Acknowledgements

The authors would like to thank respondents from Chugach Regional Resources Commission, Ketchikan Indian Community, Confederated Salish and Kootenai Tribes, Kalispel Tribe of Indians, Confederated Tribes of the Colville Reservation, Blackfeet Nation, Squaxin Island Tribe, Yakama Tribe, Fort Peck Assiniboine and Sioux Tribes, Confederated Tribes of the Umatilla Indian Reservation, Burns Paiute Tribe, Seminole Tribe of Florida, City of Portland, Tribal Liaisons from the Climate Adaptation Science Centers, BIA Staff members, TCC Instructor/Facilitators and Steering Committee members for the time and attention they offered to this evaluation through their responses.

2019 Tribal Climate Camp Steering Committee

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Data for this evaluation was gathered through structured pre and post camp phone interviews with delegates and an online questionnaire shared with all camp participants (delegates, instructor/facilitators, and liaisons) following the camp. See Appendix D for full evaluation methodology.
Evaluation Report Summary

In 2019, the Affiliated Tribes of Northwest Indians, U.S. Bureau of Indian Affairs, the Northwest Climate Adaptation Science Center, Confederated Tribes of Salish and Kootenai, Michigan State University, University of Idaho, the Northwest and North Central Climate Adaptation Science Centers, and Woven Strategies LLC, partnered to offer the Tribal Climate Camp (TCC). TCC supports tribal teams comprising leaders, climate change coordinators, planners, and managers of youth and adult programs to develop skills, gather information, integrate knowledge, build partnerships and networks, and develop tribal policy needed to address climate change impacts within their tribal cultures and communities and on their tribal lands.

Confederated Salish and Kootenai Tribes hosted the 2019 Tribal Climate Camp at Flathead Lake Biological Research Station from June 16th to 21st. Throughout the week delegates had the opportunity to learn about CSKT culture and work through traditional feast, field excursions, group projects and presentations.

Thirteen tribal communities sent teams to TCC. Teams were comprised of 1 to 4 staff members. Single staff members were paired with facilitators to support their plan development. This was the first year that a local jurisdiction, the City of Portland, sent a team to the camp.

Delegations from 13 Tribal Nations attended 2019 Tribal Climate Camp

- Chugach Regional Resources Commission
- Ketchikan Indian Community
- Confederated Salish and Kootenai Tribes
- Kalispel Tribe of Indians
- Confederated Tribes of the Colville Reservation
- Blackfeet Nation
- Squaxin Island Tribe
- Yakama Tribe
- Fort Peck Assiniboine and Sioux Tribes
- Confederated Tribes of the Umatilla Indian Reservation
- Burns Paiute Tribe
- Coquille Indian Tribe
- Seminole Tribe of Florida
TCC curriculum helped delegates achieve three outcomes: developing professional networks; strengthening relationships with coworkers; and creating plans of action.

**Outcome #1: Plans of Action**

Ten sessions were very helpful in helping respondents build their plans of action (75% or more of respondents indicating very helpful):
- Values, Vision & Mission Session
- Protecting Traditional Knowledges
- Potential impacts Session
- Funding Support
- Non-traditional Perspective on Weather & Climate
- Vulnerability Assessment Approaches
- Climate Tools
- Community Engagement
- Film training in Climate Communications
- Carbon Policy

**Outcome #1**

Delegates will develop specific plans of action for building Tribal climate change programs.

- A majority of delegate respondents (78%) indicated that there was enough time to work on their plans of action.

- Majorities of respondents (82%) across all TCC affiliations (delegates, instructor/facilitator and liaisons) indicated that they had enough time to develop specific plans of action.

- Respondents indicated that all of the sessions were either helpful or very helpful in developing their plans of action.

**Outcome #2**

Delegates will strengthen relationships with Tribal coworkers that will form a core group of climate change programmers able to sustain plans of action and recruit additional Tribal staff and Tribal citizens concerned about climate change.

- All of the delegate respondents (100%) indicated that the camp’s structure helped them build stronger relationships with their co-workers.

- A majority (76%) of all respondents (n=17) indicated that the structure of the camp helped them build stronger relationships with their co-workers.

**Outcome #3**

Delegates will build a network of other Tribal professionals, scientists, and other experts who can be turned to for advice and feedback.

- A majority of the respondents (94%) indicated that the camp’s structure helped them strengthen their professional networks.

Respondents spoke about the importance of the role of the Tribal Liaisons and mutual understanding developed through the camp, “...having the liaisons around to help with folks in their region was a good opportunity to develop the deeper relationships and understanding for the liaisons to learn about Tribal issues and how to help address those issues back at home.” (Facilitator)
Introduction

The 2019 Tribal Climate Camp was developed based upon the lessons learned during two previous iterations (2016 and 2017) of the camp. Representatives from the Affiliated Tribes of NW Indians, Michigan State University, and University of Idaho continued to improve upon the concept over the years based upon questionnaires administered prior to and following the camp with delegates, instructors, and facilitators. Each year, different host Tribe/s have been involved with planning and sharing their culture with people attending the camp. Tribal Climate Camp (TCC) locations have been University owned field-camp style accommodations. Curriculum developed for TCC was guided by interdisciplinary teams of academics and professionals who work for Universities, Tribes and Tribal organizations, with a significant focus on traditional knowledges and indigenous life ways. Structured and informal learning settings and discussions have been supplemented with field trips and cultural activities hosted by the host Tribe/s. Participating Tribes have been invited to send teams of tribal delegates (staff or community members) with some level of responsibility for climate programming for their Tribe.

2019 TCC Hosts: Confederated Salish and Kootenai Tribes

As hosts for the camp, Confederated Salish and Kootenai Tribes (CSKT) offered many opportunities for delegates to learn about their culture and climate programs. The camp was hosted by the Tribes at the Flathead Lake Biological Research Station. Throughout the week, delegates had the opportunity to learn about CSKT culture and programs through a traditional feast, field site visits and presentations about CSKT programs.

