

## 1. ADMINISTRATIVE INFORMATION

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**Institution:** College of Menominee Nation – Sustainable Development Institute

**Project Title:** Supporting Collaborative Relationships between Tribes and Climate Science in the Northeast Region to Address Climate Impacts

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**Reporting Period:** July 1, 2015 – June 30, 2017 (extension to October 2017)

**Actual Total Cost:** \$145,577

## 2. PUBLIC SUMMARY

Indigenous peoples and Tribal communities have lived in the Great Lakes and St. Lawrence region for millenia. Throughout this time, they have lived through great uncertainty through colonialism and assimilation periods. Yet, the effort to make meaningful plans for their communities is now threatened by the uncertainty of changing trends in the environment, such as shifting lake levels and patterns of precipitation. These changes create potential financial burdens on Tribal governments and stresses on Tribal cultural practices such as hunting, fishing, and harvesting of subsistence and medicinal plants. Our project focused on developing climate scenario planning activities led by the Tribes and Tribal members we worked with, and supported by U.S. Department of Interior led Northeast Climate Science Center resources to provide relevant climate science information. Over the course of the project we were able to engage at various levels with up to six Tribal contacts in the region, either directly or through other activities that included Tribes represented from the NE region. Through our direct work with Tribes we were able to provide temporary support as Tribes either started or continued climate adaptation planning work. The process was initially focused on working with Tribal decision making bodies (e.g. Natural Resource Departments, Conservation Commissions) but also worked within community activities to the extent requested by the Tribal representatives. In addition, we worked with Tribal students and professionals who participated in other events such as, a Tribal Climate Camp, Indigenous Planning Summer Institute, and a Tribally led regional climate change monitoring network. In all cases, the effort to provide necessary information to advance Tribal climate adaptation planning needs resulted in the identification of specific resource issues. The integration of different NECSC climate science resources primarily provided localized climate profiles based on these identified resources.

## 3. PROJECT SUMMARY

All peoples have a right to make meaningful plans for the future. For many of the federally recognized Tribes, State Recognized, and federally unrecognized Tribes (Tribal Nations) in the U.S. Department of the Interior (DOI) Climate Science Center defined Northeast region (Northeast and Midwest), changing trends in the environment, such as shifting lake levels

and patterns of precipitation pose potential financial burdens on Tribal governments and stresses on Tribal cultural practices such as hunting, fishing, and harvesting of subsistence and medicinal plants. Consistent with the U.S. Federal trust responsibility to Tribes, the DOI Northeast Climate Science Center (NECSC) has key scientific resources for supporting Tribal adaptation planning in light of such trends in the environment. Our project focused on developing climate scenario planning activities led by the Tribes we worked with, and supported by NECSC resources to provide relevant climate science information. Over the course of the project we were able to engage at various levels with up to six Tribes directly and through other activities that included Tribes represented throughout the NE region. Through our direct work with Tribes we were able to provide temporary support as Tribes either started or continued climate adaptation planning work. The process was initially focused on working with Tribal decision making bodies (e.g. Natural Resource Departments, Conservation Commissions) but also worked within community activities to the extent requested by the Tribal representatives. In addition, we worked with Tribal representatives who participated in other events such as, a Tribal Climate Camp, an Indigenous Planning Summer Institute, and a Tribally led regional climate change monitoring network. In all cases, the effort to provide necessary information to advance Tribal climate adaptation planning needs resulted in the identification of specific resource issues. The integration of different NECSC climate science resources primarily provided localized climate profiles based on these identified resources.

