

# Climate Impact Advisory Committee: Tracy Petroske

**Subject:** Online Form Submittal: Board and Commission Application  
**Date:** Wednesday, December 30, 2020 7:14:19 PM

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## Board and Commission Application

### Step 1

Application for Appointment to Whatcom County Boards and Commissions

#### Public Statement

*THIS IS A PUBLIC DOCUMENT: As a candidate for a public board or commission, the information provided will be available to the County Council, County Executive, and the public. All board and commission members are expected to be fair, impartial, and respectful of the public, County staff, and each other. Failure to abide by these expectations may result in revocation of appointment and removal from the appointive position.*

Title Ms.

First Name Tracy

Last Name Petroske

Today's Date 12/30/2020

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Do you live in & are you registered to vote in Whatcom County?

Yes

Do you have a different mailing address?

YES

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### Step 2

1. Name of Board or Committee	Climate Impact Advisory Committee
Climate Impact Advisory Committee Position:	I do not have previous work or educational experience in the requested fields of expertise.
2. Do you meet the residency, employment, and/or affiliation requirements of the position for which you're applying?	Yes
3. Which Council district do you live in?	District 3
4. Are you a US citizen?	Yes
5. Are you registered to vote in Whatcom County?	Yes
6. Have you declared candidacy (as defined by RCW 42.17A.055) for a paid elected office in any jurisdiction within the county?	No
7. Have you ever been a member of this Board/Commission?	No
8. Do you or your spouse have a financial interest in or are you an employee or officer of any business or agency that does business with Whatcom County?	No
You may attach a resume or detailed summary of experience,	Attached

qualifications, & interest in response to the following questions

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9. Please describe your occupation (or former occupation if retired), qualifications, professional and/or community activities, and education

Former teacher (physics, mathematics), and Education/Public Outreach professional. I am now the owner of Bell Creek Science Services, a consulting business to capitalize on my blend of science, education, and communication expertise. Services include:  
Writing, editing, publication support, simplify and condense complex scientific content, create and fact-check materials prior to publication, literature searches, edit English-as-a-Second-Language research articles  
Curriculum development, create outreach materials, draft scientific posters, prepare Power Point presentations, plan and facilitate public outreach events, meetings and classes  
Liaison between the general public and elected officials in response to scientific disputes, represent groups through presentations or seminars, assist with identification and development of durable partnerships  
Field work, includes monitoring of cetaceans, collection of high-altitude tree DNA, classifying downed birds  
Develop and implement robust scientific study and resource management plans

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10. Please describe why you're interested in serving on this board or commission

I would like to be part of the conversation with all stakeholders about practices that affect our climate - how to best manage and maintain our lands in a way that is ultimately beneficial for all stakeholders; the physical environment, wildlife, and human residents. My science background, education/outreach and facilitation experience could be of valuable service as this commission makes decisions and communicates that information to other parties.

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References (please include daytime telephone number):

David Roberts, 360-483-7341, Kulshan Environmental Services, LLC  
Doug Clark, 360-201-3599, WWU Geology Professor

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Signature of applicant:

Tracy M Petroske

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Place Signed / Submitted

Welcome, WA

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(Section Break)

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# Tracy McCallister Petroske

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Experience	2022-...	<b>Department of Natural Resources</b> , Natural Resource Specialist
Experience	2018-22	<b>Bell Creek Science Services</b> , Owner-Natural Resource Scientist
	2016-20	<b>Institute for Global Environmental Strategies</b> , Science and Education Review
	2016-18	<b>Caltech</b> , Education & Public Outreach Coordinator
	2001-16	<b>Snoqualmie &amp; Bellevue SD</b> , Educator/STEM Program Manager/Math Chair
	1998-01	<b>Source Net</b> , Technical Writer, Software Test & Configuration Manager
	1991-94	<b>Univ. of Washington</b> , Graduate student - Oceanography/Environmental science
	1989-91	<b>Boeing Kent Space Center</b> , Physicist-Engineer (fluid dynamics)
	1985-89	<b>Scripps Institute of Oceanography</b> , Oceanography Research Assistant

