole.

“Overall I thought the presentations were great. But some seemed like really standalone pieces, not well integrated with the rest of the TCC. I would like to see a little more focus on the really forward-looking aspect of how we envision a resilient future in our communities” (Non-Delegate).

This suggestion would help attendees gain more from the speakers and better improve their capacity to address climate change in their communities.

Part V. Closing

The Tribal Climate Camp provided participants with the opportunity to become aware of a variety of ways to address climate change, and then build the capacity to use knowledge resources for their Tribes’ climate change programming. Respondents shared a range of responses relative to the learning objectives and the ways that the setting, structure and curriculum benefited their work or education. Among the emergent themes from responses to this evaluation are:
- The team based approach was beneficial for respondents.
- The setting fostered a sense of connection among participants and created an opportunity to be close to nature; although, the heat and smoke during the week detracted from respondents’ experience at times.
- Many respondents (including tribal and non-tribal delegates) noted the positive impact that being able to visit the Nisqually Tribe and the Billy Frank Jr. Refuge had on their overall experiences.
- Respondents indicated that a better structured schedule and balance of informal learning and formal learning would have been beneficial to their overall learning experience.
- A majority of respondents indicated that curriculum modules were either very or somewhat beneficial, with the greatest majority indicating that the strategic planning sessions was beneficial for their work or education.
- Respondents suggested that creating connections between learning modules, to better integrate the curriculum as a whole.

Respondents were appreciative of the opportunity to attend, many offered that they would attend future camps if the opportunity arose.

This evaluation is intended to illustrate respondents’ perspectives relative to the potential benefits of TCC to their work or education. The responses from delegates, interns, liaisons and instructors provide valued guidance for the development of future training and educational curricula for Tribes working to build climate adaptation plans and programming.

Thank you,

**Haley Case-Scott** (Siletz), ATNI Student Intern, University of Oregon

**Kyle Powys Whyte** (Citizen Potawatomi Nation) Chair, TCC Program and Design Committee Professor and Timnick Chair in the Humanities, Michigan State University

**Arwen Bird**, TCC Coordinator, Principal, Woven Strategies, LLC

**Don Sampson** (Umatilla) Chair, TCC Steering Committee, Executive Director, Institute for Tribal Government, ATNI Climate Change Project Coordinator

**Steven Daley-Laursen**, TCC Director, Professor of Natural Resources and Society, University of Idaho

**Peggy Harris**, ATNI Climate Change Program Coordinator

**Kathy Lynn**, Pacific Northwest Tribal Climate Change Project, University of Oregon Environmental Studies Program
Appendix A: Online Questionnaire

Tribal Climate Camp Evaluation

Greetings,
Thank you for taking the time to share your thoughts and feedback about the curriculum and program for Tribal Climate Camp (TCC). Your feedback will be used to guide the design and development of future trainings. Your responses to this questionnaire are anonymous.
Thank you,

Kyle Powys Whyte (Chair, TCC Program and Planning Committee)
Steve Daley-Laursen (TCC Director)
Arwen Bird (TCC Coordinator)
Haley Case-Scott (Pacific NW Tribal Climate Change Network Intern)

OVERALL FEEDBACK

What would you like to share about the setting (Nisqually Hosting, Pack Forest, UW facility, Eatonville WA) for the camp?

Please share any thoughts about the way the schedule was structured, with a balance of formal and informal learning opportunities. Would having more of one or the other, been helpful for you?

For those of you attending as a delegate, was a team-based approach (up to 3 people from each Tribe) useful in helping your Tribes' climate adaptation planning? (Yes or No)

Please share about why a team based approach was or was not helpful for you.

What affiliation did you have with the camp? (check one)
Tribal Delegate; Retreat Group, UNITAR; Tribal Liaison; ATNI or BIA Intern; TCC Instructor

LEARNING MODULES
We are interested in your feedback regarding the seven learning modules at TCC. Please rate each module and then share additional feedback regarding whether the module was beneficial to your work and/or education.

How beneficial was each module for your work or education? (select Very beneficial; Somewhat beneficial; Not beneficial; Did not attend

Strategic Planning Session
Climate tools session
Communications training
Mock Tribal Council session
Community Engagement session
Policies to protect traditional knowledge
Climate change policy session

In the spaces below, please describe the ways in which this module was beneficial, and/or how it could be improved? (paragraph space under each module listed)

CLOSING

What additional suggestions and/or reflections would you like to share about your experiences during TCC?
Appendix B: TCC Learning Objectives and Outcomes

Learning Objectives and Outcomes

TCC Learning Objectives

1. Create awareness of the variety of ways in which the Tribes of the attending teams can address climate change.

2. Build capacities to use knowledge resources in climate-related sciences (social, cultural, biological, physical) applicable to Tribal programming that is flexible enough to deal with constant environmental change.

3. Engender staff capacity for improving Tribal climate change programming.

4. Develop synergy with Tribal members for creating adaptation planning that includes building support within a Tribe for climate change planning processes, including:
   A. Methodologies for engaging community members, including youth and elders
   B. Approaches for engaging Tribal institutions including Tribal councils
   C. Ethical conduct in climate science research
   D. Evaluating climate change programs

TCC Outcomes

Delegates will:
1. Develop specific plans of action for building Tribal climate change programming in their Tribes that is responsive to the concerns of the Tribal community regarding climate change; 
2. Strengthen relationships with Tribal co-workers that will form a core group of climate change programmers, able to sustain the plan of the action and recruit additional Tribal staff and Tribal citizens who are concerned about climate change; 
3. Build a network of other Tribal professionals, scientists and other experts who can be turned to for advice and feedback on climate adaptation programming in the future.

How the Camp is Structured to Achieve the Goals

TCC’s curriculum is organized to provide formal and informal opportunities for the teams to engage with the instructors and work on their own. There will be five kinds of educational engagements throughout the week, including:
1. Exercises designed by the instructors (and some formal presentations).
2. Team meetings and work sessions for individual teams to talk among themselves; each team meeting will be attended by a different instructor (or two).
3. Meetings mixing members of different teams for cross-pollination.
4. A final team sharing for feedback from the instructors and interaction with teams from other tribes.
5. Visit to Nisqually (TTCC host tribe) Tribal lands.

What Each Team Needs to Come Away With

The TCC hopes that by virtue of attending the camp that each team member will come away with outcomes 2 and 3 above. Outcome 1, the specific plan of action for building a climate change program for each team, will require a practical outline developed at the end
of the camp that can be shared. The plan of action will involve a document that will also be distilled into slides for a 20 minute presentation. The presentation must have the following elements:

**Plan of Action**

1. Mission Statement and Goals for Plan of Action for developing a climate change program.
2. Timeline (goals for 1 year, 5 years and 7 generations)
3. Information about the Tribe and why the program will be persuasive to Tribal council.
4. Plan for how knowledge resources about climate change will be used.
5. Rough Vulnerability Assessment and Asset Map for relevant Tribal jurisdiction and how it will be potentially affected by climate change. (This will just be based on the attendees' own knowledge and will serve as a rough exercise in preparation for more thorough assessment and mapping in the future).
6. Plan for what strategies of community engagement will be used, how traditional knowledge holders will be worked with, and how youth, students and other segments of the population will be impacted and connected to the climate change program.
7. Plan for how the climate change program will be evaluated.
8. Final comments on how the Tribal program is situated within larger policy contexts, national and international.