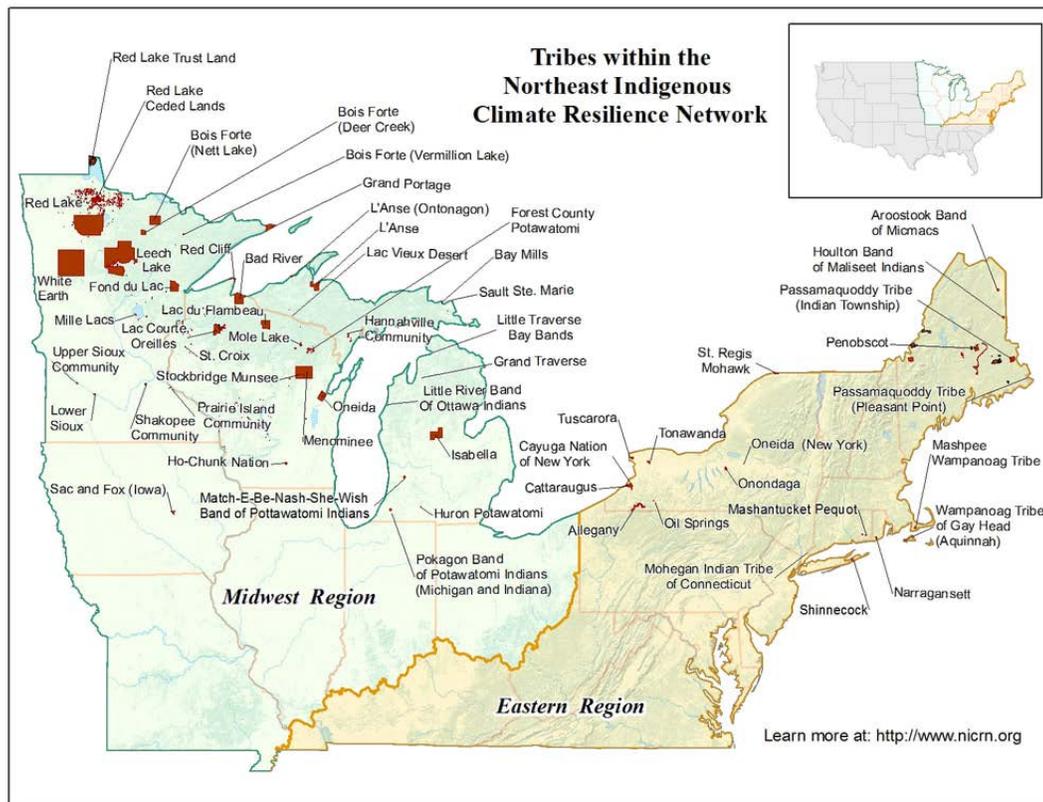


Fig. 1. There 74 federally recognized Tribes in the DOI Northeast Climate Science Center defined northeast region. <http://www.nicrn.org/tribes-in-the-northeast.html>

#### 4. PURPOSE AND OBJECTIVES

Climate change projections across the U.S. Department of the Interior (DOI) Northeast Climate Science Center (NECSC) defined northeast region (Northeast and Midwest) indicate numerous vulnerabilities due to climate impacts, including extreme temperatures, heavy precipitation, sea level rise, and a warming of the Great Lakes, and include numerous impacts to ecosystems and various fish, animal, and plant species (*Staudinger et al 2015*). Tribal Nations in the Northeast region have already noted and face a wide range of vulnerabilities and opportunities regarding climate change and current and predicted impacts (*Norton-Smith et al. 2016*). Vulnerabilities include protecting and enhancing tribal members' access to culturally significant and subsistence species, like birch and moose, addressing increased impacts from invasive species, to maintaining viable economic enterprises, like Tribal commercial forestry and fishing, to being able to provide adequate social services to Tribal members who may increasingly experience depression and distress in response to recognizable and felt ecological changes (*Petrasek MacDonald et al. 2012; Willox et al. 2011; Mears 2012*).

As sovereign governments exercising self-determination and as cultures who often have long standing experiences of adaptation and are structured to be resilient, Tribal Nations can enhance their capacity to adapt if they are able to determine how climate science research can serve their governance priorities and their own conceptions of adaptation and resilience. However, the status of Tribal Nations in relation to federal recognition and access to lands will impact how much control Tribes have over policy and decision making that makes an impact (*Norton-Smith et al. 2016*). In addition, there are also numerous projects being carried out by Tribes or on behalf of Tribes through other organizations. However, much of the Tribal climate adaptation work by Tribes is limited in terms of what is shared and primarily only used for Tribal community use (*Norton-Smith et al. 2016; Tribal Climate Guide 2015, BIA Tribal Resilience Program, see BIA awards map below and link for more information*). For instance, out of 74 federally recognized Tribes identified in the NECSC region, there are 17 Tribally led climate resilience projects (fig. 2).