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Education	2023	<b>Western Washington University</b> , M.S. <i>in progress</i> , Environmental Policy and Planning, Forest Management/Forest Certification
	2009	<b>National Board Certification, Teaching</b> , Adolescence/Young Adulthood Mathematics
	2002	<b>Pacific Lutheran University, Teaching Certifications</b> , Environmental/Earth Science, Math, Physics
	1993	<b>University of Washington</b> , M.S. Oceanography
	1989	<b>UC San Diego</b> , B.S. Physics, minor in Aquatic Biology
		<b>Environmental Science Certificates:</b> Protected Species Observer Certification Cetacean Passive Acoustic Monitoring Certificate Bureau of Ocean and Energy Management - Wind Energy Monitoring National Marine Fisheries Service - Wind Energy Monitoring Operations & Dredging Endangered Species System (ODESS) Marine Water Quality Monitoring Coastal Observation and Seabird Survey Team Windmill Installation and Environmental Impact Assessment Mysticetus Data Collection Certificate
		<b>QGIS Training</b>
		<b>Eastside Fire and Rescue Academy</b> , Emergency Medical Technician
		<b>9-1-1 Whatcom Police Dispatch</b> , Call Receiver

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## Relevant Highlights

**WA Department of Natural Resources:** Since April, 2022, I am serving as a Natural Resource Specialist working on research coordination for the Olympic Experimental State Forest. I am responsible for managing a multi-million dollar budget and coordinating scientific research experiments on long-term forestry toward ecologically-focused and ethnogeographic forest management methods, and looking at biomass (primarily slash) options rather than burning.

**Bell Creek Science Services:** I founded this consulting business in 2018 to capitalize on my blend of science, education, and communication expertise. Services include:

Public Outreach and Education (EPO): Develop EPO programs curriculum for a variety of audiences. Create brochures, write articles and press releases, give oral presentations and interviews, create print and radio media releases, analyze social media and outreach efficacy, solicit citizen scientists and coordinate volunteers, plan and facilitate professional workshops and community events.

Natural Resource Management and Field Work: Liaison between stakeholders and the public in response to disputes, write grants, identify and develop durable partnerships. Field work, including water quality studies,

cetacean monitoring, collection of high-altitude tree DNA, classification of downed birds. Develop and implement robust scientific study and resource management plans.

Writing & Editing: publication support, simplify and condense complex scientific content, create and fact-check materials prior to publication, literature reviews and analysis, edit English-as-a-Second-Language research articles.

**NASA-Institute for Global Environmental Strategies Product Review, *Education consultant***

As needed, I review environmental science educational materials, compose detailed reports, recommend modifications, and take part in web conferences for final analysis. Projects include: (1) Analysis of sea-level rise in US estuaries. (2) Evaluation of temperature projections using NASA's Goddard Institute Climate Model E2.

**Caltech:** Coordinated four NASA Universe of Learning Programs, including team-writing scripts for NASA UofL videos. Team-wrote grant proposals for Education-Research projects and scientific research papers. Planned and facilitated professional workshops and public events. Picked up a languishing project (STEMdex), performed a needs assessment, formed a working group, and worked with Harvard to automate our project updates.

**Education & Education Management:** Taught Calculus, Physics, Environmental Science, Calculus, Physics, Biochemistry, Forensics/Law. Managed teams and budgets. Represented the department and district at meetings and public events. Wrote grant proposals. Managed a team for Pearson Education, scoring National Board portfolios. Interfaced with stakeholders to achieve goals, such as an initiative to support students during periods of high absenteeism due to tribal events.

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## *Additional Information & Activities*

**Technology:** Very high-level proficiency with MS Office suite (Word, Excel, PowerPoint, OneNote) and with tools for web conferencing and communication (e.g., Zoom, Slack).

**Adventure Scientists, *field data collection***

Example - Summer 2019: DNA collection of Pacific Northwest Alaska Yellow Cedar, to enable the US Forest Service to compile genetic databases which could ensure legal harvesting of wood.

**Whatcom Wildlife Rehabilitation— *ongoing, weekly, since April 2018***

Train new volunteers, tube feed juvenile birds and mammals, prepare animal diets, provide enrichment, clean, assist with necessary surgical procedures.