Respondents remarked on the significance of hearing from Elders Tony Incashola Sr. (Salish), Rosemary Caye (Kootenai) and Stephen Small Salmon (Salish Pend d’Oreille) during a traditional feast hosted at Blue Bay. “Getting the Elders involved made for a memorable experience.” Respondents also shared appreciation for the cultural education that came from a traditional feast. “It was a pleasure to have the opportunity to participate in these activities, the traditional feast was the most culturally educational one for me and I really appreciate hearing directly from Salish-Kootenai members and Elders.”

Salish and Kootenai Tribes’ hosting of the camp also facilitated learning about the Tribes’ history and relationship to the land. “I really enjoyed learning more about the host
Respondents identified a unique aspect of the learning opportunity presented by being on Salish and Kootenai Tribes’ land: “...it was an honor being able to visit their land and learn about who they are.” Tribal staff spoke about their Environmental Advocates for Global and Ecological Sustainability (EAGLES). EAGLES engages youth in recycling, community gardening and other environmental education projects. The broader impact of educating children resonated for respondents. “Educating children when they are younger can help pave the road and create a better impact for fighting climate change.”

Hearing about the EAGLES program inspired others to consider implementing a similar initiative: “Love this idea! Would love to implement something like this near us.” The host Tribes organized a field trip to learn about their work with White Bark Pine and an optional trip to Glacier National Park to hear about the park’s ice patch work.

Feedback regarding CSTK’s hosting also addressed the way that the engagement was organized. “I thought the approach to engaging in the host Tribes’ culture was very respectful.”

Sharing a meal of the host Tribes’ traditional foods is always a highlight for any event. It is a good way of getting to know each other. I appreciate all of the work that goes into that. The field trip is the next best part. Being on the land. Learning about the relationships. Seeing similarities and differences is helpful to understand how climate science is being considered is helpful. (TCC Instructor)
Evaluation Narrative

Part 1. Pre-Camp Interviews: Delegates came to TCC to learn from others and develop their programs.

Prior to attending TCC, respondents expressed the hope of gaining education to make climate change an agenda item for their tribal communities and governments. “We hope to learn from others and get a bit more education to help us make this [climate change programming] an agenda item.” Delegates wanted to translate their new knowledge into measurable change. When asked about the biggest climate change programming challenge they faced as a Tribe, and what progress they would like to make in terms of planning during the camp, their responses highlighted a range of capacity building needs. Emerging themes included: the desire to know more about building a program, how to prioritize the work, and how to make progress with limited available resources.

More specifically, participants communicated an interest in learning how to better inform and engage tribal community members about climate change planning and impacts. “How do we get focused on this issue as a Tribe? We are interested in engaging and enticing the right people to act on this through cultural, educational, and health programs. We’re so limited on staff, and we need to communicate and engage the Tribe at large.” Beyond informing communities, delegates sought strategies for how best to tackle the work of engaging community to make the most impact. “Identifying what would be the best thing to tackle right now—what would be the most useful thing to engage with at this time? What could make the most impact within our local community?”

Feedback gathered from delegates prior to the camp guided curriculum development, particularly so that instruction would be relevant for teams at different phases of planning climate-related programs. Sorting the teams into small discussion groups to develop the ‘roots,’ ‘trunk’ and ‘vines’ of their deliverables was a manifestation of this feedback (Appendix A).

“We want to get our foot in the door with the program in general. We’d like to find out more about the funding available, and what are the most effective ways to get a program going right now. With a relatively small reservation, our primary way for having an impact will be through partnerships with local organizations, state and federal agencies. Where can we make the biggest impact with the limited staff and resources available.” (Delegate)

“It’s simple...we want to learn: what do we do to make change, and in what order do we do things!” (Delegate)

TCC’s curriculum was organized to offer formal and informal opportunities for the teams to engage with the instructors and work on their own. There were five kinds of educational engagements during the week that included:

1. Formal presentations by instructors.

2. Team meetings and work sessions for individual teams to talk among themselves, while instructors were available for team meetings.

3. Meetings mixing members of different teams for cross-pollination.

4. A final team presentation for feedback from the instructors and interaction with teams from other tribes.

5. Visit to Salish-Kootenai (TCC host tribe) Tribal lands and projects.

Formal and informal curricular opportunities were designed to support teams as they worked toward a draft of a deliverable. The deliverables were custom defined by each team to assist in establishing or strengthening their specific climate change program. Final presentations by each Tribal team helped them make a plan of action that will benefit their efforts after returning to their tribal community.
Part 2. TCC Outcomes

Respondents left the camp with plans to move forward, through strengthened relationships and professional networks. Following the camp, respondents were asked for feedback regarding the ways that TCC’s curriculum, structure and location contributed to their experience. Their responses are organized according to the three intended outcomes for the camp: developing specific plans of actions, strengthening relationships with coworkers and building professional networks.

Plans of Action: Respondents left the camp with many ideas to move their Tribes forward.

The structure of the camp centered on the development of a deliverable and plans of action that each tribal delegation, or team, identified for their Tribe and climate change program needs. Respondents reported that their work on the deliverables during camp left them feeling motivated and ready to work. “I left feeling energized, and for lack of a better term, ready to fight, and work on our deliverables back home. This camp, and the way it was structured, is definitely needed.”

There was substantial variation in the content developed as deliverables by delegate teams. “People went a bunch of different ways with their ideas and it was super helpful to see what everyone was thinking and how they went about implementing their ideas. It gave me things to think about and try and move forward with myself.” Participants had the opportunity to hear from each other in a number of different ways throughout the week, such as during small group discussions and while eating meals together, culminating in presentations by each team about their deliverables. Respondents indicated that listening to other Tribal delegations increased awareness of many different options for respondents to pursue in their climate programs, “…listening to other peoples’ presentations opened my mind to SO many more possibilities and avenues.”

Kyle Powys Whyte (Potawatomi), TCC Curriculum Chair opens the camp and provides context for the week’s curriculum.

Question prompts were shared with teams for small group discussion as they began work on their plans of action. Some examples of the prompts:

- **Roots**
  - Why does climate change matter to the Tribe and people?
  - How will the people be involved at the very beginning of any efforts to address climate change by the Tribe?
- **Trunk**
  - What is your vision for a climate change program? [The vision is like a roadmap of where you want to be at some point in the future regarding your climate change planning].
  - How will the people be involved at the very beginning of any efforts to create and legitimate the vision?
- **Vines**
  - What are the specific projects that emanate from the values and goals?
**Plans of Action:** Liaison and Instructor feedback indicated that the curriculum structure contributed to plan development.