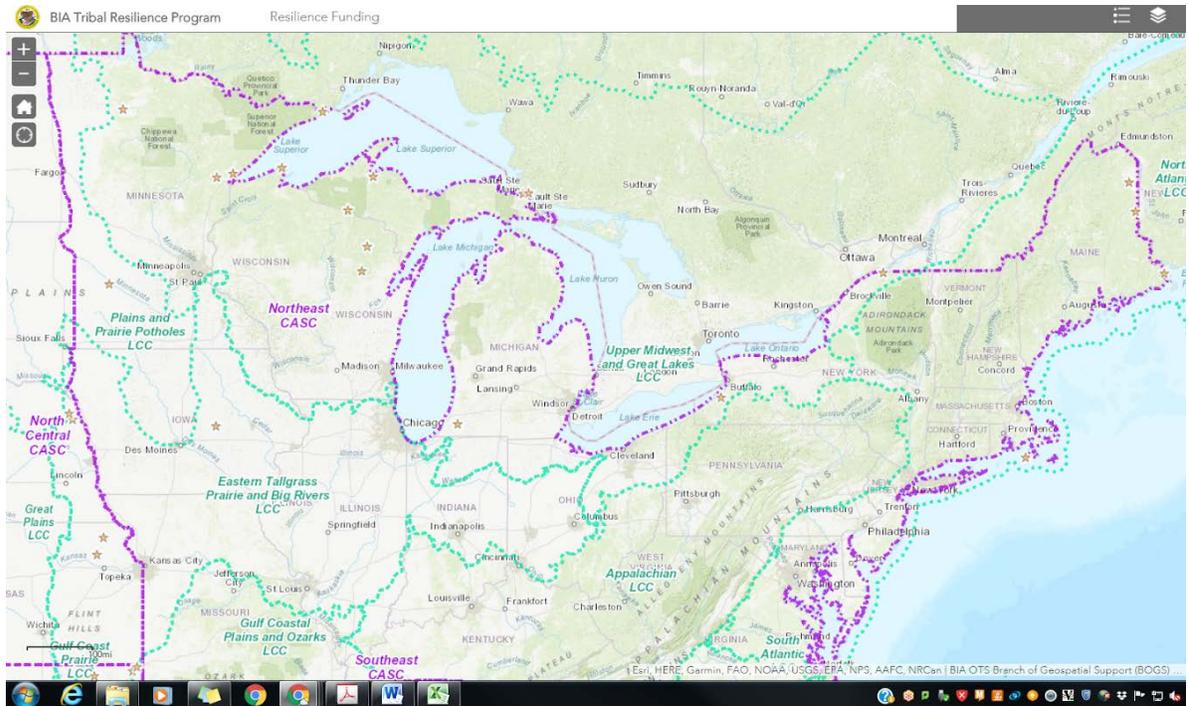


Fig. 1 BIA Tribal Resilience Program. Resilience Funding Map. Accessed April 18, 2018 at <https://biamaps.doi.gov/tribalresilience/>.

The primary goal of this project focused on the facilitation of relationships between six Tribes in the Northeast and the NECSC to produce, for each participating Tribe, a set of future climate change scenarios. Our project was based on previous work which focused on Indigenous peoples and climate change impacts, specifically how Tribes can use their own sources of knowledge and climate science to address climate change vulnerabilities (*Whyte et al. 2012; Bennett et al. 2013; Maldonado et al. 2013*). This previous work and other group work helped establish key guidelines and procedures that should be followed, for both ethical and scientific reasons, in Tribal and non-Tribal collaborations (*CTKW 2014*). Importantly, these projects and initiatives shed light on how higher education, federal agencies, and research institutions, such as the College of Menominee Nation Sustainable Development Institute (SDI) and the U.S. Department of Interior’s Northeast Climate Science Center (NECSC) can support Tribal adaptation efforts in the region (*Shifting Seasons 2014*).

