

2019 Climate Strong! Institute Evaluation
Evaluation conducted by: Cathy Techtmann-Environmental Outreach Specialist,
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Institute Dates: July 6-11. Institute Participation: 23-25 educators. Evaluation conducted 30 days after institute conclusion.

Q1 - How effective was the professional development offered during the 2019 Climate Strong! Institute in increasing your competency in the following areas?

| Question | Not effective at all | Somewhat ineffective | Unsure or neutral | Somewhat effective | Very Effective | Total |
|---|----------------------|----------------------|-------------------|--------------------|----------------|-------|
| Ability to apply what I learned during the Institute in the cultures and communities I work with | 0.00% | 0.00% | 0.00% | 58.33% | 41.67% | 12 |
| Confidence in communicating about climate change | 0.00% | 0.00% | 8.33% | 33.33% | 58.33% | 12 |
| Helping others recognize their leadership style and apply their unique strengths | 0.00% | 0.00% | 8.33% | 41.67% | 50.00% | 12 |
| Understanding your personal leadership style and ability to work with other leadership styles | 0.00% | 0.00% | 8.33% | 33.33% | 58.33% | 12 |
| Understanding the impact of climate change on cultural, spiritual, and subsistence lifeways, and Ojibwe treaty rights | 0.00% | 0.00% | 0.00% | 8.33% | 91.67% | 12 |
| Ability to integrate TEK with SEK to build culturally relevant climate learning experiences (such as through using the G-WOW model) | 0.00% | 0.00% | 16.67% | 16.67% | 66.67% | 12 |
| Ability to access SEK quantitative resources (such as the Wisconsin Institute on Climate Change Impacts-WICCI) | 0.00% | 0.00% | 9.09% | 27.27% | 63.64% | 11 |
| Understanding the role of scientific ecological knowledge (SEK or "western science") in building climate literacy | 0.00% | 8.33% | 0.00% | 25.00% | 66.67% | 12 |
| Ability to access TEK qualitative resources (such as the Tribal Adaptation Menu and the Climate Vulnerability Study) | 0.00% | 0.00% | 8.33% | 16.67% | 75.00% | 12 |
| Understanding the role of Traditional Ecological Knowledge (TEK) in building climate literacy | 0.00% | 0.00% | 0.00% | 8.33% | 91.67% | 12 |

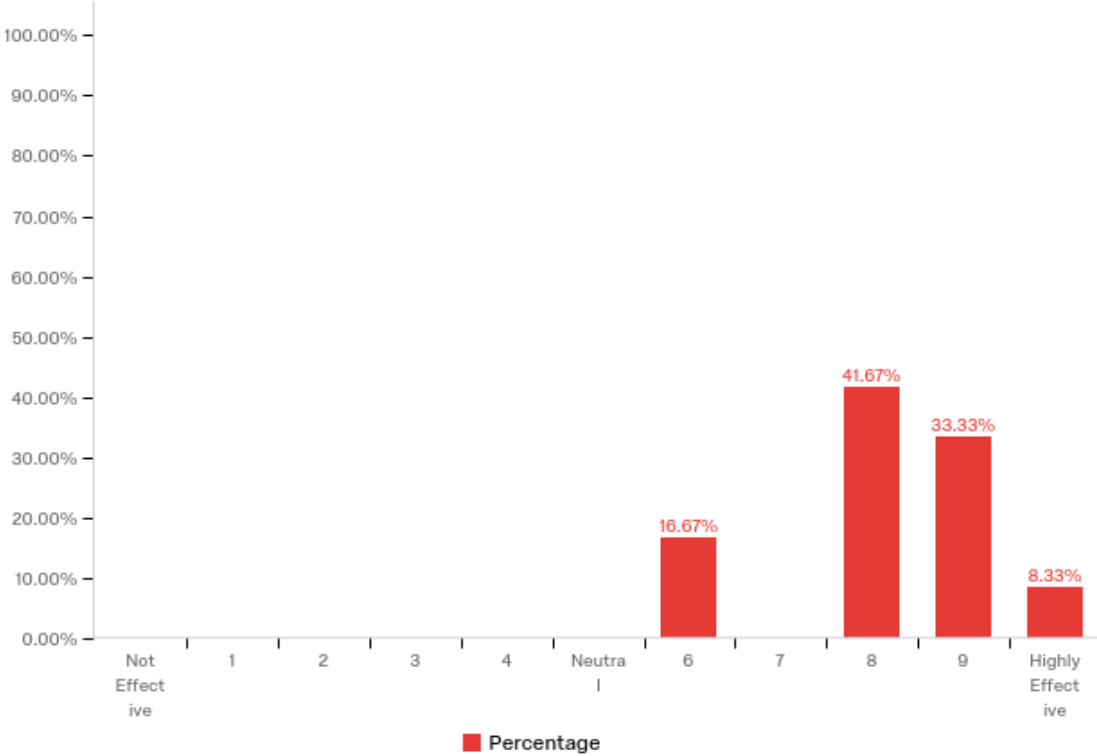
Q2 - Thinking about the TEK we integrated into the Institute, how likely are you to use this qualitative knowledge to increasing climate awareness and resiliency behaviors among the students and communities you work with?