Instructors and Climate Adaptation Science Center Tribal Liaisons provided insight into the overall benefits of the structure of the camp, including the applicability of the format. “The most important benefit I found was that tribes at any stage of their climate adaptation planning were able to generate a useful deliverable through this structure.”

**Plans of Action: TCC curriculum helped respondents develop their deliverables.**

Respondents were asked for feedback about how helpful each of the 12 instructional sessions were for the development of their deliverables. All of the delegate respondents indicated that each session was either very helpful or somewhat helpful (Table 1).

**Table 1. Delegate respondents found TCC instruction helpful in developing their deliverables (n=9)**

<table>
<thead>
<tr>
<th>Session</th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values, Vision &amp; Mission Session</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Community/Education Strategy Session</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Protecting Traditional Knowledges</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Potential Impacts Session</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Climate Tools</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Vulnerability Assessment Approaches</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Funding Support</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Film Training in Climate Communications</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Eagles Program Presentation</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Carbon Policy</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Non-Traditional Perspective on Weather &amp; Climate</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The curriculum offered opportunity for respondents to discuss important subjects. “This [protecting traditional knowledges] was important to include I felt, since it discussed the cultural impact that climate change has on tribal communities.” Respondents also shared appreciation for the opportunity to learn, “Very helpful [traditional knowledges session] as there were perspectives that I was able to learn about. I was very humbled to have heard Ann Marie speak [Ann Marie Chischilly (Dine) ITEP Executive Director, traditional knowledges & community engagement sessions].” TCC instruction also offered new perspectives for respondents, “Having a connection with Casey hearing him discuss this aspect of his work [non-traditional perspective on weather and climate] was very nice. I think this outlook is not common among climatologists and I also think it should be considered more frequently.”

Respondents’ comments highlighted appreciation for sessions that offered training in specific tools and skills. “This session was helpful as a new Biologist to learn about funding support.” Other respondents came to TCC already familiar with a particular tool, and found the training very helpful, “I love this [climate tools]! I have used it on my graduate degree research, it has helped narrow data down to understand the specific impacts to different tribes.”
TCC Outcomes: Building relationship through planned events provided value for respondents.

Respondents expressed appreciation for the opportunity to bond with co-workers and work on their plans. "This camp allowed my coworker and I to become much, much closer and our bond [since TCC] has allowed us to work better on projects and communicate more effectively. I felt more confident coming back with this plan that I got to work on and, overall, I am super pleased with how the camp went."

Time together at TCC facilitated bonds between delegates that translated to more effective work on projects following the camp. The social aspects of attending TCC, including time spent together on field excursions such as a boat tour of Flathead Lake, enabled stronger relationships by providing unstructured time for people to connect. These curricular elements helped to ‘lighten the mood’ around a topic that can spur many emotions.

Respondents shared their understanding of how collaboration strengthens responses to climate change impacts. “I felt that all of the planned events … allowed for social networking, because we can mitigate against climate change with working together.” Meeting others who share concerns about climate change provided inspiration for respondents. “Everything else [social networking] was highly informative, very inspirational, and a great experience to meet others that have the same concerns about climate change.” These relationships provide support moving forward as delegates do the work outlined in their deliverables.

Time spent building social networks was helpful for respondents in navigating climate grief. “Although the topic was very heavy, and climate change grief is very much present, it was very helpful and beyond inspirational to have spent that time with everyone.”

The camp provided an opportunity for delegates to learn from fellow tribal staff, sparking new ideas. “It was helpful to hear my colleagues’ presentations, because there were a few instances that I heard ideas or plans for community engagements that helped spark new ideas for my team.” Respondents also shared that “It was very helpful to learn about other ways to conduct community engagement and to gauge the attention of my audiences.”
Liaison and instructor Feedback

Instructor and Liaison respondents expressed appreciation for the range of possible strategies presented during the camp. “Engaging youth and the community is a challenge and I think this was useful in giving a variety of possible strategies moving forward.”

TCC Outcomes: Participants built professional networks to better help their own communities.

Respondents valued building professional networks through the camp, including receiving advice from colleagues. “I enjoyed the collaborative learning environment, where it was structured but we also had the opportunity to hear how different tribes present are combating climate change or receive advice on issues they are facing.” In addition, respondents were engaged with hearing how other communities would benefit from climate programming. “I found it interesting to hear how other tribes were going to use the knowledge they gained from this camp to help their communities.”

There was also value in meeting and hearing from tribal staff from different places. “It was great to listen to what other people around the country are facing in regards to climate change.”

Respondents indicated that they hoped to help their communities and people living in other places through the networks they built at camp. “I met so many

There were eighteen instructors/facilitators for the camp, from:

- Confederated Salish and Kootenai Tribes
- Quinault Indian Nation
- Bureau of Indian Affairs (BIA)
- Menominee Nation
- Institute for Tribal Environmental Professionals (ITEP)
- Affiliated Tribes of NW Indians
- University of Washington
- Michigan State University
- American Council for an Energy Efficient Economy (ACEEE)
- Oregon State University
- Northwest Climate Adaptation Science Center (CASC)
- Southwest CASC
- Northeast (Midwest) CASC
- Southeast CASC
- North Central CASC
amazing people, who I hope to keep in contact with, as well as more ways that I can help my tribal community (either my own tribe or on the national level)."

The City of Portland sent a delegation to the Tribal Climate Camp. This was the first time that a local jurisdiction sent a team to TCC. Responses from this team highlight the opportunities apparent in professional network development.

City of Portland team members also shared their experiences during the camp, that participants expressed appreciation for their presence and interest in other cities taking a similar interest in indigenous planning.

**Professional Networks: Respondents valued being able to work with individual instructor/facilitators.**

Many of TCCs instructors served dual roles as instructor/facilitators to help each team develop their deliverables (aka plans of action). A core group of instructors were recruited to provide presentations on specific topics and skills to the large group. These same instructors, with the addition of Tribal Liaisons and TCC steering committee members, also acted as facilitators during small group breakout discussions. This larger group of facilitators acted as resources for individual teams as they worked through question prompts and plans of action.

