

A close-up, slightly blurred photograph of several hands of different skin tones and ages holding a small globe. The hands are positioned in the upper right corner of the image.

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From Classroom Knowledge to Impact in Action: SCIPP's 2025 Summer Internship Program

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Unity Hands

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Table of Contents

Executive Summary	1
Background	2
Participants	3
Application Process	3
Host Organizations	5
Undergraduate Students	6
Assessment Procedures	6
Student Data Collection	6
Host Organization Evaluation Data.....	8
Host Organization Highlights	8
Student Roles	8
Organizational Benefits	9
Program Satisfaction.....	10
Student Highlights	10
Professional Experience	10
Skill Development.....	12
Career & Education Paths.....	12
Program Recommendations	13
Beyond Organizational Contributions to Broader Societal Impacts	14
Acknowledgements	15
Appendix A: Official Internship Announcement Flyer for Host Organizations	16
Appendix B: Internship Project Descriptions & Outcomes	17



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Executive Summary

In summer 2025, the Southern Climate Impacts Planning Program (SCIPP) launched its regionwide internship designed to help local city and county governments as well as non-profit organizations in the South Central U.S. address weather-and climate-related challenges. A concurrent goal of the internship program was to build the next generation workforce in the atmospheric and geographic sciences. University of Oklahoma (OU) undergraduates were able to gain practical professional experience and cultivate new skills that will enable them to work in their future fields. Through a matching process with local host organizations across the states of Arkansas, Louisiana, Oklahoma, and Texas, students were given the opportunity to further their classroom knowledge in applied contexts and contribute directly to a variety of local projects.

SCIPP conducted evaluation assessments to better understand the broader impacts of the internship and gathered valuable feedback for program improvement. Through a multi-pronged approach that included student surveys, weekly reflections, group check-in calls and organization internship exit interviews, SCIPP tracked student growth over the ten-week internship period, documented organizational benefits, and identified early outcomes resulting from the program.

Notably, the internship also produced measurable, concrete outcomes. Student contributions helped some local governments and organizations secure grants, advance hazard mitigation efforts, and create tools that will continue to support communities beyond the internship. Several students will present their work at professional conferences, extending the visibility and adding value to their summer projects. Generally, students and host organizations alike appreciated the positive, meaningful impact achieved in local communities through improved resources for decision-making, increased public engagement, and strengthened resilience initiatives.

Overall, SCIPP's summer internship was a successful and mutually beneficial model for workforce development and local capacity building throughout the South Central region. Considering these positive outcomes, SCIPP is eager to implement improvements and offer the program again in the future.

Background

Insights from previous SCIPP stakeholder engagement efforts and research highlight the need to help city, county, and local organizations build capacity to address weather-related hazards¹². This is especially the case for the South Central U.S. region, one of the most disaster-prone regions in the country, with more than 200 unique billion-dollar weather and climate disasters from 1980-2022, accumulatively costing over \$500 billion³.

In an effort to promote workforce development and address the critical need for skills and capacity building in the hazard mitigation and adaptation arenas, SCIPP designed, prepared for, recruited, and initiated a summer internship program for undergraduate students at the University of Oklahoma.

The goals of the internship were to:

1. Help non-profit organizations, city or county government offices, and community-based organizations in Arkansas, Louisiana, Oklahoma, and Texas enhance their capacity to address weather and climate-related challenges;
2. Provide sophomore and junior students at the University of Oklahoma an opportunity to gain hands-on work experience in the fields of climate science and hazard preparedness, and to form meaningful professional connections;
3. Build the next generation workforce across the SCIPP region.

The ten-week program took place from May to July 2025. SCIPP provided hourly pay to support each student intern. This compensation not only covered student wages while they worked on local projects but also accounted for temporary housing. The 2025 summer internship program was the first of its kind for SCIPP. A previous partnership

Our Mission

The Southern Climate Impacts Planning Program (SCIPP) works across the four-state region of Arkansas, Louisiana, Oklahoma and Texas, to help communities and organizations in the South-Central U.S. assess and address their weather and climate risks and impacts.