The objectives of our project, therefore, focused on the following activities:

- a. Create an understanding based on Tribal perspectives in the Northeast of how the NECSC can support Tribal adaptation planning in relation to the [NE CSC Strategic Science Agenda](#);
- b. Collaboratively develop scientifically informed climate change scenarios for at least 6 northeastern Tribes in ways that will prepare the Tribes for more advanced stages of climate adaptation planning.

Project objectives stayed the same, however, our organization and approach to engaging with Tribes and NECSC climate scientists and information throughout the life of the project did

change, specifically for objective b. For the first objective, a., our project team did develop base understanding of lessons being learned throughout the project, which is described in the outreach and products section. However, we have discussed some of these lessons during other work with Tribes and climate change as a means to better understand what we were learning. This occurred during different Tribal and Tribal/Non-Tribal collaborations. Some of these primary areas for our work included attendance and participation in the Rising Voices collaborations (RV5 2017).

## **5. ORGANIZATION AND APPROACH**

We originally chose six Tribes based on what we had learned from our previous GLISA funded project, the estimated need of available staff and funding, and the geographic scope of the region. The scenarios were intended to *both* identify climate change impacts unique to each participating Tribe and to propose relevant solutions for adaptation and resiliency for each scenario. The scenarios could then be used in to further Tribal adaptation planning, justify future Tribal adaptation/mitigation projects.

We initially developed guidelines for outreach and recruitment in an effort to manage for a balance of Tribal representation across the broad NE region. The initial criteria was based on cultural groups at a broad level, and included: Anishinaabe, Haudenosaunee, Siouxian, Wabanaki, and an Algonquin Tribal groups. The second criteria we discussed was to seek a balance of Tribes that expressed strong foci in forestry, inland harvesting issues, and Great Lakes/St. Lawrence river issues.

We used the method developed through our GLISA funded project, “*Supporting Tribal Climate Change Adaptation Planning through Community Participatory Strategic Foresight Scenario Development*”.

- a.** Specifically for the community visits, we first identified a decision-making institution within each Tribe, such as the Natural Resources Department at the Little Traverse Bay Band of Odawa Indians (LTBBOI) or a position dedicated to climate change planning such as the Climate Change Coordinator at the Forest County Potawatomi Nation (Wisconsin).
- b.** We then worked with the identified Tribal institutional representative(s) to provide information on the geographic and jurisdictional boundaries that matter for understanding the climate change impacts relevant to the Tribe and the feasible solutions the Tribe could undertake.
- c.** With this information, we then worked with NECSC climate scientists to create a localized climate change impacts profile tailored to the Tribe’s geographic and jurisdictional boundaries.
- d.** The localized profile was then used to design a workshop in which a set of Tribal members, elected officials, employees and any other relevant stakeholders convened to create a set of 3-5 scenarios the Tribe faces based on the localized profile.
- e.** Before the workshop, our project team worked with the institutions over the course of several meetings to identify, map and structure the values (from treaty rights to the timing of ceremonies to subsistence hunting), climate change impacts and potential

- resources that should figure into the workshop. The particular Tribe(s) determined how to represent the values, impacts and capacities.
- f. This information was then used to structure the conversation during the workshops.
  - g. After the workshop, our project team worked on drafts of the scenarios for feedback from the participants, and eventually to produce final scenarios for each Tribe.
  - h. Key to this method is that each Tribe:
    - i. Designs, at the conceptual phase, the structure of the workshop, values and relevant impacts;
    - ii. Controls how its traditional knowledges are included and represented; and
    - iii. Has the right to ownership of the scenarios.

In the first year of the project we were coordinating between 3-5 different partnerships at any given time and at any given stage along the process. Once the organization of the research team changed we soon found the need to revise how we approached connecting with and supporting Tribes through CSC networks and other funding and information resources. We added work with tribal activities such as a Tribal Climate Camp in the Pacific Northwest, the Indigenous Planning Summer Institute hosted in Keshena, WI, and work with Red Lake Nation for the development of their Tribally led regional climate monitoring project.