The experiences and knowledge that instructors drew on—including strategies for community engagement, communication and funding (among other topics)—was helpful for respondents. “…having individuals that had that experience was beneficial when we were working in teams on our deliverables.”

**Part 3. Suggested changes reflect both curricular and structural opportunities.**

Participants offered suggestions about ways that the TCC structure and curriculum could be changed in future camps. Regarding structure, respondents suggested activities as a means of learning outside of the classroom for future camps. “My only suggestion would be more hands-on activities, I think it would be a fun way to mix things up and learn in a different setting than lecture format.” Other respondents suggested a more guided approach to building their deliverables, “Overall, the camp was very helpful and informative. I would have liked to see more of a guided approach to producing a..."
deliverable rather than letting teams go off on their own to do their own planning.” Respondents also offered specific suggestions regarding curricular elements. “I had a great experience to learn about TCC. I think we should add some specific topics to address climate change and more [examples] of climate adaptation and mitigation sessions.”

**Instructor/Liaison feedback**

Instructors and Liaisons offered feedback regarding building curriculum through invitations of more or other teachers. “I think we still need more elders and community members to discuss and do examples of traditional knowledge.” Another respondent spoke about the need for educators from Tribal Colleges and Universities (TCU). “My main comment goes back to the suggestion to recruit TCU faculty/student and community partner teams. Maybe add a component on discussing TCU opportunities with tribal climate planning.”

Instructor/Liaison respondents also suggested that offering a range of experience during the camp could be beneficial. “Maybe it could be a panel session to offer more perspectives across the board on this issue? A range of experiences from lots to little.” The variety of strategies presented during TCC may provide benefit to staff as they work to sustain their plans.

**Part 4. Location**

Respondents shared that they found the location beautiful and the accommodations at Flathead Lake Bio Research Station to be nice. “The camp setting was great! It was absolutely beautiful, everything was close, and the rooms were nice. I really enjoyed where it was hosted. Plenty of space to learn and talk - not cramped but also not too huge.” Long drives for field trips were noted as a potential drawback, “I think all the needs of attendees were met with the setting of this camp. It was a fairly long drive for the field trips which was likely troublesome for planning purposes.” Although at least one respondent suggested that they, “Loved the spot of the camp this year. Should plan to do it again next year at the same location!”

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Confederated Tribes of the Umatilla Reservation delegates Johnny Sampson (Umatilla) and Sandy Sampson (Umatilla) Tribal Liaison for Yellowhawk Health Center tend to salmon that was served during the traditional feast at Blue Bay.

Sunset at Flathead Lake Bio Research Station

TCC’s team-based approach began with the first camp in 2016, and has been a constant, where participating Tribes are invited to send 2-3 staff or community members with some level of responsibility for climate programming for their Tribe. The core group of instructors has also remained constant across all three TCCs, with some variation according to the host Tribe(s), individual availability and western-based climate science instruction. There have been changes in the composition of participants from year to year, depending on partnerships and funding availability for positions such as BIA interns in the region. Tribal Liaisons have participated following the creation of the Tribal Liaison positions for the Climate Adaptation Science Centers. The location of the camp and the host Tribe have changed each year (see map above and Table 2).

<table>
<thead>
<tr>
<th>Year</th>
<th>Host Tribe(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Nez Perce Tribe</td>
<td>University of Idaho’s McCall Outdoor Science School</td>
</tr>
<tr>
<td>2017</td>
<td>Nisqually Tribe</td>
<td>University of Washington Pack Forest Conference Center</td>
</tr>
<tr>
<td>2019</td>
<td>Confederated Salish and Kootenai Tribes</td>
<td>University of Montana, Flathead Lake Bio Station</td>
</tr>
</tbody>
</table>

The curriculum and deliverables for Tribal Climate Camp have evolved over the three years of the camp. Each instance of TCC has included an evaluation process to gather feedback from participants. This feedback is used, in turn, to develop and shape curriculum and structure for the next year of the camp. With each year of the camp there has been increasing interest in participation from tribal communities. The most recent camp, 2019, had the largest number of individual delegates participating (29) and the largest number of Tribes submitting applications to attend (Table 3).

<table>
<thead>
<tr>
<th>Year</th>
<th>Tribal applications</th>
<th>Tribes sending teams</th>
<th>Total Delegates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>2017</td>
<td>12</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>2019</td>
<td>17</td>
<td>13</td>
<td>29</td>
</tr>
</tbody>
</table>
Part 6. Closing

The curricular model for the 2019 TCC reflected changes borne of feedback from the two previous camps. Respondents reported that sessions and discussion time focused on development of a team deliverable were highly valuable. Through the course of the 2019 camp, they developed stronger relationships with their coworkers. In some instances, this was the first time that coworkers within tribes had spent meaningful time together. Respondents expressed great appreciation for the opportunity to learn more about the host Tribes’ culture and relationships. Part of that appreciation was expressed through remarks regarding the beauty of the lands surrounding the camp.

Respondents also indicated that their professional networks grew. These networks now include professionals with high levels of experience in climate-related adaptation and mitigation, and peers working on climate adaptation for other Tribes and communities.

“Events such as this one offers tribes the chance to share what progress they are making on their projects; which allows other tribes to become aware and take advantage of the knowledge and experiences those tribes have gained during the process. Tribes who have noticed this can adapt their approach to similar issues down the road. This allows for tribal natural resource professionals to avoid re-inventing the wheel.” (Tribal Liaison)

Thank you,
2019 TCC Evaluation Team

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Michigan State University

Steve Daley-Laursen  
University of Idaho

Arwen Bird  
Woven Strategies, LLC

Chas Jones  
ATNI / NW Climate Adaptation Science Center

TCC Participants gather to hear about CSKT’s work with White Bark Pine.
TRIBAL CLIMATE CAMP CURRICULUM

Guiding Question:
What will help Tribes develop vulnerability assessments and adaptation plans?

- What resources, information, tools, funding, and data are available to support tribal climate change programming?