¹ Riley, R., D. Bertrand, E. Hecker, C. Cunningham, and A. Vest, 2025: Addressing Hazard Mitigation Planning Needs in Low-Capacity Jurisdictions in the South Central Region. Southern Climate Impacts Planning Program, 8 pp.
<https://www.southernclimate.org/wp-content/uploads/Addressing-HM-Needs.pdf>

² Riley, R., D. Bertrand, and S. Arens, 2022: Connecting Climate Adaptation and Hazard Mitigation Planning in Climate Discourse-Sensitive Regions: A Cross-RISA Collaborative Project. Southern Climate Impacts Planning Program and Western Water Assessment, 22 pp, <https://www.southernclimate.org/wp-content/uploads/CAHMPCrossRISA.pdf>

³ NOAA National Centers for Environmental Information (NCEI), 2023: U.S. Billion-Dollar Weather and Climate Disasters. <https://www.ncei.noaa.gov/access/billions/>, DOI: 10.25921/stkw-7w73

between SCIPP and one of their stakeholders (i.e., Disaster Resilience Network) to host an intern was a limited effort. The 2025 summer internship was both broader in scope and complexity and entailed more intricate planning and execution on SCIPP's behalf.

Participants

SCIPP is a collaborative research program led by the University of Oklahoma, with partners at Louisiana State University, Louisiana State University Health Sciences Center, Texas Sea Grant at Texas A&M University, and Adaptation International (see Figure 1). This broad network with expertise in meteorology, environmental sustainability, geography, public administration, climatology, communication, and other disciplines, enabled us to engage a diverse group of prospective students and host organizations for the internship. To streamline oversight and address logistical considerations, the internship was advertised solely to undergraduate students at OU.



Figure 1. Map of SCIPP states, including institutional partners.

Application Process

One of the first steps in designing the internship was to outline an application process. This involved the creation of both a host organization and a student application process. The internship announcement was initially advertised to existing SCIPP stakeholders throughout the region, then more broadly to other organizations in the field (see Appendix A for official announcement flyer). Organizations submitted applications to host a summer intern, outlining project ideas or needs and explaining how an intern could help address a weather- or climate-related gap, unmet by current resources. SCIPP staff then vetted the various project submissions and selected the top seven organizations based on their

projects' relevance, organizational needs, and their organizational capabilities to host an intern (e.g., provide adequate working space and supervision for the intern).

Once the host organizations were selected, the summer internship announcement was then advertised to undergraduate students at the University of Oklahoma. Students could read about the various project options that the selected organizations advertised and apply for the opportunity.

