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2022

Swinomish Climate Change Education and Community Resiliency

Vivien Coop
Western Washington University

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COLLEGE OF THE ENVIRONMENT



Internship Title: Swinomish Climate Change Education and Community Resiliency:
An Internship with the Swinomish Department of Environmental Protection

Student Name: Vivien E. Coop

Internship Dates: September 22nd, 2021 to March 18th, 2022

Advisor: Dr. Rebekah Paci-Green

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STUDENT SIGNATURE 

DATE: 05/12/2022

ACKNOWLEDGEMENT

This internship opportunity would not have been possible without the WWU Resiliency Institute, the SITC Department of Environmental Protection, and the Protect Mother Earth Subcommittee at Swinomish. I am very grateful for the myriad of mentors who guided me through this experience both at Western and Swinomish, and I am grateful to the Disaster Risk Reduction and Urban Planning program for helping me find the field I want to dedicate the rest of my life to. This internship truly set me down a path to genuinely helping people, and that is all I could ever ask for from a career – so, thank you.



Dedicated to my family half a world away



Internship/Learning Agreement

Section 1 – Student Identification			
Last Name, First Name:		Western ID:	
Email Address		Major/PreMajor	

Section 2 – Registration Information			
Total Credits:		Faculty Advisor:	
Internship Start Date:		Internship End Date:	
Number Credits Per Quarter (F/W/S/Sum)			
<i>Note: You must be registered for credits during quarters you perform any part of the internship work (Including Summer Session) to include writing of reports...this can be spread over multiple quarters. You are expected to register an appropriate number of credits based on anticipated hours worked BY Quarter (Example: Working 120 hours during Summer = 4 Credits Summer Enrollment)</i>			

Section 3 – Organization for Internship	
Organization Name:	
Intern Supervisor Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Description of Duties (Or Attach Job Description):	

Section 4 – Learning Objectives

What do I intend to learn from this experience:

How does this experience contribute to my educational goals:

If Faculty require any additional Learning Objectives, they should be listed here:

Section 5 - Deadlines, Evaluation, and Assessment (Completed by faculty advisor)

Meet with Advisor: **bi-quarterly**
First Draft Due: **mid-April**
Final Draft Due: **__June 1, 2022**

	Yes	No
Additional Learning Objectives (as assigned by faculty)	<input type="checkbox"/>	<input checked="" type="checkbox"/> —
Oral Presentation Required	<input type="checkbox"/>	<input checked="" type="checkbox"/> —
Daily/Weekly Log Require	<input type="checkbox"/>	<input type="checkbox"/>

Section 6 – Students Certification

I certify that I have read the University Policy on Risk Management Considerations for Student Internships and I will [report](#) any injuries suffered while performing internship promptly to WWU.

[http://www.wvu.edu/bfa/Risk_Mgmt/documents/Internship%20Considerations%20\(14\).pdf](http://www.wvu.edu/bfa/Risk_Mgmt/documents/Internship%20Considerations%20(14).pdf)

I will endeavor to represent myself and my college well and will abide by the relevant policies, procedures and ethical standards of the university and the internship organization.

I understand that 30-hours of work per credit earned is expected for an internship. I understand that I am expected to enroll in a number of credits commensurate with hours worked each quarter.

Student's
Signature/Date



Section 7 – Internship Site Supervisor Certification

I have reviewed the student's indicated learning objectives and on behalf of my organization agree:

- To enrich the Student's knowledge by orienting him/her to the occupation, the work setting, and the responsibilities relating to the assignment
- To regularly evaluate/provide feedback to student on progress, projects and areas of growth
- At or near the completion of the assignment to provide an evaluation of the student's performance
- To review and approve the Student's Learning Plan and communicate with Huxley College if areas are not going to be met.
- To supply the student with, and abide by the organization's policy against discrimination and/or harassment in the workplace
- To contact the instructor or the Huxley Internship Coordinator (360) 650-3646, ed.weber@wwu.edu should any problems arise

Internship Site
Supervisor
Signature/Date

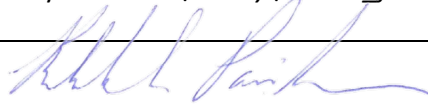


Section 8 – Faculty Advisor Certification

I certify that the student intern and I have reached agreement on the learning objectives and academic expectations for this experience. These objectives are challenging and enriching to the student's academic and/or career goals.

I will award grades after satisfactory completion of all learning objectives/tasks/reports assigned and load final internship report onto the Huxley Server. P:\Huxley\PUBLIC_folders\COLLEGE_OFFICE\Intern_Reports

Faculty Advisor's
Signature/Date



Section 9 – Huxley College Internship Coordinator

Actions:

1. Review Agreement
2. Update Course Override
3. File Agreement in Student Records
4. Communicate with Employers as necessary during internship

Registering and Completing ENVS/ESCI 498B Credits

YOU MUST BE REGISTERED FOR INTERNSHIP CREDITS WHENEVER YOU ARE PERFORMING WORK RELATED TO THE INTERNSHIP TO RECEIVE ACADEMIC CREDIT

- This **INCLUDES** Summer Sessions

REQUEST FACULTY MEMBER TO OVERSEE 498B CREDITS

- The CRNs for ENVS/ESCI 498B credits are linked to Huxley faculty members
- Students need to speak with the faculty member for these credits
 - If possible, students should have a draft of an Internship/Learning Agreement completed before they approach a faculty member to supervise the internship.
 - Most students use their faculty academic advisor as their faculty internship supervisor
 - During Summer Sessions, your faculty advisor may not be available. If not, then register for internship credits with Ed Weber, Huxley Internship Coordinator
- Environmental Science students register for ESCI 498b and all others for ENVS 498b
- Registration for 498B (Internship Credits) requires an override, which is normally given by Huxley College Internship Coordinator (Ed Weber, ES545)
 - You should have a completed/signed Huxley Learning/Internship Agreement signed before the override will be input