| | Percentage |
|-------------------------|------------|
| Highly Unlikely | 0.00% |
| 1 | 0.00% |
| 2 | 0.00% |
| 3 | 0.00% |
| 4 | 0.00% |
| Neutral | 0.00% |
| 6 | 0.00% |
| 7 | 0.00% |
| 8 | 25.00% |
| 9 | 50.00% |
| Extremely Likely | 25.00% |
| | 12 |

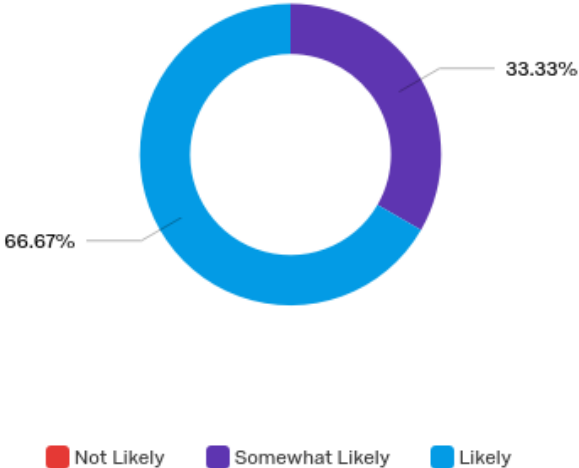


2019 Climate Strong Institute “Web of Life” Activity

Q3 - How effective were the Institute's leadership development sessions in demonstrating how you can help students and others take greater leadership for promoting community climate resiliency?



Q4 - How likely are you to apply the training you received during the 2019 Climate Strong! Institute in helping students and others adopt behaviors or implement projects that build climate resiliency?



Q5 - Did the Institute provide "take away" resources that will be helpful to you in supporting climate resiliency education?

(Examples of "take away" resources demonstrated during the Institute include the Climate Vulnerability Activity, the Forests On the Move Activity, the Medicine Wheel Leadership Activity, the Climate through Art Activity. These resources were provided on the resource jump drive)

| | Percentage |
|---|----------------|
| Yes | 100.00% |
| No, the take away resources were not useful for my needs or I needed more. If so, please explain what other types of resources we should provide: | 0.00% |
| Total | 11 |

Q6 - What was the most significant learning experience or "ah-ha!" moment for you during the Institute. Please explain why:

Learning about Ojibwa language from the NPS man and the camp we visited at Raspberry Island. I felt like I was given a very personal glimpse into the lives of Ojibwa people and felt honored to do so.

Seeing how climate affects the lives and traditions of people gives me a different way to teach about climate change

The learning of Ojibwe language by Damon Panek and thinking about how Ojibwe language captures more about the environment. Also how Western communities talk about Native Americans and their culture in past tense.

Learning of so many ways to instruct students in their education of climate change, with integration of the traditional teachings.

The importance of SEK and TEK in realizing the impact of climate change to all of our communities.

How TEK is used to inform place-based climate change observations, monitoring, and management. I really liked learning about the significance of the medicine wheel and how it can be used utilized as both a visualization and as a conceptualization tool for approaching climate change resiliency and youth education.

There were so many wonderful opportunities, but the best were hearing from the Natives, and their sharing, as speakers, participants in the program, and the many ways their culture honors Mother Earth.