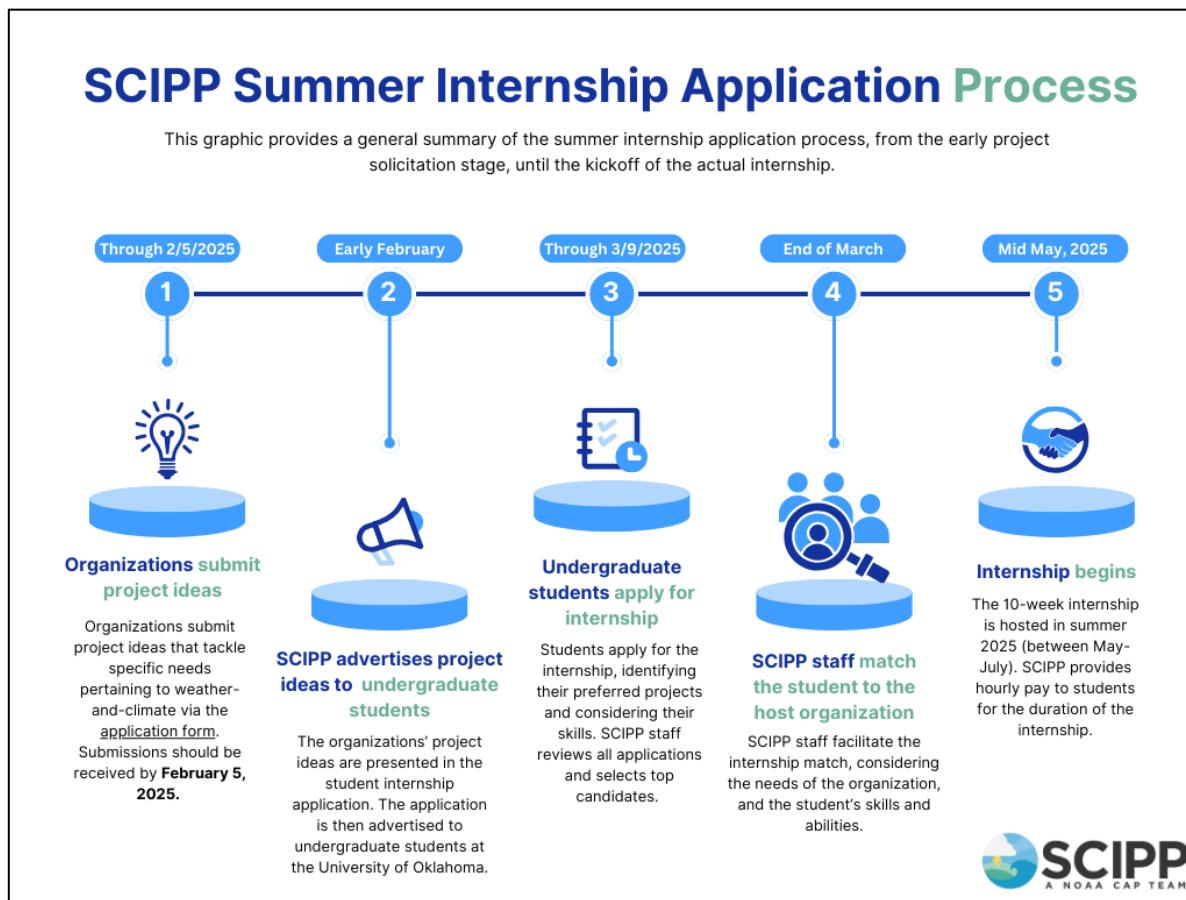


Figure 2. General overview of the internship application process, including target dates.

The target audience for this opportunity was junior-level standing undergraduates, but exceptional sophomore-level students were also invited to apply. Once students submitted their applications and ranked their preferred organizations for internship placement, SCIPP staff formally vetted and interviewed candidates before making selections. The top candidates were then matched with their designated host organization, and introductory virtual meetings were hosted to prepare for internship kickoff.

Host Organizations

Non-profits, city and county government offices and community-based organizations in Arkansas, Louisiana, Oklahoma and Texas were encouraged to apply to host an intern. The table below lists the seven selected organizations and their locations. Each organization submitted a detailed description of their primary summer project(s) and clearly identified organizational needs and gaps that an intern could help bridge. The full list of internship project descriptions, as well as some listed outcomes and outputs from the internship experience, can be found in Appendix B.

Name of Organization	Location
Center for Sustainable Engagement and Development	New Orleans, LA
City of Oklahoma City Office of Sustainability	Oklahoma City, OK
City of Shreveport	Shreveport, LA
LEAD Agency Inc.	Miami, OK
Oklahoma Department of Emergency Management	Oklahoma City, OK
Pope County Office of Emergency Management	Russellville, AR
Texas Impact	Austin, TX

Host organizations clearly expressed in their applications how an intern could support addressing critical needs and compensate for resource shortages. A few example quotes support this need to build capacity:

“We are looking for individuals who are excited about research, data and problem solving to assist and support our City staff. With our limited resources, we believe interns will assist in moving critical projects closer to completion.” - Host organization applicant

“...given our limited resources, this internship will help our lean operations the ability to advance multiple pieces of the update simultaneously. Organizing and communicating these indicators will equip City leaders and stakeholders with accurate information to inform decision-making regarding the plan update.” - Host organization applicant

“Our Hazard Mitigation team is short staffed, so any ability for help with hazard mitigation planning, HMGP (Grant) Program Administration such as Applications, Closeouts, or Quarterly Reporting...would be extremely helpful to us. [Our staff] will need help administering this program throughout these jurisdictions as well as help

with entering data into their spreadsheets, mapping the locations of the homes, verifying whether homes are in the floodplain, and answering phone calls asking about our program. This will be hard to do with only two people." - Host organization applicant

[Undergraduate Students](#)

Seven interns selected from the University of Oklahoma College of Atmospheric and Geographic Sciences participated in the summer internship program. Three students were sophomore-standing at the time of application for the program, and four were juniors. Their academic disciplines included:

Majors

- Meteorology (5)
- Environmental Sustainability (2)

Pre-Degree Program

- Pre-Law Studies (1)

Minors

- Geographic Information Systems (2)
- Environmental Science (1)
- Constitutional Studies (1)
- Math (1)
- Psychology (1)

Prior to beginning the internship, all students met virtually with their respective host organizations, as well as SCIPP's Program Manager. This introductory meeting was an opportunity to answer questions about the internship, discuss expectations, and explain supervisory duties.

[Assessment Procedures](#)

The overall assessment of the internship experience was multi-pronged and involved collecting qualitative and quantitative data from students and qualitative data from host organizations.

[Student Data Collection](#)

The student data collection included several components: a pre-internship survey, weekly intern Zoom video conferencing calls, weekly survey reflections, and a final post-internship deliverable.

Pre-internship survey: This short survey provided a baseline understanding of student expectations for the internship. It also permitted SCIPP staff to review any concerns raised by the students, note the skills that they hoped to develop, and better gauge their readiness to undertake their newly assigned projects.