CRNS FOR ENVS/ESCI 498B

- See Classfinder for the CRNs for ENVS/ESCI 498B Internship credits
 - During Summer Sessions, if your faculty advisor is not listed, please register for credits with Ed Weber, Huxley College Internship Coordinator

VARIABLE CREDIT REGISTRATION ON WEB

- Initially you can only register for one credit.
- Return to the registration menu after registering. Then go to Change Variable Credits to change the 1 credit to the number of credits desired. (Instructions for Changing Variable Credits are included on the Add/Drop page for registering.)

RESOLVING K GRADES

- To graduate, you must receive a passing grade for any credits listed on your major evaluation.
- (For Internship, students must receive a Satisfactory (S) for S/U grading. **Incomplete grades not completed and graded after a year from the quarter of registration automatically become a U (Unsatisfactory) or a Z (equivalent to an F). Incompletes can impact financial aid standing.**)

REPORT SUBMISSION

- Always consult with the faculty advisor **in advance** about how much time he/she will need to read and grade the report by the end of the graduation quarter.
 - The most difficult time to get a grade on a report is for summer quarter graduation because faculty are generally not available during this time.
 - Spring graduation is a close second in difficulty because many faculty leave campus for extended periods after their last final.
- Students with incomplete K grades on 498B credits should provide a list of quarters with K grades to the faculty advisor with the submitted report to ensure proper grading credit. Information to provide: Student Name, Student Number, Name of Course (i.e., ESCI 498B), Quarter(s) of K grade, Number of credits of K grade per quarter.

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SWINOMISH INDIDAN TRIBAL COMMUNITY CLIMATE CHANGE INTERNSHIP

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II. EXECUTIVE SUMMARY



Figure 1. Image of the Swinomish Hats on the Swinomish Reservation (Source: Rebekah Paci-Green).

Over the course of Fall Quarter in 2021 and Winter Quarter in 2022, I worked as a Climate Change Research Intern for the Swinomish Indian Tribal Community's Department of Environmental Protection (DEP). I worked as a hired intern for the DEP on climate change related projects ranging from drafting a BIA Agricultural Management Plan, developing a five-workshop Community Climate Change Education Workshop Series, Lushootseed language integration projects, digital graphics and art, and a Swinomish Ethnobotany Book. As an intern, I utilized my passion in community planning and disaster risk reduction to serve a community that is both on the frontlines of the climate change crisis and extremely resilient to the changing climate.

My projects served a broad audience. I taught preschoolers about climate change with my colleagues from the DEP, I crafted educational workshops that were accessible to all ages from children to community elders, I drafted an agricultural management plan for the Bureau of Indian Affairs (BIA), and I designed educational infographics and visuals for the SITC and communities beyond the SITC. Altogether, my internship credit period stretched from Fall to Winter Quarter; however, as I am hired as an official staff member in the DEP, I continue my work till this day on climate change heightened hazard mitigation, climate change education, and uplifting community resiliency.

III. INTRODUCTION

In Spring Quarter of 2021, Dr. Rebekah Paci-Green’s Disaster Risk Reduction Studio class (see figure 2) aided the Swinomish Indian Tribal Community (SITC) in updating their 2010 SITC Climate Adaptation Action Plan (CAAP). The CAAP details all mitigation strategies taken to minimize climate change heightened natural hazards on the Swinomish Reservation and prioritizes future action recommendations. I aided in updating the CAAP and drafting a BIA Agricultural Management Plan for the tribe during the Studio class. Then, the SITC Department of Environmental Protections (DEP) invited me to be a Climate Change Intern for the SITC through WWU’s Resiliency Institute for the summer of 2022. Supervised by the Swinomish Protect Mother Earth Subcommittee (PME), another intern and I focused on climate change community education through one-page newsies and educational graphics over the summer.



Figure 2. WWU Spring 2021 Disaster Risk Reduction Studio class visiting the Cedar Hats on the Swinomish Reservation (Source: Rebekah Paci-Green).

My internship credits through WWU began in September of 2021 when I was officially hired by the SITC as a DEP staff member whose role was to continue my work as a Climate Change Researcher on several community projects. Supervised by DEP Director Todd Mitchell and Environmental Education Lead Jennifer Willup, I worked for 10 hours a week for Fall Quarter in 2021 and 10 hours a week for Winter Quarter in 2022. Altogether, I worked a total of 220 hours over the course of 22 weeks between the two quarters. I worked on a myriad of projects with the DEP utilizing my community planning, digital art and design, hazard mitigation, and emergency management skills:

- A five-part community Climate Change Education Workshop Series
- Further developing the Swinomish BIA Agricultural Management Plan
- A Swinomish ethnobotany native plant book

- Visual graphics explaining department structures
- Visual graphics for Lushootseed language learning

Furthermore, I was tasked with working on many of the aforementioned projects in conjunction with several departments and community committees within the Swinomish Tribe:

- The SITC Department of Environmental Protection
- The SITC Communications Department
- The Protect Mother Earth Subcommittee
- The Between Two Worlds Program
- The Lushootseed Language Circle Group

I will not be detailing the work I did with the SITC prior to my official internship dates through WWU as credit towards my College of the Environment required internship. The 2021 CAAP Update I helped draft, the summer climate change newsies, and the summer visual graphics all were projects completed for the Swinomish prior to registering for College of the Environment internship credits. I started working on the BIA Agricultural Management Plan before I registered for internship credits and continued to work on it after I registered, so I will be discussing my duties and responsibilities relevant to this project.