## **6. PROJECT RESULTS**

The project was originally awarded in July 2015 and we started to build on existing relationships soon after. We reviewed existing relationships to see where we needed to develop new relationships to be as regionally representative as possible in regards to Tribal perspectives within the region and based on available resources. The project consisted of existing staff from CMN SDI and MSU Faculty as well as CMN undergraduate interns when available. Travel, supplies and other materials for this project were written into the existing CMN SDI base funded budget. Initial work was guided by methods and procedures identified in our proposal. Through this process we were able to coordinate work with the Forest County Potawatomi Tribe of Wisconsin, Little Traverse Bay Band of Odawa Indians, Grand Traverse Band of Ottawa and Chippewa Indians, Little River Band of Ottawa Indians, Penobscot Nation, and Nottawaseppi Huron Band of the Potawatomi. Out of all of these activities, our work with FCP and the LTBBOI led to scenario workshops and written reports. Our work with the other Tribal Nations resulted in support and assistance at various levels, including initial site visits and meetings to provision of educational materials for youth camps.

The project was originally set up with a central position coordinating project connections between Tribes and Climate Scientists based out of CMN SDI in Keshena, Wisconsin. The Research Assistant was a full time employee of CMN while continuing graduate studies at MSU. This structure worked to a certain extent, but over time the number of concurrent projects at SDI and the logistics and timing of coordinating the type of quality relationships we proposed across a wide geographic expanse like the NE CSC region made it difficult to maintain. In addition, during the course of the project one of the research team members transitioned from CMN back to MSU to focus on graduate studies while providing continued part-time support for the project. This introduced unanticipated administrative and logistical issues which took time to sort out internal to CMN.

Because of the logistical issues and changes, our project team did make adjustments in how we approached and interacted with Tribal Nations who were representative of our originally proposed audience. We began to work more directly with individual Tribal peoples at various Tribal Climate focused activities, which yielded successful results. This included a Tribal Climate Camp in the Pacific Northwest with participation by delegates from the Passamaquoddy Tribe located in Maine, as well as participation in our Indigenous Planning Summer Institute with Indigenous scholars from across the NECSC region and broader CSC network. In addition, a climate monitoring project led by the Red Lake Nation in northern Wisconsin received development support as part of this project. We also included support for Menominee directly through a BIA Tribal Climate Resilience project they were funded for.

Through this process we were able to coordinate work with several different Indigenous peoples and Tribal communities through different methods of interaction. with the Forest County Potawatomi Tribe of Wisconsin, Little Traverse Bay Band of Odawa Indians, Grand Traverse Band of Ottawa and Chippewa Indians, Little River Band of Ottawa Indians, Penobscot Nation, and Nottawaseppi Huron Band of the Potawatomi. Out of all of these activities, our work with FCP and the LTBBOI led to scenario workshops and written reports. Our work with the other Tribal Nations resulted in support and assistance at various levels, including initial site visits and meetings to provision of educational materials for youth camps.

- a. Community Site Visits.** The sites visits, while complex to prepare and coordinate, proved valuable and helpful to developing a product that the Tribal communities identified as a need. Based on our original goal of reaching out to Tribal Nations representative across the NECSC region, we were able to engage directly with Forest County Potawatomi Tribe of Wisconsin, Little Traverse Bay Bands of Odawa Indians, Grand Traverse Band of Ottawa and Chippewa Indians, Little River Band of Ottawa Indians, Penobscot Nation, and Nottawaseppi Huron Band of the Potawatomi. Out of all of our research team contacts, our work with Forest County Potawatomi and Little Traverse Bay Bands of Odawa Indians led to full implementation of our methods for community scenario workshops. However, working with the other Tribes, we were able to develop various products that were guided by them and relevant to the work they were doing at the time. For instance, securing support for internships for a Tribe, supporting curriculum development to integrate climate science in wild rice and wetland education, and the creation of localized climate trend and presentation materials. Our work with Menominee accomplished much of the protocol, but the work was also funded directly by a BIA grant secured by the Tribe. CMN SDI connected this research team work with that funding opportunity.
- b. Tribal Climate Camp.** The research project team members were able to interact with several different Tribal groups and individuals from across the nation. The Affiliated Tribes of Northwest Indians (ATNI) and the United Southern and Eastern Tribes (USET) worked with the Northwest CSC and BIA to fund a week long summer program for Tribal staff on climate change planning. The research team took leadership in the curriculum planning of the workshop, which has now occurred twice (summer 2016, hosted by Nez Perce Tribe; summer 2017, hosted by Nisqually Tribe).