**COASST, [*Coastal Observation and Seabird Survey Team*] – *since Dec 2017***

Monthly solo surveys to locate and identify downed birds at Point Whitehorn, near Birch Bay, WA.

**Salish Sea Expeditions**

Wrote grant proposals to fund 30 students for multiday science and sailing experiences. On each trip, we addressed a scientific hypothesis by collecting and analyzing hydrographic data.

**Underwater BOTS for Girls in Science**

Wrote two successful National Science Foundation grant proposals to develop, market and execute an underwater LEGO robotics program for junior high females.

**Medical and Emergency Response:** 9-1-1 Call receiver, volunteer fire and rescue, active member of Bellingham Mountain Rescue Council.

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## Publications and Certificates (prior name: McCallister-Roberts)

Roemmich, D. and **T. McCallister** (1989), Large Scale Circulation of the North Pacific Ocean. *Progress in Oceanography*, Vol. 22, pp 171-204.

Roemmich, D, **T. McCallister** and J. Swift, (1991), A Transpacific Hydrographic Section along Latitude 24 N: Distribution of Properties in the Subtropical Gyre. *Deep-Sea Research*, Vol. 38, supplement 1A, pp S1-S20.

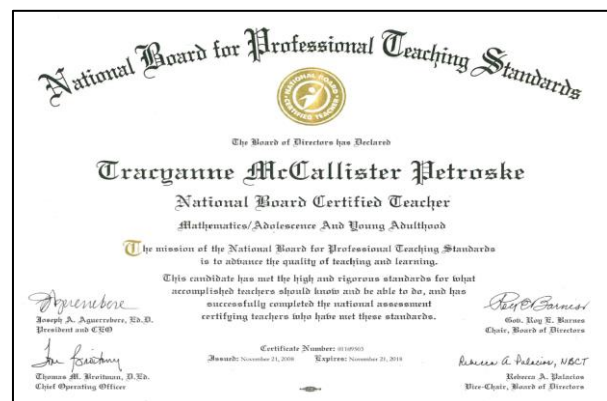
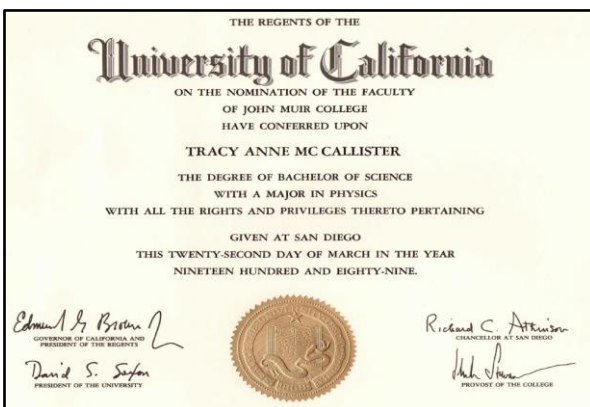
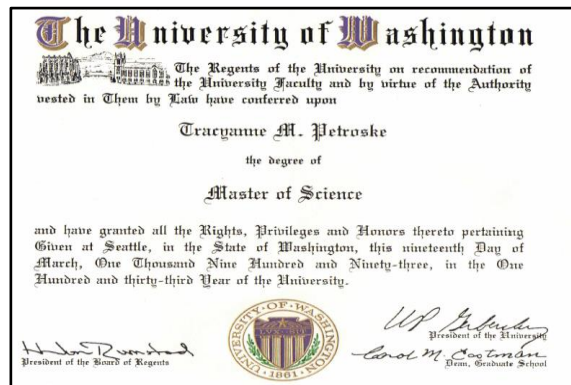
**Roberts, Tracyanne M.** Boys, Girls, and the Pursuit of Science. *Astrobit.es*, Astrobit.es, 11 Aug. 2017, astrobit.es/2017/08/12/boys-girls-and-the-pursuit-of-science/.

**Roberts, Tracyanne M.** STEMdex Technical paper, NASA UofL Basecamp, 2017.

Rebull, L.M., **T. Roberts**, et al., Motivations of Educators for Participating in an Authentic Astronomy Research Experience Professional Development Program, *Physical Review Physics Education Research*, 14, 010148, June 2018.