IV. DESCRIPTION OF DUTIES AND RESPONSIBILITIES

During my internship with the SITC during Fall and Winter Quarter, I worked on five primary projects. These projects allowed me to apply and further develop my planning, technical writing, design and digital art, communication, and community development skills.

COMMUNITY CLIMATE CHANGE EDUCATION WORKSHOP SERIES

The largest project I worked on for the DEP during my internship is the Community Climate Change Education Workshop Series. This workshop project was an expansive collaborative project between several SITC Departments and several Swinomish committees. The climate change workshop series is composed of five workshops staggered biweekly starting on May 25th, 2022, that are themed accordingly:

- Workshop #1 is Climate Change Introduction Part I: Weather vs. Climate,
- Workshop #2 is Climate Change Introduction Part II: Temperature Extremes,
- Workshop #3 is Water Cycle Introduction,
- Workshop #4 is Sea Level Rise and Geohazards,
- Workshop #5 is Wildfires.

Workshop Organization Overview



Indigenous Science Material



Western Science Material



Community Discussion & Interactive Activity



Hazard Mitigation & Resiliency Material

Figure 3. Climate Change Workshop Organization Overview Graphic (Source: Vivien Coop).

One of the workshop's primary goals was to create a space to learn in an interactive way and not as a lecture series. The DEP has a plethora of knowledge in the intricate science behind climate change, but a lecture series solely based in hard sciences would likely be isolating and dull for the community audience as a whole – ranging from preschoolers to community elders. Thus, each workshop has four primary features (see figure 3): relevant material on indigenous science, relevant material on Western science, a community discussion and interactive activity, and an explanation on hazard mitigation and resiliency relevant to each workshop.

The Western science and hazard mitigation sections will be presented through pre-recorded videos and slides with audio playing as the slideshow progresses. In this way, hard science-based content can be kept to a finite time limit. Thus, more time can be reserved for the community discussions that include interactive activities, group storytelling on shared experiences, and elder led discussions. Indigenous science can also be featured in both the pre-recorded content and the group discussions as it is a vital aspect to Swinomish resiliency, culture, and traditional knowledge.

My role in the workshops was to:

- lead hazard mitigation and emergency management content creation,
- create organizational documents and templates for all workshop content creation,
- create Adobe Illustrator visuals for the workshops,
- help organize in-person and zoom meetings, and
- be a liaison between the Lushootseed Language Circle and the Workshops.

The workshops did not start until May, so I joined my colleagues in involving the community's youth in the climate change education process even before the workshops themselves began (see figure 4). As climate change will continue to impact future generations, it is vital to dedicate special attention to educating the community's youth. So, two of my workshop colleagues, a Lushootseed Language instructor, and myself visited the Early Education Center on the Reservation several times to spend time with the preschoolers. We taught the

preschoolers about climate change, learned what their thoughts on climate change were, and recorded interviews with them to play for the whole community during the final workshops.



"Where does water come from?"

"Tears!"

"Pom Poms in the sky
wrapped with white tape!"

- Preschoolers



Figure 4. A collage of pictures from one of my visits to the Early Learning Center featuring a preschooler drawing of the weather (top left) and a picture of the preschoolers, a preschool teacher, my workshop colleague Morgan Brown, Lushootseed Language Expert Janie Beasley, and myself (top right).

The rest of my work up until the workshop sessions themselves consisted of hazard mitigation, emergency management, and community resiliency workshop content creation and workshop organization. It was quite the collaborative effort working between different SITC departments for workshop content approval and then setting up a location and time to optimize attendance. Furthermore, one of the goals of the workshops was to allow those working for the SITC to attend the workshop during their workdays and be paid for attending the workshop sessions. This strategy would incentivize and allow more community members and their families to attend the climate workshops.

BIA AGRICULTURAL MANAGEMENT PLAN

The Swinomish Reservation is flanked by the ocean water from the Puget sound on all sides. Climate change is heightening natural hazard frequencies, magnitudes, and intensities on the Reservation whether they be hydrological – sea level rise, flood inundation, or severe storm events – or other natural hazards like wildfires. Sea level rise in particular increases the salinization of soil in the agricultural lands (see figure 5) on the reservation's eastern shore.

Within the next few decades, the agricultural lands soil will become so salinized, Western industrial agriculture will no longer be feasible in this area. Therefore, the BIA Agricultural Management Plan allows for the Swinomish Tribe to catalog all past agricultural land uses, procedures, and plans while preparing for future climate change impacts in the long and short term.



Figure 5. A collage with a picture of the DRR Studio class exploring the agricultural lands with DEP Director Todd Mitchell (left) and an aerial drone picture of the agricultural lands (right).

In the long-term, the DEP plans to restore part or all of the designated agricultural lands to their natural estuarine habitat void of industrial agriculture. In the short-term, farming will continue up until the soil in the agricultural lands is too salinized for crop production. Notably, the Swinomish are not farmers according to Shelly Vendiola – the Swinomish co-chair for the Protect Mother Earth Subcommittee. Rather, since time immemorial, the Swinomish have been people of the sea and the salmon. Long-term restoration, as discussed in the agricultural plan, accomplishes both habitat restoration for cultural values and restoration as a mitigation strategy against sea level rise and inundation impacts.