TEK & treaty rights: learning to apply in terms of planning for climate adaptation

For me, connected with such a strong place-based and culturally-relevant model for engaging in climate change and leadership was very effective. It made me think about my own teaching and facilitation strategies in how I can be more explicit and better at incorporating these ideas so we can all connect in place-based and culturally relevant ways to fairly abstract concepts like climate change. Also Indigenous language with Park Service was amazing!

The connection of language to climate change

Since I did not know about Traditional Ecological Knowledge before attending this institute, the most significant learning experience occurred during the lessons on rice and the cultural and spiritual significance of it for Native Americans. Then seeing the rice on our boat tour really brought together the importance of TEK in teaching climate change and prepared me for being open to learning more the rest of the week at the institute.

Q7 - What was the least significant learning experience for you during the Institute. Please explain why:

Eating in the smoke filled casino

Wild rice talk the first day

none

NA

Some of the climate change talks became a little redundant as the week progressed.

This is difficult to answer. The information about the people who do NOT believe that the Climate is actually changing for the worse is not really less significant, but since there will always be critics, I would put that as least. I do find comfort in the information presented to help give more background as to these critics and their denial.

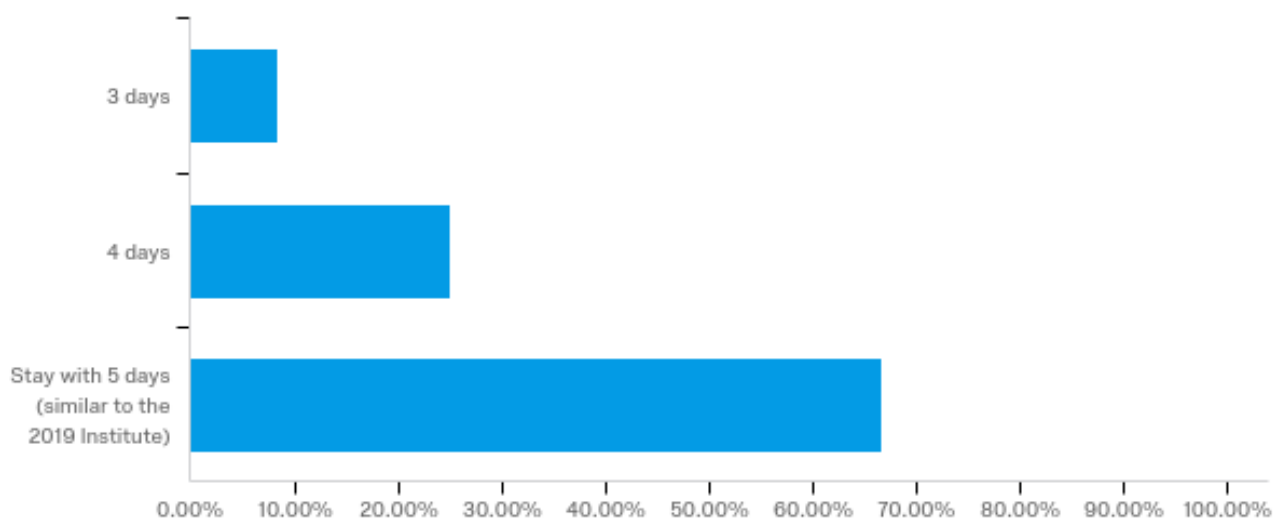
Climate Impacts Bad River/Response: new worker--didn't know so much yet

learning about the Apostle Islands research component

There really wasn't anything that was not significant, but if I were to pick the least significant, it would be the menu (please know this was still significant, just least)

Learning about leadership styles was the least significant learning experience (but still good) only because I wasn't as interested in that topic as others.

Q8 - There will be two more Climate Strong! Institutes offered in Minnesota and Michigan in 2020 and 2021. After taking this training in a 5-day format, what is the optimal number of days we should plan for these future Climate Strong! Institutes?



Q9 - Do you have any other ideas of how we could improve the professional development offered in the upcoming Climate Strong! Institutes?

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If you want teachers you should provide CEU credit. Teachers need these credits for relicensing. Five days is a time commitment but worked well. Less time commitment might attract more people.

List cohesive goals and objectives for the workshop and revisit them so participants make the connection to the current activity to the objectives of the workshop. this survey helped remind me and put what we did in context to the goals of the program again.