Objectives:
1. Allow Tribal delegates to learn from each other
2. Introduce Vulnerability Assessments (VAs)/ Adaptation Plans (APs)
3. Discuss role and protection of Traditional Knowledge in assessments and planning
4. Provide overview of Western climate science: key impacts, tools, and resources
5. Discuss the role of partnerships (with other tribes and/or intertribal orgs; universities; consultants; local, state, & federal governments)
6. Funding options for tribal climate programs

Format:
One group with Tribal delegates, facilitators, and instructors sitting around tables will participate in a series of group discussions. The lead facilitator will prompt the group with guiding questions to lead them through the specified topics before periodically splitting into breakout groups to address questions that are specific to each tribe or tribal group. The groups can share their findings if time allows.

Figure 1. Climate data is often used in the development of Climate Vulnerability Assessments and Adaptation Plans. Your Tribe has the option of working with the data directly or in partnership with climate experts. The decision is up to you and your Tribe.
The 2019 Tribal Climate Camp begins Sunday June 16; Agenda for week begins on page 4 below.

Each of the tribal teams will complete one major deliverable during their time at the TCC, and make a final presentation at the end of the camp. The deliverable is a plan for moving forward and taking action on climate adaptation back at home with your tribe. In the shaded box below, you will find a template for preparing your final deliverable.

If your tribe is just beginning its climate change program, then you can respond directly to the questions in this template. If your tribe is revising or expanding its climate change program, then you can share what you have learned in your process and respond to any of the questions you have not previously addressed in your tribal planning process. In any case, you will be further developing your plans for moving forward with climate adaptation activity. Here is the template.

<table>
<thead>
<tr>
<th>Roots (Monday morning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Why does climate change matter to the Tribe and people?</td>
</tr>
<tr>
<td>➢ What is the demographic profile of the whole community? Demographic profile refers to factors that are important for climate change planning, such as age, geographic location of housing, employment, and customary practices.</td>
</tr>
<tr>
<td>➢ How will the people be involved at the very beginning of any efforts to address climate change by the Tribe?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trunk (Monday morning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ What is your vision for a climate change program? [The vision is like a roadmap of where you want to be at some point in the future regarding your climate change planning]. How will the people be involved at the very beginning of any efforts to create and legitimate the vision?</td>
</tr>
<tr>
<td>➢ What is your mission for the climate change program? [What values and goals will go into implementing the vision] How will the people be involved in the developed of and feedback on the mission?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vines (Monday-Wednesday):</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ What are the specific projects that emanate from the values and goals? The projects should be considered in terms of how they would engage multiple Tribal departments, communities within the Tribe, and entities outside the Tribe.</td>
</tr>
</tbody>
</table>

We would like each team to prepare at least three specific projects (action plans) to complete their planning within the Vines segment of the template, including one concrete project or action within each of the following categories:

1. Building an educational strategy that strengthens community support for and involvement in for climate change actions (Monday afternoon)
2. Developing a strategy for assessing, addressing and communicating vulnerability (Tuesday curriculum)
3. Creating a game plan for energy efficiency and regenerative energy (Wednesday morning)

It is important that the proposed concrete project or actions engage your people working in resource management, harvesting, cultural, and other land-based endeavors. The goal is for your team’s project or actions to fully engage a variety of tribal programs, departments and individuals in your tribe’s emerging climate adaptation program.

On Thursday, each tribal team will have 15 minutes to give a presentation on the plan of action they have developed during the camp. Teams can use slides, video, and any other appropriate means of communication to present their plan to all camp attendees. The presentations should provide an outline of the tribal team’s plan and some details on each of the three projects or actions proposed for their tribe. Camp attendee will provide written evaluation feedback that will be distributed to each of the teams at the end of camp (example on page 10).

Resources (links) provided on page 9 below.
# AGENDA

## DAY 1 - (Sunday, June 16)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>Arrival / Check-In / Pick Up Welcome Packet and Materials</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Dinner</td>
<td>Dining Hall</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Opening Ceremony, Welcome, Introduction to Vital Logistics / Purpose</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>Talking Circle</td>
<td>TBD</td>
</tr>
</tbody>
</table>

## DAY 2 - (Monday, June 17 – morning and afternoon)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Breakfast</td>
<td>Dining Hall</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Prayer / Morning Reflection [Kyle Whyte]</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Prompt instructions given for each breakout room [Kyle Whyte]</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Break + Groups (Teams) go to their respective breakout rooms [Groups will choose a break time and work on an exercise together with assigned instructors.]</td>
<td>Elrod Lecture Hall</td>
</tr>
</tbody>
</table>

In each room, the instructors (as a group) will start off with introductions or whatever protocols they choose. The groups of teams in each group will work with the same instructors over the course of the week.

The instructor team will prepare their own brief remarks on the following points focusing on the Roots and Trunk parts of the template/deliverable document, and may feel free to use handouts or any other materials they need:

1. What lessons have you learned about how Indigenous peoples’ land-values, whether economic or cultural values, should best inform a vision and mission of a climate change program?
2. What lessons have you learned about what makes for strong vision and mission statements?

Each team will then have time to work on their approach to why climate change matters to the Tribe and people, their vision, and their mission for the climate change program. Before the session ends at 12pm, there should be time for each team to share and discuss what they came up with.

<table>
<thead>
<tr>
<th>Noon</th>
<th>Interactive Lunch Program (Speaker: Gary Morishima)</th>
<th>Dining Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 pm</td>
<td>Work on 2nd Prompt / Exercise</td>
<td>Return to Breakout Rooms with same teams &amp; instructors</td>
</tr>
</tbody>
</table>
specifically some of the following aspects of education and community support:

1. What materials, activities, multimedia and other approaches help start a conversation about or communicate climate change?
2. How can Traditional Knowledge keepers be involved in or lead climate change work?
3. How can educational or community-support building activities be multidisciplinary/multi-agency across the Tribal departments?
4. What’s the relationship between climate change programming and youth leadership and youth/adult education in the Tribe?
5. How can Tribal council be persuaded to take climate change seriously? Or, if council already does take it seriously, how can council work most effectively with Tribal staff?
6. How can Tribal staff connect with entities outside the Tribe, such as states, municipalities, scientific organizations, federal agencies, other Tribes, international organizations, and so on?