My work on the Agricultural Management Plan began during the WWU Disaster Risk Reduction Studio course when two other classmates and myself took a rough outline of a SITC Agricultural Management Plan and drafted a new plan to fit BIA plan requirements. Later on – during my internship’s Fall and Winter Quarters – I went back to the Agricultural Management Plan to continue to flesh out the plan’s long-term and short-term strategies, mitigation alternatives, and edit the plan as a whole. Once finalized, I will send the new plan draft to DEP Director Todd Mitchell for further edits. It was exciting to work on an agricultural plan that is unique compared to most agricultural plans that focus on exploiting the land rather than restoring it.

LUSHOOTSEED LANGUAGE CURRICULUM DEVELOPMENT

I worked on the Lushootseed Language Circle Committee at Swinomish as a liaison between the DEP climate projects and Lushootseed education in the community. The Lushootseed Language Circle has been developing Lushootseed Language curriculum as a foreign language for students to take in the La Conner, Washington school district. Furthermore, my role in the Lushootseed Language Circle was to help create learning materials for students and older community

members to learn Lushootseed. I used my digital Adobe Illustrator design and non-digital drawing skills to create one page learning sheets with visuals to match the Lushootseed terms taught by the instructors. Furthermore, my role was also to be regularly integrating Lushootseed into all climate related projects in the DEP.

GRAPHICS AND VISUALS

I worked on several graphics for the PME Subcommittee and the DEP at Swinomish. A graphic I made for the PME Subcommittee was designed to illustrate the PME's mission and vision that utilized a Swinomish traditional story in its design (see appendix B). Additionally, the DEP graphic I made was designed to illustrate the differences and connectivity between the programs within the DEP and the committees that work closely with the DEP (see appendix C).

SWINOMISH ETHNOBOTANY BOOK

The DEP is in the process of compiling and later distributing a Swinomish ethnobotany book as a plant guide on species significant to Swinomish culture. I created page design templates for the ethnobotany book that all the individual species can follow for leader legibility, organization, and aesthetic appeal. I studied several other notable plant guides such as Jim Pojar's "Plants of the Pacific Northwest Coast" for reference and guidance in designing an ethnobotany book template. The book is very much a long-term project that is yet to be completed.

V. OUTCOMES

The previous "Description of Duties and Responsibilities" section covers the overall content and work process in my five primary internship projects; this "Outcomes" section details the specific deliverables for my projects. Some of my projects were not completed by the end of my internship credit period through the College of the Environment, but I will be completing them in the future as I continue to work for the SITC. Additionally, Figure 6 summarizes all of the specific deliverables for my primary five projects and lists the level of completion for each deliverable.

My deliverables for the Community Climate Change Education Workshop series were power point presentations, individual workshop content planning worksheets, and a strategic communication and outreach plan for advertising the workshops to the community. I finished the PowerPoints for workshop #1 and #2 – the two climate change introductory workshops – and the three other workshop PowerPoint presentations are still in progress. Furthermore, I created workshop planning worksheets for all the content brainstorming meetings for each workshop (see appendix D). These workshop templates helped organize interactive activities, Lushootseed language, storytelling, and concise lecture content for each workshop. Lastly, I created a strategic outreach plan for advertising the community workshop series. I came up

with content and visual strategies for qyuuqs outreach, DEP website outreach, flyer outreach, Instagram outreach, and Facebook outreach.

For the BIA Agricultural Management Plan, my deliverable was a word document as the second primary draft for the plan. I sent this draft to DEP Director Todd Mitchell for revision and will be completing any future edits for the plan within my capabilities. Additionally, my deliverables for the Lushootseed language curriculum development were one-page worksheets for students to learn Lushootseed words and phrases. My worksheets featured outlined drawings of plants, animals, and items that the students could color in and learn the corresponding Lushootseed words for.

For my graphic and visual based projects, I created several infographics for PME, DEP, and the Lushootseed Language Circle (see appendix B and C). My deliverables were one yehaw based infographic for PME, two versions of a PME and work group relations infographic, and an infographic for DEP showing all the different programs within the department. I made these graphics using the Adobe Suite.

Lastly, my work on the ethnobotany book consisted of a template that all the plant species in the book would follow as they are cataloged in the book. This template is in its first draft. Because this ethnobotany book is in its early stages, I am unable to share a visual of it because it has sensitive cultural content that has not been approved for release to the public by the Swinomish Cultural Department yet. This is a long-term project that is still in progress.

PROJECT	PROJECT OUTCOME	AFFILIATED DEPARTMENT	COMPLETION
COMMUNITY CLIMATE CHANGE EDUCATION WORKSHOP SERIES	PowerPoint Presentations for each of the five workshops. Workshop Content Development Templates. A strategic communication and outreach plan for advertising the workshops.	- DEP - PME	In-progress
BIA AGRICULTURAL MANAGEMENT PLAN	A document draft that is being sent to the DEP Department Director Todd Mitchell for edits and revision.	- DEP	Completed

LUSHOOTSEED LANGUAGE CURRICULUM DEVELOPMENT	Lushootseed language learning worksheets design and illustrated in the adobe suite.	- Lushootseed Circle	Completed
GRAPHICS AND VISUALS	yehaw Protocol infographic. Two PME Subcommittee infographics describing relations between committees and workgroups. An infographic illustrating all of the DEP's programs that was published in the qyuuqs.	- PME - Lushootseed Circle - DEP	Completed
ETHNOBOTANY BOOK	A page template that all plant species will follow as they are cataloged into the ethnobotany book.	- DEP	Completed

Figure 6. A table cataloging all five primary projects and their outcomes/deliverables (Source: Vivien Coop).