- The research team, harnessing the experiences working with other Tribes, designed a curriculum that would provide Tribal staff the support they needed to design and implement plans, including fund raising, scenario planning, organizing community meetings, communicating with Tribal council and so on. The curriculum trained over 12 Tribal staff teams over the two years, over 40 students or aspiring Tribal professionals. Though the way the organization of the camp worked, it was only possible to host on the Northwest, this model should be extended to the Northeast.
- c. Indigenous Planning Summer Institute.** Indigenous education has made advances in preparing students for careers in STEM fields, including climate science. Yet very little education, even in Tribal colleges, prepares Indigenous students in how to build careers and take leadership in professions they may pursue working for their own Tribes, other Tribes, or Indigenous organizations, such as the Great Lakes Indian Fish and Wildlife Commission. The research team partnered with the Indigenous Design and Planning Institute at the University of New Mexico to create a weeklong curriculum. The first year included 14 students, mostly Menominee. The second year had 20 students, with four students from Tribes outside of Menominee. The third year had 30 students, about 15 from outside Menominee. Most of the students were in their 20s and 30s, with some older in age. The majority of students, each year, were women. The curriculum unfolded through a combination of exercises that connected issues of sustainability and community design to Tribal economies, cultures, infrastructure, organizational strategies and arts and sciences. The importance of Indigenous knowledge systems for guiding planning processes, even ones heavily involving STEM aspects, was emphasized. The students spent time comparing different Tribes to one another in terms of their planning and climate change work, including the Menominee, Oneida and Stockbridge-Munsee. The Indigenous Planning Summer Institute sets up a model of hands-on experiential education as a way of exciting students about STEM careers. The camp involved community-building activities, from collaborative cooking to team-based projects to fireside conversations.
  - d. Tribally led Climate Monitoring Network.** Arising from a previous collaboration with the Red Lake Nation, many staff felt strongly that the over 30 Tribes in the EPA region 5 should try to coordinate their climate change monitoring efforts. EPA region 5 has an annual conference for all Tribal staff working on EPA programs. Many of these staff are also responsible for climate change programs for the Tribes they work for. Yet the Tribes are monitoring for different types of change or use different standards for measurement and data storage. The research team (Caldwell and Whyte) have advised the network as it has emerged. It is hoped that NECSC can play a role in advising this emerging network as it moves forward. This is highlighted as a case study insofar as it speaks to a need regionally among EPA region 5 Tribes that may also be shared by other Tribes in other regions, at both greater and lesser scales.

## 7. ANALYSIS AND FINDINGS

CMN SDI in collaboration with MSU and other partners embarked on this project to support Tribal Nations efforts for climate change planning. Through different grants, including the Supporting Tribal Relationships project funded by NECSC, we gained valuable experience that we are able to reflect on looking forward to the future. The College of Menominee

Nation (led by its Sustainable Development Institute) status as a consortium member with the NECSC has allowed SDI to collaborate with funding programs through the CSC network but also through other agencies. All of this work has provided opportunities to make Tribes more aware of the CSC network and has also led to products developed to help inform CSC scientists in general. This provides new channels and opportunities to bring support and knowledge to bear on issues identified by Tribal Nations in the Northeast region. In addition, we continue to build up the Northeast Climate Resilience Network as a means to increase awareness of NECSC climate resources in the region. The following reflections have been generalized and will be kept anonymous given that some of the insights are based on our observations from our experiences that are not formally part of the projects the Tribes agreed to.