Rebull, L, D. French, W. Laurence, **T. Roberts**, et al. (2018), Major outcomes: An Analysis of 8 years of Data from NITARP, *Physical Review Physics Education Research*, 14, 010148, June 2018.

L. M. Rebull, M. Fitzgerald, **T. Roberts**, et. al., The NASA/IPAC Teacher Archive Research Program (NITARP), Physics Education, arXiv:1804.08743, April 2018



## Grantee Report

Please fill out the fields below to submit the final report for your grant. When you are finished, click Save, and then click Next. You will then have an opportunity to specify up to three optional files for upload. Please note that you may submit an inquiry for new funding once you submit this final report. New inquiries are due by March 15th or September 15th.

**Organization** Western Washington University Foundation

**Request Number** 21-04394

**Award Date** October 6, 2021

**Amount Awarded** 40,000

**Report Due Date** September 1, 2022

**Submission Date**

### Your Responses

**Describe in one concise paragraph the most significant accomplishment that resulted from this grant. This paragraph is the most important part of the final report and will be read by the Foundation's Board of Trustees. In this paragraph, please use the third person when referring to your organization, as if you are an outside consultant reporting to the Foundation.**

#### *Most Significant Accomplishment*

As a result of this grant, Western Washington University's (WWU) Sustainable Communities Partnership program has initiated four climate resilience focused projects in rural Whatcom and Skagit counties that have great potential for multi-year engagement and impact. These projects include faculty and students mapping climate resilience community assets and vulnerabilities, developing business models for carbon sequestration, understanding perceptions of air quality in order to generate solutions that center community needs, and integrating climate science into a snow school curriculum for rural youth. These pilot projects have offered lessons and insights for developing a community-university climate resilience partnership model that can be shared across the region and country.

**Describe what lessons were learned. The Foundation is interested in lessons drawn from successes and failures alike. What strategies worked that might be replicated elsewhere? What approaches fell short of expectations, and why?**

#### *Lessons Learned*

One lesson that emerged in working with rural residents who are being impacted the most by poor air quality is the value of engaging where those residents already frequent (grocery stores, gas stations, food banks, etc.) for informal conversations, as opposed to hosting events. One pilot project scoping process started with the idea of hosting one focus group, then shifted to plan two focus groups, then abandoned that idea entirely to table at multiple venues instead. This evolved strategy helped gather more feedback from a more diverse audience than likely would have shown up to the focus group event.

Another lesson that emerged was that “climate resilience” is a term that means different things to different people, so including definitions and tangible examples during partnership development and project scoping is imperative for shared understanding and clear expectations. The project scoping process with Concrete Resource Coalition was long and quite involved. While that was valuable dialogue for all involved parties and it supported trust-building, it seems as though this process could be shortened with a couple of tools for

The projects were of higher quality when the faculty members established strong relationships with community partners, themselves, as opposed to relying on SCP staff to serve as a liaison. This was demonstrated within the air quality exploration project completed for east Whatcom County. The faculty member was really engaged in initial community partner conversations, which meant that she had built trust with the community and had a great understanding of the needs within the community. As a result, this faculty member was able to guide and support her students most effectively.

Finally, the individuals who are experiencing acute impacts of climate change have very little capacity for partnership development, even when the potential support is significant. The lesson was learned in attempting to work with flood-impacted farmers after the November, 2021, flooding incident in northwest Washington. The translation in terms of future partnership development is that 1) mapping potential vulnerabilities within communities and developing strong partnerships prior to acute impact, whenever possible, is beneficial, and 2) when strong existing partnerships do not already exist, there is value in engaging partners who already work closely with impacted communities.