VI. ASSESSMENT

Provide an evaluation of:

(a) The success of the project(s) on which you worked and/or the effectiveness of your host institution

Most SITC DEP projects I worked on were long-term projects set to be completed later than the end date to the WWU College of the Environment internship such as the Climate Change Workshop Series and the Agricultural Management Plan. So, while these two projects aren't finished yet, I think the process in creating, editing, and progressing these projects closer towards completion was successful. The Climate Change Workshop series has locations and presenters set up for all five workshops. The workshop series has content planned and almost finalized for the first two Climate Change Introduction workshops. Furthermore, the Agricultural Management Plan is going through its final edits before being handed off to the Department Director.

My host institution was incredible for supporting my success in the projects I worked on, providing a kind and empathic environment for me to work in, and teaching me about my field and Swinomish. Firstly, I was asked regularly if the projects I was working on were interesting and relevant to my degree and passions, or if there were other projects I would rather work on. My managers told me they refused to treat interns as people to do busy work, and I really appreciated that as an intern at Swinomish. Furthermore, the environmental scientists,

educators, and community outreach specialists at Swinomish taught me how to interact with different disciplines and the community as a planner.

(b) Your contributions to the project(s) and/or fulfillment of the host institution's mission

I contributed to fulfilling my host institution's mission by utilizing an equity lens and my knowledge in my discipline to serve the Swinomish community. While the United States systematically disenfranchised tribal nations for decades, tribal nations are in fact incredibly resilient in mitigating those impacts and climate change impacts. Uplifting and recognizing tribal resiliency is a mission for the Swinomish, and I believe I contributed to serving that mission during my time working for the DEP and PME subcommittee through my projects – specifically with the Climate Change Education Workshops.

(c) The skills and experience you gained through this internship

I gained experience and many skills during my internship with Swinomish. Firstly, I gained experience in indigenous governance, workplace environments, and Swinomish culture. I learned some Lushootseed language and some Swinomish stories that helped me view all collaborative work differently. I learned about the Swinomish story behind the word “yehaw,” where a long time ago, people would bump their foreheads on the sky because it was too low (Hibulb Cultural Center, nd.). So, the community got long poles and lifted the sky together. Shelly Vendiola at PME told me this story when I first started working with the Swinomish, and it sticks with me through my work today. All of my work is collaborative, and the world is collaborative; we all lift the sky together. The SITC has one of the kindest, most genuine, and united workplace environments I have experienced.

Secondly, I learned what community outreach and development work is like – specifically how to best communicate with broad community audiences. The projects I worked on required me to communicate with preschoolers, community elders, and everyone in between. Furthermore, I learned how to strategically plan with an equity lens when considering my audience such as planning on how to reach community members who have limited access to technology.

Lastly, I was able to further develop my skills in my field of study. I explored my technical writing skills writing plans. I also further developed my DRR skills educating the community on natural hazard mitigation alternatives, climate change, resiliency, and disasters. I also had the opportunity to better my digital layout, design, and digital art skills making informational infographics for the community.

VII. REFLECTION

Reflect on what College of the Environment courses, activities, knowledge, etc. help prepare you well for performing well as a intern. In what areas did you feel deficient?

The Disaster Risk Reduction minor course sequence and the UEPP Native American Planning class best prepared me to perform well as an intern for the Swinomish Tribe. Firstly, the Disaster Risk Reduction (DRR) final studio course is the reason why I had the opportunity to

intern for the SITC in the first place. I was able to continue my climate change related work from the studio course to my summer internship through the WWU Resiliency Institute. Furthermore, I was able to continue that same work from my summer internship through WWU to being an intern staff member in the DEP. Finally, when I graduate with a Bachelor of Arts degree in Urban Planning and Sustainable Development and a minor in Disaster Risk Reduction, I will continue to do more climate change related work for the DEP as more than an intern.

I am beyond grateful for DRR program and its instructors for helping me discover a specialization that I adore and for an incredible undergraduate internship opportunity that will carry into my first official job as a graduate. The DRR courses taught me how to draft professional hazard mitigation plans and disaster risk reduction plans, which I needed to work on updating the CAAP and draft the BIA Agricultural Management Plan. Drafting plans in the DRR program improved my technical writing and organizational capacities, which is now one of my greatest strengths as a planner. Furthermore, the DRR program truly highlighted the neoliberalist and colonialist foundation in which much of the present-day globalist world is founded upon. That knowledge broadened my international and multicultural perspectives. Additionally, these perspectives taught me how to uplift resiliency while being conscious of cultural respectfulness and my place as a non-Indian individual working for a tribal nation.

Dr. Nicholas Zaferatos – the professor for the UEPP Native American Planning course – worked for the SITC as an urban planner for roughly two decades and prepared me well for my internship in his course. Zaferatos’ class gave me relevant insight and information into the history behind the United States institutionally disenfranchising tribal nations across the continent and up to the present-day. This historical knowledge was extremely relevant and insightful for my work with the Swinomish tribe.

The Urban Planning and Sustainable Development program was rather deficient in preparing me to work for a tribal nation except for Zaferatos’ Native American Planning course. I must say, I *adore* WWU’s planning program. However, compared to the DRR program, the planning program can most definitely improve in integrating a more international lens and indigenous lens into both urban design and community planning courses. The planning program’s group work and community implementation projects served me well, but still needs to continue to broaden their scope.

In what ways did this internship or project support your professional and personal goals beyond simply being a graduation requirement? What skills did you gain? What skills did you improve? What insights about workplace life did you glean?