During the two-hour period, teams should have time to develop a strategy for education and community support on climate change. Teams can focus on any aspect of such a strategy for education and community support. One way to approach this is to work out an answer to the following questions:

1. What approach to education arises from the vision and mission?
2. What approach to building community support arises from the vision and mission?
3. What projects need to take place to strengthen education and community support?
4. How should activities be organized that advance these projects and who should be involved?
5. Which projects and activities are feasible to begin working on over the course of the next year? Which projects and activities are there no resources for yet? Which are long term projects and activities to plan for the next decade?
6. Perhaps pick one or two educational or community-support projects and the activities that go with them that can be developed in greater detail during the Tribal Climate Camp.

During the 2-hour session, there should be time left in the last half an hour for teams to report out to each other and for there to be feedback from the instructors and other teams.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30 pm</td>
<td>Open</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Traditional Meal [Interactive Dinner]</td>
</tr>
</tbody>
</table>

Peoples Center
[See Map in Welcome packet]
### DAY 3 - (Tuesday, June 18 - morning)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Breakfast</td>
<td>Dining Hall</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Prayer / Morning Reflection</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Begin program for the Day</td>
<td>Elrod Lecture Hall</td>
</tr>
</tbody>
</table>
| 9:30-10:15 am | **What are the potential impacts of climate change? Why do these matter for tribes? How might planning be helpful?** [Kyle Whyte & Chas Jones lead]
                      | [Breakout #1: How might your tribe’s priority issue (identified on Monday) be impacted by climate?] | Elrod Lecture Hall     |
| 10:15-11 am   | **What approaches can be used to incorporate vulnerability and impacts into planning?** [Meade Krosby lead]
                      | [Breakout #2: Discuss pros/cons of different approaches; which would be most effective for your tribe and why? How can Traditional knowledge be incorporated in climate change programming or vulnerability assessments?] | Elrod Lecture Hall     |
| 11-11:15      | Break                                                                     |                        |
| 11:15-Noon    | **How might you engage the tribal community, youth and government in climate change planning?** [Ann Marie Chischilly or Kyle Whyte lead]
                      | [Breakout #3: What approaches will you try for engaging your Tribal community and / or government in your climate change programming] | Elrod Lecture Hall     |

### DAY 3 - (Tuesday, June 18 - afternoon)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon</td>
<td>Interactive Lunch Program (Speaker: Ann Marie Chischilly)</td>
<td>Dining Hall</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Continue program</td>
<td>Elrod Lecture Hall</td>
</tr>
</tbody>
</table>
| 1:30-2:30 pm  | Working with climate data - hands-on training in accessing, interpreting, and applying climate change models. [Meade Krosby lead]
                      | [Breakout #4: Identify at least one climate variable that would impact the tribal priority identified in Breakout #1 and find a data source that would allow you to assess how the variable will change by 2080s for your Tribe.] | Elrod Lecture Hall     |
| 2:30-3:15 pm  | **How can tribes use, fund, and get support for tribal climate change planning?** [Kyle Whyte or Rachael Novak lead]
<pre><code>                  | [Breakout #5: Discuss how to frame a project for a funding agency to maximize likelihood of funding] | Elrod Lecture Hall     |
</code></pre>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15-3:30 pm</td>
<td>Wrap-up and Next Steps</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Optional Video Training for delegates and youth or Optional Climate</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td></td>
<td>documentary film screening and commentary by OSU Production team</td>
<td></td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Interactive Dinner Program <em>(Speaker: Mike Durglo)</em></td>
<td>Dining Hall</td>
</tr>
<tr>
<td>7:30 pm</td>
<td>Elrod Lecture Hall</td>
<td></td>
</tr>
</tbody>
</table>

**DAY 4 - (Wednesday, June 19)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Breakfast</td>
<td>Dining Hall</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Prayer / Morning Reflection</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Prompt for morning work on Tribal Carbon Policy</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>Noon</td>
<td>Brown bag lunch</td>
<td>TBD</td>
</tr>
<tr>
<td>Afternoon</td>
<td>White Bark Pine Tour</td>
<td>[See Map in Welcome packet]</td>
</tr>
<tr>
<td>6:30 pm</td>
<td>Interactive Dinner Program <em>(Speaker: Casey Thornbrugh)</em></td>
<td>Dining Hall</td>
</tr>
</tbody>
</table>

**DAY 5 - (Thursday, June 20)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Breakfast</td>
<td>Dining Hall</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Prayer / Morning Reflection</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Teams work on deliverables at any location</td>
<td></td>
</tr>
<tr>
<td>Noon</td>
<td>Interactive Lunch Program <em>(Speaker: Don Sampson)</em></td>
<td>Dining Hall</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Team share their Plans</td>
<td>Elrod Lecture Hall</td>
</tr>
<tr>
<td>5:30 pm</td>
<td>Dinner</td>
<td>Dining Hall</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>Evening boat tour of Flathead Lake</td>
<td>[See Map in Welcome packet]</td>
</tr>
</tbody>
</table>

**DAY 6 - (Friday, June 21):**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Optional Glacier National Park trip <em>(transportation available and sack lunch provided)</em></td>
<td>[See Map in Welcome packet]</td>
</tr>
</tbody>
</table>
## BREAKOUT ROOM CHART

<table>
<thead>
<tr>
<th>Breakout Room 1 - <strong>Elrod Conf. Room</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Burns Paiute</td>
<td>Chris Caldwell (main)</td>
</tr>
<tr>
<td>Ketchikan</td>
<td>Rachael Novak (main)</td>
</tr>
<tr>
<td>Blackfeet</td>
<td>Gerald Wagner (main)</td>
</tr>
<tr>
<td>Yakama</td>
<td>Althea Walker (main)</td>
</tr>
<tr>
<td>Igiugig</td>
<td>Chas Jones (optional)</td>
</tr>
<tr>
<td></td>
<td>Saskia Madlener (optional)</td>
</tr>
<tr>
<td></td>
<td>Arwen Bird (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breakout Room 2 - <strong>Elrod Lecture Hall</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalispel</td>
<td>Casey Thornbrugh (main)</td>
</tr>
<tr>
<td>Umatilla</td>
<td>Haley Case-Scott (main)</td>
</tr>
<tr>
<td>Seminole</td>
<td>Sara Smith (main)</td>
</tr>
<tr>
<td>Squaxin Island</td>
<td>Keith Hatch (main)</td>
</tr>
<tr>
<td>Ft. Peck</td>
<td>Meade Krosby (optional)</td>
</tr>
<tr>
<td></td>
<td>Cassandra Kubes (optional)</td>
</tr>
<tr>
<td></td>
<td>Daniel Cespedes (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breakout Room 3 - <strong>Lakeside Conf. Room</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salish-Kootenai</td>
<td>Kyle Whyte (main)</td>
</tr>
<tr>
<td>Colville Tribe</td>
<td>Mike Durglo (main)</td>
</tr>
<tr>
<td>Coquille</td>
<td>Robin O’Malley (main)</td>
</tr>
<tr>
<td>Chugach</td>
<td>Steven Daley Laursen (main)</td>
</tr>
<tr>
<td>Portland</td>
<td>Brian Johnson (main)</td>
</tr>
<tr>
<td></td>
<td>Ann Marie Chischilly (optional)</td>
</tr>
<tr>
<td></td>
<td>Gary Morishima (optional)</td>
</tr>
<tr>
<td></td>
<td>Don Sampson (optional)</td>
</tr>
</tbody>
</table>
RESOURCES