**Describe the overall health of the organization. The Foundation is interested in the strength and involvement of the board, significant changes to staff, and size and involvement of the organization's membership, and how that relates to the most significant accomplishment you described above.**

#### *Overall Health*

The Sustainability Engagement Institute (formerly Office of Sustainability) staffing has remained stable through this project. The Interim Director, and former SCP coordinator, has transitioned to a permanent Associate Director role with continued engagement in this project, and Dr. Grace Wang has transitioned to Institute Director. The graduate assistant provided deep engagement throughout the academic year. The project coordinator, intended to be hired within WWU's Center for Community Learning has yet to be hired due to COVID-19 impacts. However, we hired a recent master's program graduate to fulfill coordinator responsibilities in the interim. Since the grant application submission, the university has established a President's Sustainability Council, elevating the importance of sustainability and climate-focused work on our campus and within the broader community. Further, WWU's attention to our current strategic plan goals, including deep engagement with place, continues to be a driver for this work on WWU's campus.

**Review the budget information and funding plan from the application submitted to the Foundation and describe the organization's general financial status. Please explain any major discrepancies from the information submitted in the application. Please do not submit a financial statement.**

#### *Financial Status*

COVID-19 has had a few impacts on our budget; we have underspent. We have engaged in less travel associated with projects than anticipated. With the growing comfort with remote meeting options, and



the continued risk of COVID-19 transmission, some of the meetings we would have normally done in person were done virtually, reducing travel costs. We have also spent less than we budgeted for events because we shifted one of our faculty listening sessions to virtual when the Omicron variant was spiking in our community. Finally, in the next year, we plan to either increase hours for a temporary project coordinator position, or hire the permanent position within the Center for Community Learning, because we were a bit low on hours worked in the first year of the grant. All other elements are right around what was projected.

### **Diversity, Equity and Inclusion**

If applicable, how did this project engage in Diversity, Equity, or Inclusion activities?

Diversity, Equity, Inclusion

This project engaged in diversity, equity, and inclusion activities through 1) thoughtful dialogue on this topic within faculty network conversations, 2) the careful selection of partners, and 3) the methodologies engaged within the pilot projects. Throughout this project, equity considerations were most often framed in the context of disproportionate climate change impacts and vulnerabilities. Diversity and inclusion considerations were most directly integrated in community-engagement methodology as part of pilot projects.

In the first faculty listening session, faculty were prompted to discuss what equity might look like within their climate resilience pilot project ideas. The SCP staff team brought this into conversations with community partners, faculty, and students regularly from that point forward. Further, SCP staff intentionally developed partnerships within communities that experience disproportionate impacts from climate change and/or face barriers to addressing climate change. For the first round of pilot projects, this translated to working in rural Whatcom and Skagit Counties, and with students in schools in Whatcom County with higher than Washington state average free and reduced lunch percentages. There is interest in expanding to tribal communities and struggling populations within larger communities in northwest Washington. Finally, student teams were encouraged to consider the impact of their methodology on whose voices were captured within projects.

### **Evaluation of Outcomes**

**For each outcome you provided in your grant application, the original outcome text you provided (up to 250 characters) is shown below. Underneath each, please describe the most notable successes, failures, and unanticipated consequences you experienced. If your grant was for General Support, no outcomes will appear and you should leave these fields blank.**

**Outcome One - An organized network of climate change experts is established, with at least 12 Western faculty members from at least four departments whose work addresses climate change.**

*Outcome #1 Evaluation*

SCP worked with 14 unique faculty from 9 different university departments over the course of the last academic year. This engagement included attendance at the faculty listening sessions SCP hosted and/or facilitation of an SCP climate resilience project.

In November 2021, and February 2022, SCP sponsored faculty engagement listening sessions to discuss climate resilience and equity issues in northwest Washington. This was the first step toward creation of an interdisciplinary network of WWU faculty who are eager to apply their research to solving local climate change challenges, assist local communities, and provide their students with opportunities to work on real-world climate resilience solutions.

In the November gathering, ten WWU faculty and three community representatives gathered for a half-day listening session. The participating faculty members all have climate related research interests and a history of climate-focused or equity work. The participating community representatives all have experience working on previous SCP projects. Several of the faculty participants were new to WWU and/or new to SCP partnerships.

The February session was held with eight participants and was held remotely due to a surge in COVID-19 cases related to the Omicron variant. Discussions in this session focused primarily on understanding faculty research interests and how partnerships among them and with community partners could be synergistic in nature.

These sessions enabled SCP staff to gain an understanding of what climate change expertise WWU faculty can offer, and for all participants to hear about the climate-related projects that faculty wish to undertake. In addition, the listening session allowed time for natural conversations to occur about potential collaborations between faculty and community partners.