Beyond being a graduation requirement, this internship did the following for me: it changed the lens in which I view and interact with the world, taught me what really community development work is like, gave me a job doing work in my field that I adore as an undergraduate, and provided me with a secure job opportunity after graduation. Beginning with my altered world lens, indigenous peoples, indigenous resiliency, and indigenous justice are at the forefront of my mind in the other classes I take and in my everyday life. When discussing environmental justice and nature in my other Environmental College classes, I

analyze our discussions first by how they relate to and impact disaster risk reduction and native peoples. Indigenous peoples are on the frontlines of climate change, and I want to spend my career addressing this. Additionally, I am overall more sensitive to how language, actions, and policies offend or neglect native peoples.

Secondly, my community work with the SITC was my first real community development experience. I worked with the Swinomish before I started my senior urban planning year-long studio course with the Urban Transitions Studio. This experience taught me how to better engage with the community and spot gaps in our policies, designs, and community inclusiveness for our urban planning studio. I learned about silos, how they can be dismantled, and how you can spot them in various workplace environments. I learned about how important communication and organization is especially when you have so many colleagues and moving parts in community projects. Most importantly, I learned what a kind, uplifting, and empathic work environment is like, and I aspire to help create this type of environment in every space I work. At Swinomish, I really felt loved and cared for by my colleagues.

Thirdly, I truly cannot imagine another university or program where I can work in the field I adore while I am still an undergraduate. In some of my classes, I am bettering my organizational, planning, and hazard management skills only to go to Swinomish work meetings the next day and apply them. I am thankful to have this experience and to be able to take what I learn from Swinomish and apply it to my classes and vice versa.

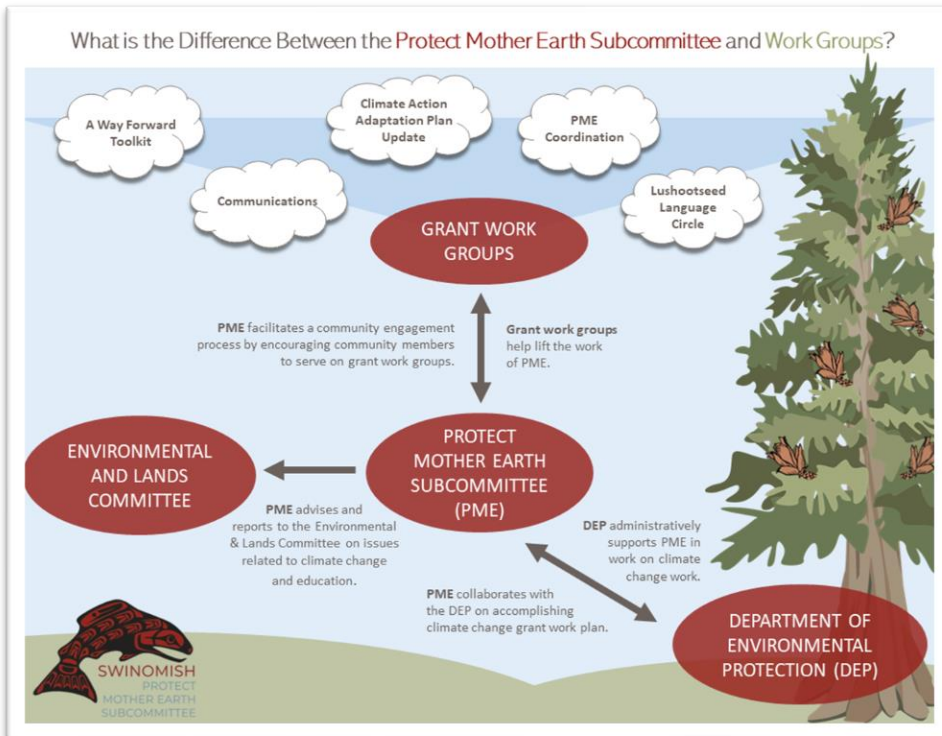
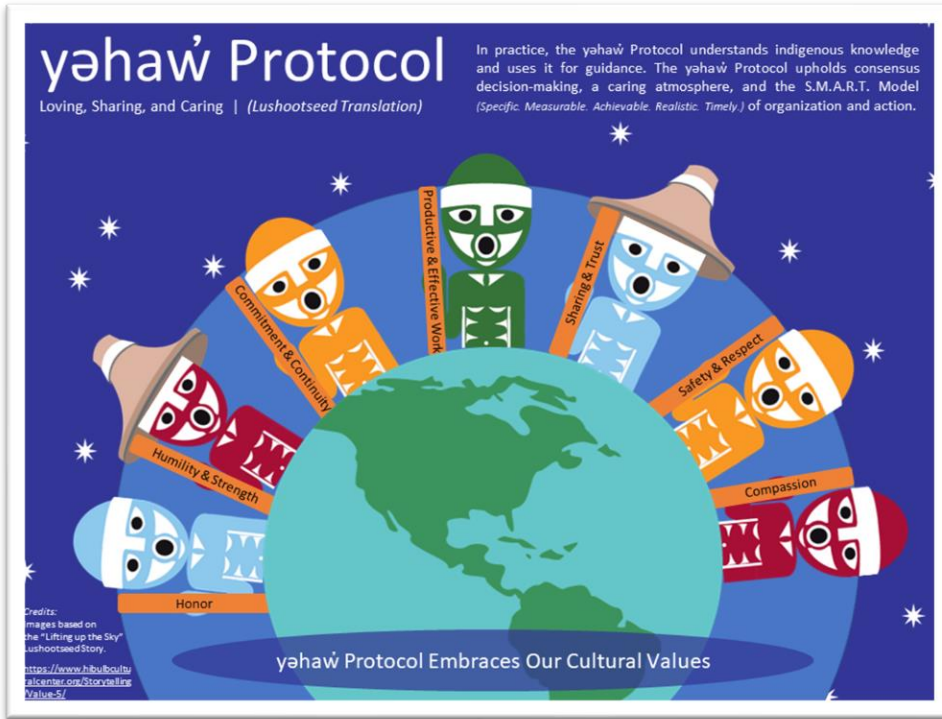
Lastly, when I graduate, I will have transitioned from a university collaborator, summer intern, staff intern, and a university degree staff at Swinomish. The current plan is for me to graduate after Winter Quarter in 2023 and continue to work for Swinomish either in the Department of Environmental Protection, Emergency Management, Planning, or some combination of the listed departments. Time is something I cherish, and I am very thankful to have had so much time with the Swinomish so that I better know the community I am serving once I graduate and continue to explore other projects with the Swinomish.