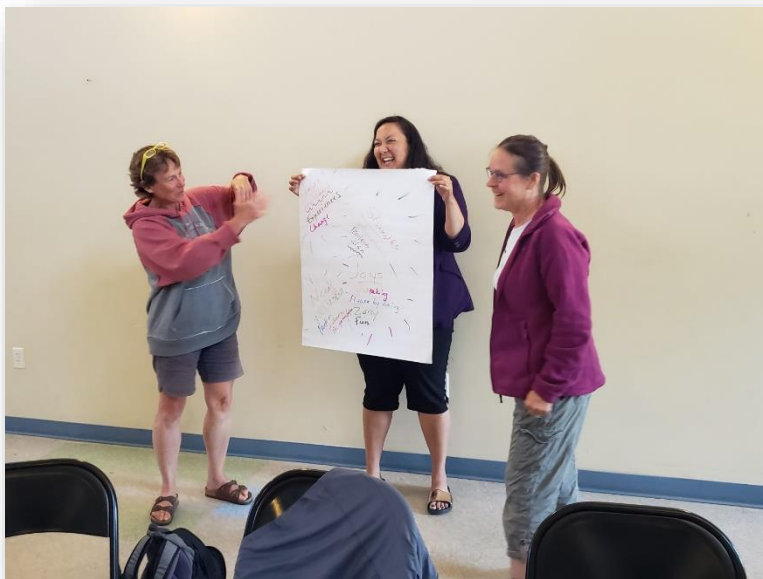
The days were packed full of information, which was awesome, but they began to get a little long. Shorten the days or offer more breaks to prepare yourself for the next activity.

A whole day or half a day devoted to going over the Climate Change Adaptation Menu and how we can utilize it in both a management and educational capacity. More applied seminars such as how to reach out to and collaborate with tribal stakeholders. Would have also liked to build a lesson plan as a group integrating TEK and SEK and the Ojibwe people so it is ready to go for our education events and that way we would have had professional advice and input through the planning process.

I think that the Climate Strong! Institutes could be advertised and given some more options for teachers to participate, and have CEUs given possibly by day, so that more teachers could participate, but not have to commit to a longer conference. It can be hard for people to be gone so many days. I did put 5 days as I do think the program offerings were very worthwhile. A repurposing sharing time of how people repurpose items, instead of throwing, would be nice, or even a board to post ideas. I am seeing so many things getting wasted.

more time to share at end.

The only reason I choose three days above is so that it is easier to align with schedules. Any length of time would be good and I would make any work, just personally know 3 days is easier. I do not have any other suggestions other than more time moving around.



Sharing Climate Action Plans Using the Medicine Wheel Leadership Format

Q10 - Now that you've completed the Climate Strong! Institute training, how likely are you to:

| Question | Probably Not | Maybe | Most definitely! | Total |
|--|--------------|--------|------------------|-------|
| Network (formally or informally) with other 2019 Climate Strong! Institute alumni to share resources, ideas, curriculum, or just to maintain connections? | 8.33% | 58.33% | 33.33% | 12 |
| Attend a 1-day Climate Strong! Camp with a student(s) supported by grant-funded financial assistance? | 8.33% | 41.67% | 50.00% | 12 |
| Attend a multi-day Climate Strong! Camp with student(s) supported by grant supported financial assistance? | 16.67% | 50.00% | 33.33% | 12 |
| Attend a Climate Strong! Community Event in my region where student climate resiliency projects and resources are highlighted? | 0.00% | 16.67% | 83.33% | 12 |
| Post climate change projects I am involved with that demonstrate youth leadership in increasing community climate resiliency....on our soon to be developed Climate Strong! website? | 0.00% | 41.67% | 58.33% | 12 |

Q11 - We are always looking for "pithy quotes." Do you have a quote you would be willing to share with us below about your Climate Strong! Institute experience? On behalf of the Climate Strong! Team, Chi Miigwech for taking time to share your feedback!

A truly immersive learning experience! I now feel more prepared and confident about marrying TEK and SEK in climate change education and environmental planning. Thank you for all that you and your team did to put on this important event!

Thanks! Miigwech! The Climate Strong! Institute helped me to better understand about climate & TEK to talk to others about climate without fear.

Connecting with others about our shared future of our place, the challenges we will face, the resiliency of place-based connections through time, just makes me feel hopeful!



2019 Climate Strong! Institute Participants at Tetzner's Farm