Vulnerability Assessment and Adaptation Planning Resources

- Tribal Climate Camp Website - http://atnitribes.org/climatechange/tribal-climate-camp/
- Tribal Vulnerability Assessment Resources website (Climate Impacts Group) - https://cig.uw.edu/resources/tribal-vulnerability-assessment-resources/
- Institute for Tribal Environmental Professionals - http://www7.nau.edu/itep/main/Home/
- OSU Productions - https://corals.oregonstate.edu/

Climate Data

- Tribal Climate Analysis tool (Climate Impacts Group) - https://cig.uw.edu/resources/analysis-tools/
- Climatology Datasets and Tools - https://cig.uw.edu/resources/data/
- Climate Change Scenario data - https://cig.uw.edu/learn/
- Tribal Climate Impacts - https://cig.uw.edu/about/our-impact/

Partnerships

There are many partners available and we encourage you to contact your regional tribal liaison to identify partners that could be helpful for your specific Tribal needs.

Regional Tribal Resilience Liaisons

- Malinda Chase (Alaska Tribal Resilience Liaison; malindac@apiai.org)
- Chas Jones (Northwest Tribal Resilience Liaison; cejones@usgs.gov)
- Sara Smith (Midwestern Tribal Resilience Liaison; ssmith@menominee.edu)
- Stefan Tangen (North Central Tribal Resilience Liaison; stefan.g.tangen@gmail.com)
- April Taylor (South central Tribal Resilience Liaison; april.taylor@chickasaw.net)
- Casey Thornbrugh (East and Southeast Tribal Resilience Liaison; cthornbrugh@usetinc.org)
- Althea Walker (Southwest Tribal Resilience Liaison; awalker@aihec.org)

Other TCC partners

- Meade Krosby (Univ. of Washington Climate Impacts Group; mkrosby@uw.edu)
- Ann Marie Chischilly (Institute for Tribal Environmental Professionals; Ann-Marie.Chischilly@nau.edu)
- Kyle Whyte (Michigan State University; kwhyte@msu.edu)
- Don Sampson (Affiliated Tribes of NW Indians; Don@seventhgenerationllc.com)
This document is a prompt for feedback on the work of the delegates during the course of this camp. While you’re listening to their presentation, feel free to write down any ideas, suggestions, or issues to look out for. Pass this on to Kyle and it will be distributed to the team. You may choose to be anonymous or to identify yourself. Make sure to put the team name (usually the Tribe’s name) at the top. Please note that this is the first part of a two-step process--we will also be following up with delegate teams after the camp.

Idea:
_____________________________________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________
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_____________________________________________________________________________________
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Suggestions:
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Issues: ____________________________________________________
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_____________________________________________________________________________________
_____________________________________________________________________________________

Other Comments: _____________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Author (optional): ___________________________________________
Appendix B. Pre-camp questionnaire

Tribal Climate Camp Pre-camp questionnaire

Greetings,
Thank you for taking the time to share your thoughts and feedback about your Tribe’s work in climate. Responses to this questionnaire will only be shared with instructors for the camp. They will not be published. We are gathering this information ahead of the camp so that we can shape the curriculum to best meet your needs.

Please contact Arwen Bird (503.318.5104 or arwen@wovenstrategies.com) with any questions about the TCC evaluation.

Thank you,
Tribal Climate Camp Steering Committee

What are your needs and/or interests in attending the Tribal Climate Camp?
[paragraph space for response]

What would you like to get out of the Tribal Climate Camp?
[paragraph space for response]

Climate planning
What is the biggest climate change programming challenge that you are facing as a Tribe, and that you’d like to make progress on coming up with a plan to address during the camp?
[paragraph space for response]

Does your Tribe/s Climate program have staff dedicated to the program (e.g. a Climate Change Coordinator)?
[paragraph space for response]

What departments within your Tribe do you work with most often with regards to climate?
Check all that apply.
- Fish and Wildlife
- Cultural Resources
- Water Resources
- Forestry
- Range
- Education
- Health
- Youth
- Elders
- Public Works
- Tribal Administration
- Other:

Please list the external agencies or partners that your Tribe/s work with most often on climate:
[paragraph space for response]

What kind of experience or training do you have with developing a vulnerability assessment? Adaptation plan? Greenhouse gas emission policy?
[paragraph space for response]

Are you having to update previous climate change plans or climate change efforts in the Tribe due to environmental changes occurring differently than may have been anticipated in prior years?
[paragraph space for response]
Community Engagement

What kinds of climate related clubs, organizations, programs in schools, etc. are active for your Tribe?  
[paragraph space for response]

What kinds of education programs on climate do you have in your tribe?  
[paragraph space for response]

What kinds of climate-related community activities do you have?  
[paragraph space for response]

Do you have strategies for ensuring your climate change work is usable by resource managers, harvesters and other Tribal members who are engaged in environmental stewardship activities and responsibilities?  
[paragraph space for response]

Policy and Funding

Have you applied for BIA Tribal Resilience Program funding?  
Mark only one oval:  
Yes  
No  
Other:

Did you receive BIA Tribal Resilience Program funding?  
Mark only one oval.  
Yes  
No  
Other:

Please share about the sources of funding that you are familiar with related to climate change: What sources of funding do you currently have and where have you applied?  
[paragraph space for response]

If you could, what other sources of funding would you pursue (e.g. EPA gap funding)?  
[paragraph space for response]

Have you worked with Tribal Council before? If so, please describe what topics/issues you have worked on.  
[paragraph space for response]

How informed is your Tribal Council on climate impacts? How informed is your tribal community about climate impacts?  
[paragraph space for response]

Have you or your Tribe engaged in carbon or greenhouse gas reduction policy or programs, whether at the state level, nationally, or internationally?  
Mark only one oval.  
Yes  
No  
Other:

Have you and the Tribe engaged in other climate change related policy work? If so, please describe what topics/issues you've worked on.  
[paragraph space for response]

Thank you! Last question, which Tribe/s do you work for?  
[paragraph text response space]
Appendix C. Post-camp questionnaire

2019 Tribal Climate Camp Evaluation

Greetings,

Thank you for taking the time to share your feedback about TCC with us! Your comments and suggestions are important. We use this feedback to shape the design of future camps. The responses you share through this questionnaire are anonymous. If you have any questions about this form or the evaluation in general, please contact Arwen Bird (503.318.5104 or arwen@wovenstrategies.com).

Thank you,
Kyle Powys Whyte (Chair, TCC Curriculum Committee)
Steve Daley Laursen, Chas Jones and Arwen Bird (TCC Evaluation Team)

Overall Feedback
What would you like to share about the camp setting (Salish & Kootenai hosting at Flathead Lake Biological Station)?
[paragraph space for response]

What affiliation did you have with the camp?
Check all that apply:
Tribal Delegate
Tribal Liaison
TCC Instructor

Please share any thoughts about the structure of the camp -- focusing on the development of a deliverable and providing customized instruction towards that goal (climate related programming, specific projects, etc.).
[paragraph space for response]

Did the structure of the camp offer enough time to work on your deliverable and/or what you came to work on during the camp? Please mark only one oval:
Yes
No
Other:

If you came as part of a team, did the structure of the camp help you build stronger relationships with your co-workers? Please mark only one oval:
Yes
No
Other:

Did the structure of the camp help strengthen the broader network (Tribal professionals, scientists, liaisons, etc.) you can access as you work on climate related planning?
Please mark only one oval:
Yes
No
Other:

Please share any additional thoughts about the structure of the camp and outcomes regarding the deliverables, strengthened relationships and networks.
[paragraph space for response]

Salish Kootenai hosting and Field excursions
Please share any reflections regarding the ways we learned about the host Tribes' culture and climate related programming (Traditional feast, Eagles program, White Bark Pine visit, and optional visit to Glacier National Park). [paragraph space for response]

Template and Deliverable model
Most delegates and/or teams interacted with individual instructors in depth over the course of the camp. Please share your thoughts about this model and reference the particular instructor that you worked with throughout the week. [paragraph space for response]
How helpful was each part of TCC classroom based instruction for your template and work? Mark only one oval per row. [Very helpful; Somewhat helpful; Not helpful or Did not attend]

Mon AM, Values, Vision and Mission session (Kyle Powys Whyte & Instructors)

Mon PM, Community/Education strategy session (Kyle Powys Whyte & Instructors)

Tues AM, Potential impacts session (Kyle Powys Whyte & Chas Jones)

Tues AM, Vulnerability Assessment approaches (Meade Krosby)

Tues AM, Community Engagement (Ann Marie Chischilly)

Tues lunch, Protecting Traditional Knowledges (Ann Marie Chischilly)

Tues PM, Climate Tools (Meade Krosby)

Tues PM, Funding support (Kyle Powys Whyte, Haley Scott & Chas Jones)

Tues PM, Film training in climate communications (Saskia Madlener & Daniel Cespedes)

Tues PM, Eagles program (Mike Durglo & Guests)

Wed PM, Carbon Policy (Cassandra Kubes)

Wed eve, Non-traditional perspective on weather and climate (Casey Thornbrugh)

In the spaces below, please describe the ways in which this module was helpful, and/or how it could be improved. [paragraph space response given for each]

Values, Vision and Mission session (Kyle Whyte and Instructors)

Community and Education strategy (Kyle Whyte and Instructors)

Potential climate impacts session (Kyle Whyte & Chas Jones)

Vulnerability Assessment approaches (Meade Krosby)

Community Engagement (Ann Marie Chischilly)

Protecting Traditional Knowledge (Ann Marie Chischilly)

Climate Tools (Meade Krosby)

Funding support (Kyle Whyte, Haley Scott and Chas Jones)

Optional film training in climate communications (Saskia Madlener and Daniel Cespedes)

Eagles Program (Mike Durglo and Guests)

Carbon Policy (Cassandra Kubes)

Non-traditional perspective on weather and climate (Casey Thornbrugh)

Presentation Day
Please share additional thoughts regarding presentation day. Was it helpful to listen to what your colleagues produced over the course of the week? What would you change? [paragraph space]

Closing
What additional suggestions and/or reflections would you like to share about your experiences during TCC? [paragraph space for response]
Appendix D. Evaluation Methodology

Information for this report was collected through qualitative telephone interviews with TCC participants prior to (n=8) and following camp (n=4), and through responses to a web based qualitative questionnaire (n=17). The web-based questionnaire was shared with all TCC participants (n=52) with 17 individuals responding (n=17) across all affiliations (Figure 4), reflecting a 33% response rate among all participants.

Interviews were conducted with a representative subsample of delegate teams prior to the camp. Groups were selected to represent the range of climate related programming for ATNI and non-ATNI member Tribes who would be sending delegate teams to the camp.

Following the camp, phone interviews were conducted with respondents who indicated a preference for that method of providing feedback. Thirty-six percent (36%) of delegates responded to the post-camp questionnaire or were interviewed by phone (n=12).

The evaluation period occurred during the late Summer and Fall of 2019. Telephone interviews were conducted through open-ended discussion guided by questionnaire questions. 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. Quotes have also been selected to indicate a pattern of response along the three overall outcomes for the camp: 1. Developing plans of action; 2. Professional network development; and, 3. Strengthening relationships with coworkers.