VIII. LITERATURE CITED

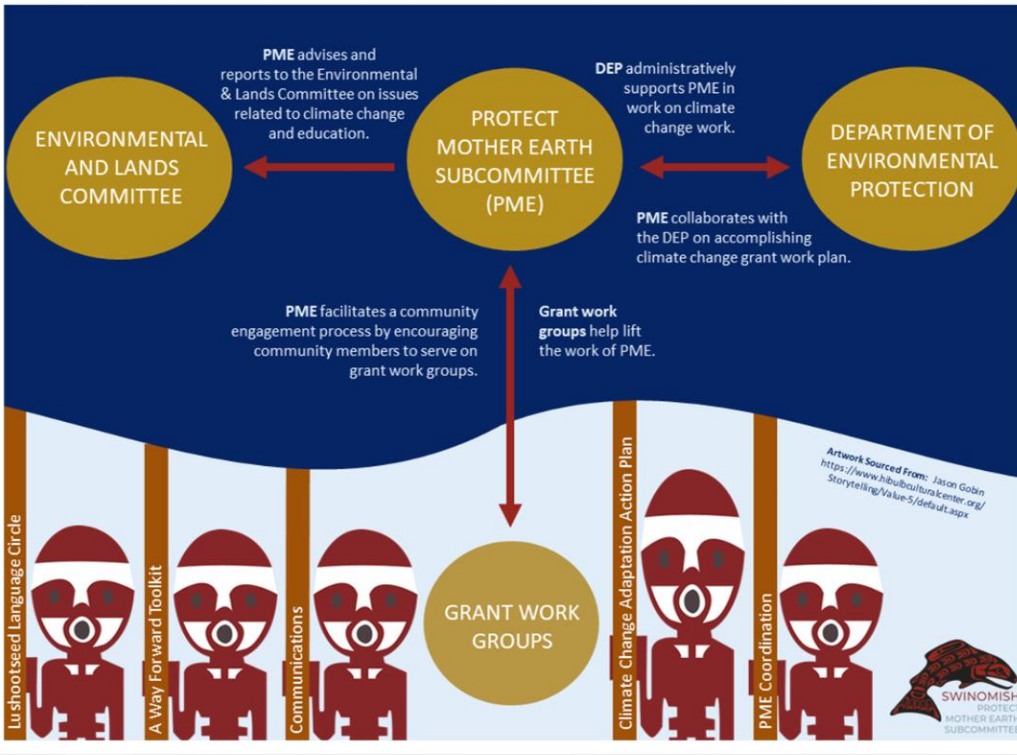
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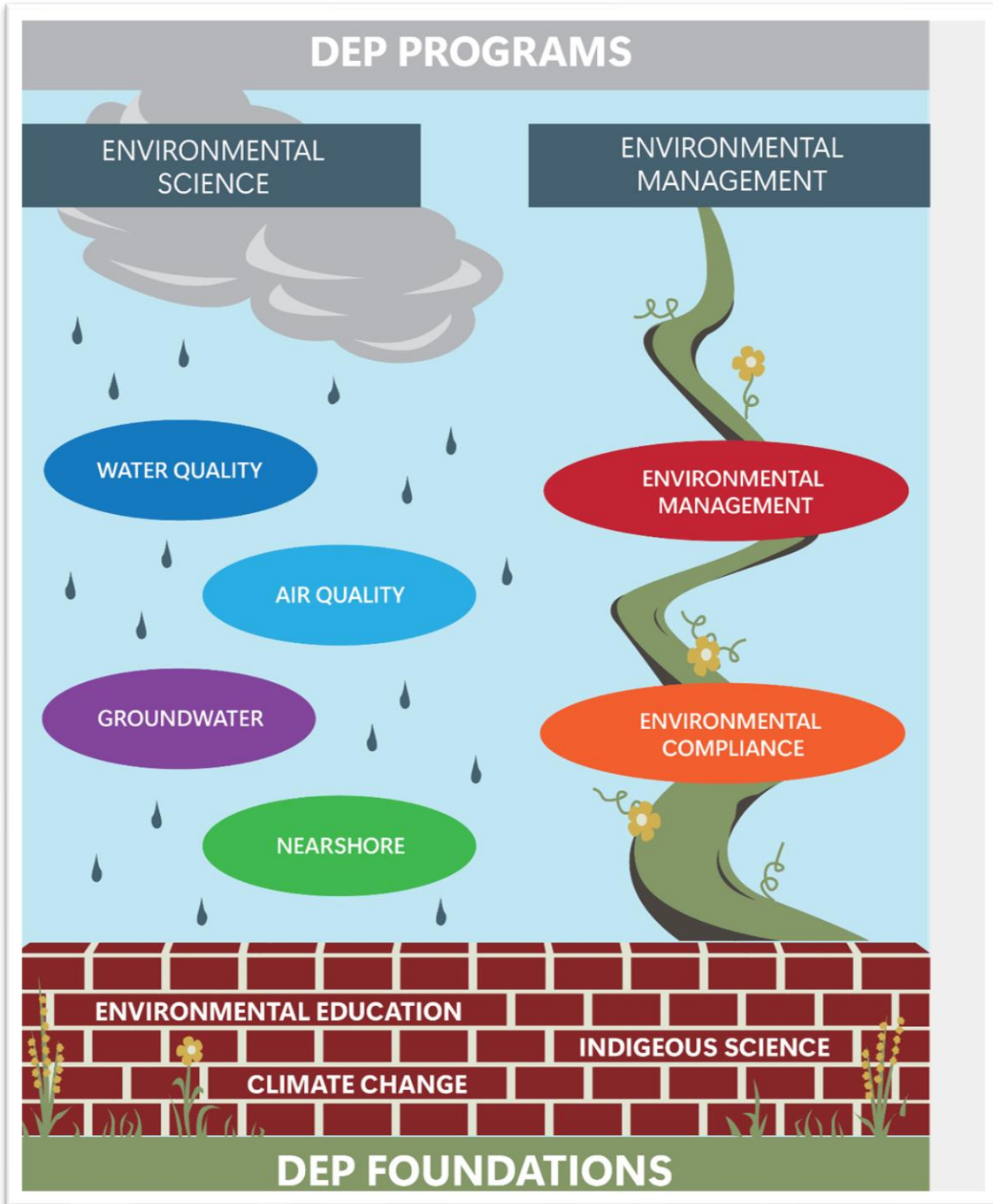
IX. APPENDICES