While the listening sessions inspired two of the four climate resilience pilot projects that were completed last year, and individual informal connections were made between faculty, there continues to be opportunity to expand the faculty network. It appears that ongoing COVID-19 impacts affected faculty engagement in opportunities outside of necessary obligations to an extent this last year.

**Outcome two - Relationships are established or strengthened between program staff and diverse leaders throughout multiple communities in the northern Puget Sound region.**

Outcome #2 Evaluation

The SCP team engaged with 18 partners and potential partners in northwest Washington over the course of the first pilot year. These individuals were associated with Whatcom County, Port of Bellingham, City of Bellingham, resource centers, non-profits, DNR, community coalitions, and more. This engagement was most effective via individual or small-group conversations that were catered to each potential partner.

The establishment of a partnership with Concrete Resource Coalition was new and required significant trust-building work and a number of project scoping conversations before starting the first project, since there is a history of outsiders making promises and then leaving, or in partnering in extractive ways.

After completing a project in 2021 in east Whatcom County, it was meaningful to be able to deepen relationships with leaders there by facilitating additional projects.

Finally, SCP has a history of working primarily with municipal partners. The expansion of partnership opportunities into non-profits and community coalitions will allow SCP to address the most pressing climate resilience projects most effectively.

There were some organizations on the initial outreach list that had great climate resilience partnership potential that were either unresponsive or shared that they did not have capacity to engage at that time. It will be worth reaching out again this coming year in different ways. This might look like attending their scheduled events, networking to have trusted partners make introductions, and/or attempting other mechanisms for engagement such as hosting thematic social learning events.

**Outcome Three - A climate resilience project menu including at least 6 project areas is developed.**

*Outcome #3 Evaluation*

A climate resilience project menu with 11 project areas has been developed (energy studies, education & outreach, business development, journalism, GIS, transportation, planning, community development, community engagement, sustainability, and disaster risk reduction). This menu was developed by benchmarking similar community-university partnership programs around the country, defining climate resilience for Sustainable Communities Partnership, and determining capacity/expertise at WWU. This tool is not meant to be prescriptive or comprehensive, but instead serve as a conversation starter.

While there is reason to believe this tool will make climate resilience projects feel more accessible and tangible, the SCP staff team is looking forward to additional testing of the tool with the next round of projects and partners.

**Outcome Four - SCP coordinates the completion of three climate-resilience pilot projects from the project menu, in the identified communities, over the course of the 2021-22 academic year.**

*Outcome #4 Evaluation*

In the 2021-2022 academic year, five climate resilience pilot projects were completed that align with the project menu referenced in outcome number three. These projects were located in the upper Skagit Valley, rural Whatcom County, and Kendall, WA. These were communities and geographic regions that were identified as being frequently overlooked, facing disproportionate impacts, or potentially experiencing significant barriers (economic, social, political) to addressing climate change. One of the unanticipated challenges in implementing pilot projects was that the scoping and engagement process took longer than was expected, both with community partners and faculty members. It is believed that this was due to 1) the complex nature of defining and communicating about climate resilience and 2) the challenges individuals and organizations continued to face as a result of COVID-19 that influenced time and energy available for this work. Each of the five projects is summarized below.

Project #1: Air Quality and Environmental Justice in the Columbia Valley

This project was completed in partnership with East Whatcom Regional Resource Center, Northwest Clean Air Agency, Kendall Elementary School, Foothills Foodbank, and East Whatcom Clean Air Committee. Rural eastern Whatcom County has been faced with a variety of environmental problems related to the changing climate. In this project, students in Dr. Kate Darby's *Power, Privilege, and the Environment* course focused on the worsening air quality brought on by wildfires, household stoves used during power outages and extreme weather, and residential burn piles. Students held listening sessions to better understand the opinions and perspectives residents hold on this topic. The students engaged with community members at scheduled events such as a community health fair, town halls, and the weekly food bank distributions. They also set up pop-up conversation locations at the local gas station. Based on this data collection (57

conversations with community members), initial recommendations were made for ways that future WWU courses might explore solutions to the problems identified by community members.