- a. Lesson 1:** Indigenous peoples have long legacies and intellectual traditions that understand environmental relationships as connected to culture, economics, social organization, political self-determination and health and well-being. Yet current Tribal governments today are often siloed into departments that separate these dimensions of ecosystems, which is often a reflection of how federal funding flows down to Tribes in the first place. In working directly with Tribes, we found broad concerns about climate change as presenting financial, cultural, psychological and physical health risks. While funding for climate change planning and climate science is often targeted toward Tribal natural resources agencies, these agencies, if their work is not connected to health departments, language departments, and so on, may not have the impact or longevity required. Instead, Tribal climate change planning must start from initial meetings with all departments. Efforts should be taken to connect climate change information to the programmatic language of these different departments.
- b. Lesson 2:** Include Tribal staff and Tribal members. Tribal staff and leadership are often the recipients of grant funding to work on climate change or they are the ones who organize collaborative efforts. They are charged with doing environmental work and have political authority within Tribes. At the same time, they are limited to what they work on due to funding. Often, certain areas of the environment, such as medical plant harvesting and wetlands, are managed by Tribal members who are not formally employed by the Tribe. They may have their own organizations and cultural arrangements for this work. Many Tribal members also, whether through activism or simply their own observations, are aware of climate and environmental issues that staff may come across less. Finally, a climate change plan will only be as successful as it is embraced by the Tribal membership.
- c. Lesson 3:** Ensure scientific images reflect Tribal jurisdictions. Unfortunately, Tribal jurisdictions are not readily available for scientists working with Tribes on climate change planning. For Tribes, their jurisdictions are diverse, including reservation areas, ceded territories, traditional territories and so on. Some of these jurisdictions have political force; others are ones in which, based on Indigenous rights, Tribal members should be able to work.
- d. Lesson 4:** Position of Tribal Colleges and Universities (TCU's) within collaborations with larger universities. The experience of the College of Menominee Nation and its participation in the NE CSC Consortium through the Sustainable Development

Institute has provided invaluable experience. Participating in large partnerships with mainstream academic institutions and federal agencies often identified or made visible some of the differences and lack of level playing field for Tribal Colleges and Universities in collaboration with large academic universities. Although TCU's are land grant institutions, the primary focus is teaching and more often reflects a community college setting. This creates disadvantages in terms of access to faculty experienced with research, but also access to resources like fully dedicated central support offices. Additionally, TCU's often work with undergraduate level non-traditional students, which limits how they might or are able to interact with projects in the same manner as large academic institutions with readily available graduate student populations. However, with these noted limitations in relation to working with external institutions and agencies, Tribal Colleges and Universities also offer some of the most meaningful connections between Tribal Nation communities and external partners (Shifting Seasons 2011 and 2014). Any work completed by a TCU faculty, staff, and/or student who is a tribal member leads to that knowledge staying with the community, which begins to help counteract extractive research methodologies that Tribes have long contended with. Throughout our work with Northeast Climate Science Center and other federal agencies, one issue that came up often, especially when engaging with graduate level students during the summer activities, was the lack of hiring opportunities for Indigenous graduate students. In addition, supporting both Indigenous undergraduate and graduate level students creates opportunities for mentoring and networking that help advance both into new areas of research on climate science and impacts.

## **8. CONCLUSION AND RECOMMENDATIONS.**

This project was one of the first large scale collaborations from start to finish between CMN SDI and our research partner at MSU. It provided many lessons learned related to the specific proposed work, but also other avenues for collaborations such as addressing the issue of access to graduate level students focused on Indigenous projects centered at CMN. The development of this experience alone based on this project provides continued opportunities for future development. Going forward, CMN SDI will continue to build from its experience and work with the NECSC and the Tribal Nations and individuals we have come into contact with. The sharing of knowledge in a spirit meant to support and help other Tribal Nations. Based on the lessons we learned through this project, the following recommended steps organized under each lesson would help build on this work and other similar activities:

- a. Recommendation 1:** Create workshop opportunities that provide adequate resources to bring Tribal program leaders in different areas (natural resources, community development, health, etc.) together to review and assist with the development of programmatic language specific to each area. Keep a common reference sheet that links programmatic to Tribal strategic approaches. Include opportunities to think through community engagement plans to incorporate input into each document.
- b. Recommendation 2:** Create more opportunities for engaging with Tribal Colleges and Universities in the development of climate science initiatives within the Climate

Science Center network and beyond. Create partnerships that are equitable in terms of resource availability, understanding and funding, but also equitable in the valuation of different knowledge bases. This could be better advanced by having CSC leadership visit Tribal communities for planning events to better understand how Tribes operate and approach relationships with external climate decision support organizations. More broadly, create opportunities for TCU students AND Indigenous graduate level students to work directly in or be funded by CSC network opportunities.

- c. Recommendation 3:** The recognition and development of projects that reflect Tribal perspectives of land and history is an important start to recognizing how to develop more appropriate climate science products relevant to Tribes. This recommendation may be best accomplished by focusing efforts on recommendations 1 and 2.

Given the level of resources available for this project, these recommendations are not exhaustive. Rather, they provide what we have learned and reflect a continued developmental aspect to engagement between Indigenous peoples and Tribal Nations by non-tribal federal and academic based climate science organizations.

## 9. OUTREACH

Our project team is currently preparing case studies to include as part of the Northeast Indigenous Climate Resilience Network (NICRN) website that has been developed with support from NECSC base funds. In addition, we are also looking to expand on this final report and develop manuscripts based on these case studies and the lessons learned for submission to journals on the work we have done. This will be ongoing into FY2018. While we noted a few journals in our original proposal, there will also be an opportunity to submit to the American Indian College Fund's (AICF) Tribal College Research Journal (<https://collegefund.org/research-and-programs/research/research-journals/>). This publication would be an appropriate venue for a peer-reviewed article by the College of Menominee Nation Sustainable Development Institute. In all of these initiatives, we are working to follow up with the Tribes and individual participants to assist in final development of these articles to ensure the appropriate release of information.

### Products developed

1. Adaptation Planning - Draft Case Studies <http://www.nicrn.org/adaptation-planning.html>
2. Manuscript in preparation. "Supporting Tribal Climate Relationships in the Northeast Region".

### Presentations by project team members

1. Chris Caldwell and Marie Schaefer. NECSC Annual Fellows Retreat. September 22-25, 2015.
2. Chris Caldwell, "NECSC Collaboration in Action", Menominee Community Engagement Workshop, January 13, 2016.
3. Chris Caldwell, Tribal Climate Camp. Hosted by Affiliated Tribes of Northwest Indians A(TNI) and United South and Eastern Tribes, (USET), DOI Pacific Northwest Climate Science Center, and Bureau of Indian Affairs (BIA), McCall Field Campus, Idaho. June 19-25, 2016.

4. Marie Schaefer, Rising Voices 3: Collaborative Science with Indigenous Knowledge for Climate Solutions, July 7th, 2016.
5. Marie Schaefer presented, "National Climate Assessment 4: Tribal Input", at the National Tribal Forum on Air Quality, Niagara Falls, New York, May 18th, 2016.
6. Marie Schaefer, "National Climate Assessment 4: Tribal Input", Rising Voices 4: Collaborative Science with Indigenous Knowledge for Climate Solutions, July 7th, 2016.
7. Chris Caldwell, "Living Waters, Animate Lands" Native American and Indigenous Studies Symposium. Hosted by Five Colleges Consortium in Amherst, MA April 5-7, 2017.
8. Chris Caldwell, Kyle Whyte. Tribal Climate Camp. Hosted by Affiliated Tribes of Northwest Indians A(TNI) and United South and Eastern Tribes, (USET), DOI Pacific Northwest Climate Science Center, and Bureau of Indian Affairs (BIA), Pack Forest, WA. August 1-4, 2017.

## 10. CITATIONS

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