APPENDIX-A : PROTECT MOTHER EARTH GRAPHICS



What is the Difference Between the **Protect Mother Earth Subcommittee** and **Work Groups**?





APPENDIX-C : CLIMATE CHANGE WORKSHOP CONTEET PLANNING TEMPLATES

Climate Change Grant Workshop Series Planning Sheet

This CC Workshop Planning Sheet is designed to start organizing our ideas for each workshop's content. Based on the CC Action Table that we collaborated on over zoom (see link below), we have 5 workshops that we'll be fleshing out in the new year:

1. Weather vs. Climate Change
2. Temperature
3. Water Cycle
4. Sea Level Rise and Geohazards
5. Wildfires

After completing this planning sheet with your workgroup, please send the completed version to Jen so that workshop outreach/communications can start advertising the upcoming CC Workshop series while the workshops are being developed ([wilcox@sumcomsh.nsn.us](mailto:jwilcox@sumcomsh.nsn.us)).

Link to CC Action Table:
https://docs.google.com/spreadsheets/d/1vL_vdTr1x1uA5QyK7BkzTcc0PmRkcd#gid=119459849

Workshop Number:
 Workshop Subject:
 All Presenters:

Workshop Overview	
Format (in-person/hybrid/online)	
Will there be a powerpoint/slides? (add link to visual aids)	
Who would you like to aid in your workshop? (EX: specific elders, UW personnel, ect.)	
Is your workshop subject seasonal? If so, which month or season would be ideal for your workshop? (EX: the wildfire workshop during the summer, ect.)	

1

Workshop Content	
List all the natural hazards featured in your workshop (EX: wildfire, severe heat event, ect.)	<ul style="list-style-type: none"> •
What climate change impacts to the natural environment and human environment are in your workshop? (EX: salinization, fire smoke, ect.)	Natural Environment: <ul style="list-style-type: none"> • Human Environment: <ul style="list-style-type: none"> •
Based on your workshop subject, what are some specific events or stories of how this topic has affected the reservation in the past? (EX: 2021 wildfire smoke, 2021 summer heat waves, ect.)	
Are there interactive parts of your workshop? (EX: inundation demonstration, science experiments ect.)	
What materials or resources do you need for your interactive part? (EX: sandbox, fire demonstration equipment, science lab, ect.)	
Do you have access to your materials? If not, what are ideas for how to obtain them for the workshop?	
Emergency Management: What structural & non-structural mitigation actions have been taken so far? (EX: dikes, evacuation procedures, community education, road maintenance, ect.)	

2

Emergency Management: What can the community members do to keep themselves and their community better prepared and safe when it comes to your workshop's CC impacts? (EX: know evacuation routes, join CodeRED, ect.)	
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Workshop Summary	
Describe your workshop in 3 sentences	
List a few words or phrases that are important to your workshop that can be translated into Lushootseed	

Draft Workshop Outline	
Write here or add link to draft location	

3

APPENDIX-D : SIGNED SUPERVISOR LETTER



Swinomish Indian Tribal Community
Department of Environmental Protection
11430 Moorage Way - LaConner, WA 98257 - 360.466.7280 - 360.466.1615 fax

5/16/2022

To whom it may concern:

I am writing this memo regarding the internship completed by Vivien Coop for the Swinomish Department of Environmental Projection (DEP). I have served as Vivien's supervisor for the Climate Change internship at DEP and she has completed the internship according to the DEP's expectations and she has completed the required number of hours of internship work.

We have found her work to be diligent, expedient, and with great passion for the subject of climate change and emergency management. She has been a great addition in furthering our climate change community education project.

Sincerely,

Todd Mitchell

Swinomish Environmental Director