#### Project #2: Carbon Sequestration and Equitable Energy Supply

Washington state Department of Natural Resources (DNR) regional staff are interested in the feasibility of development of a COGEN facility (and a biochar furnace) near Kendall, WA. Residual wood from local logging operations would be converted into heat for residents and electricity which could be sold to local public utilities. Students in Dr. Craig Dunn's *Greening Business Applications* course analyzed the economic, environmental, and social costs and benefits of this business opportunity as a basis for 'marketing' the opportunity to a third-party vendor. Additional use of the land (concurrent with COGEN) could include a biochar production facility for carbon sequestration and recreational opportunities. The students developed a business plan and created a presentation that describes the business opportunity. The next phase of this project will include further research and analysis of benefits connected to social and environmental justice in the region.

#### Project #3 GIS Hazard Identification and Social Resources Mapping

Historic flooding in 2021 inspired the Concrete Resource Coalition to consider expanding its scope to include emergency preparedness and climate resilience. This GIS mapping project grew out of that interest. It was completed by students from WWU's *Advanced GIS Applications* course, taught by Dr. Aquila Flower. The students mapped vulnerabilities to wildfire, flooding, landslides, earthquakes, and lahar flows; as well as social resources available within the community. After a second phase of map refinement to improve accessibility of the maps and to include additional climate resilience factors, these maps will be used as a conversation starter in a community engagement process aimed at identifying needs and interests associated with climate resilience next steps for the upper Skagit Valley.

#### Project #4 Snow School Climate Education

Mt. Baker Snow School is a cooperative program between Mt. Baker Ski Area, Northwest Avalanche Center, WWU, and the U.S. Forest Service. Mt. Baker Snow School is an outdoor winter learning adventure combining applied science education with snowshoe-powered exploration. Middle and high school students and their teachers engage in research and hands-on learning around the themes of weather, watersheds, and climate. This winter, the program served 280 students from four different schools in Whatcom County, WA. These schools are in underserved communities with over half of the students receiving free or reduced lunch. In addition, this program engaged 26 college-aged volunteers, 9 of whom were from WWU. The Snow School curriculum was updated in partnership with SCP to further enrich climate change related learning. Using the concept that warming temperatures increase the abundance of snow algae, students learned how a reduction in albedo leads to an increase in early season snowmelt. They further learn how that impacts streamflow in our local Nooksack River, leading to an increase in the severity of spring floods and summer drought. Furthermore, SCP helped write a grant that will allow even more climate-related environmental education units to be developed by a WWU graduate student. This collaborative program, with the enriched learning modules, will continue for the 2022-23 academic year and beyond.

### Project #5 Food and Farm Resilience Post-Disaster

Following the occurrence of wildfire and flooding in the area surrounding Whatcom County, a student initiated a research project to better understand how the agriculture sector has been supported through these challenges. Data was collected through the facilitation of a focus group. Despite good practices in focus group outreach and recruitment, attendance was quite low. It is believed that a combination of COVID-19 impacts and spring timing, when farmers were busy preparing for their growing seasons, affected attendance. In addition to changing the timing of this project to sometime in the winter, in the future it might also be beneficial to have a trusted community partner co-host the focus group. This project lacked an invested community partner from the beginning, despite community interest. The focus group participants did offer some suggestions for support areas, including facilitating conversations about climate resilience, fostering relationships between farmers and community members, and developing infrastructure to support climate resilience. If community partners and WWU faculty are interested in exploring these ideas in more depth, there is potential for future engagement and impact.

**Outcome Five** - Best practices and lessons learned from the initial year of the Community-University Climate Resilience Partnership Project are identified, compiled, and distributed as an executive summary to communities that are interested in climate resiliency pro...

### Outcome #5 Evaluation

A set of best practices and lessons learned in the first pilot year have been assembled, and some outreach has been done to gauge interest in different distribution options, including a webinar with Association of Washington Cities. The final products for distribution are still being refined, but should be complete by the end of October.

**Please upload additional files only if they are essential for the Foundation to understand the success of your project.**

My inclination is to not upload anything for the interim report, but to share final reports and other final deliverables for the final report. What do you think?