Weekly Zoom calls & survey reflections: Throughout the internship, at the end of each work week, interns were required to attend a one hour Zoom call with SCIPP's Program Manager. These group calls were a dedicated space for students to openly discuss their experiences that week and learn from their peers. Additionally, students were required to submit separate weekly reflections in the form of an open-ended survey response. The surveys asked questions such as: "What aspects of the internship went well this week? Is there a particular task or assignment with which you are pleased?", "What challenges or obstacles did you face this week, if any?", and "What new skills or knowledge did you develop this week?". Respondents were also asked to rate statements assessing their satisfaction with their internship work each week (see Figure 3).

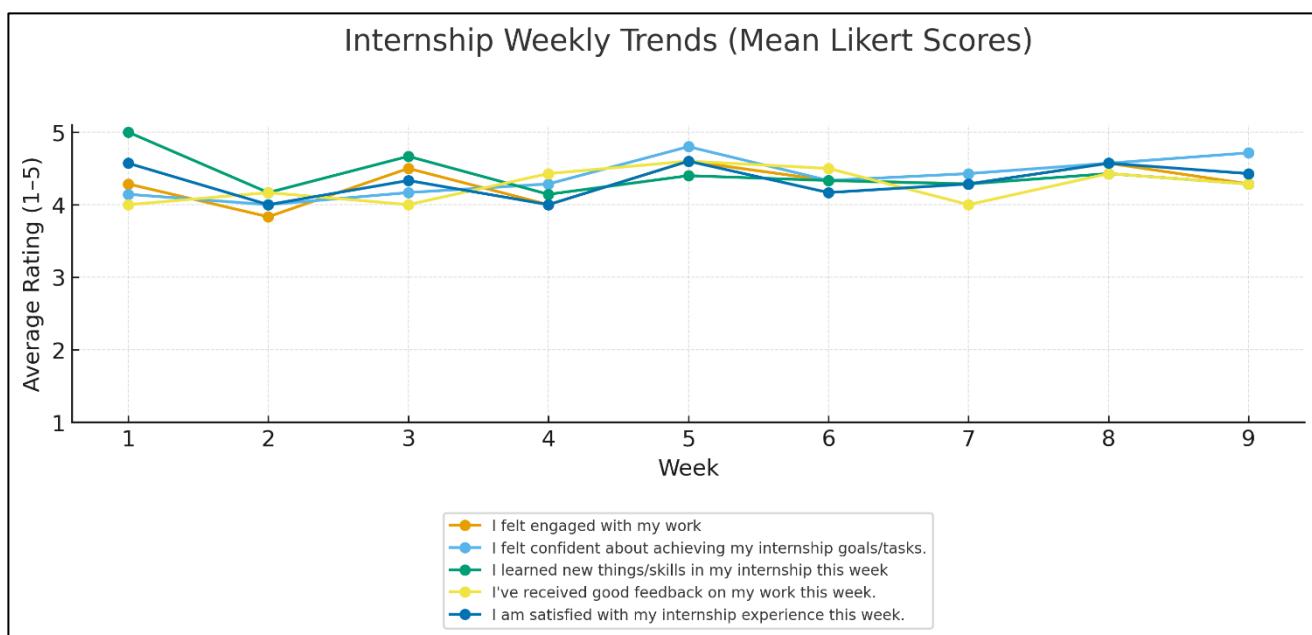


Figure 3. Graph depicting average internship weekly satisfaction trends, based on student responses to survey questions (see legend). Ratings range from 1 ("strongly disagree") to 5 ("strongly agree"). Note that only nine weeks out of ten were represented on the axis, since students submitted summary reports about their overall internship experience in Week 10. Therefore, a survey was not conducted in Week 10.

The weekly surveys included a combination of short-answer and sliding scale questions, which provided in-depth insight into each intern's unique experiences.

Post-internship deliverable: At the conclusion of the internship (at the end of Week 10), students were asked to submit a final internship deliverable. They were provided with the option to either submit a written summary/report or to make a short audio or video submission of their responses. This deliverable provided detailed qualitative data, as students elaborated on several topic areas for assessment, including:

- Personal Growth & Skill Development;
- Challenges & Problem-Solving;
- Mentorship & Collaboration;
- Insights into Your Career Path;
- Impact of the Internship on Your Learning Journey;
- Connecting Your Work to Societal Impacts;
- Reflection on Work-Life Balance;
- Future Improvements for the Internship Program.

Host Organization Evaluation Data

The host organizations' data collection entailed virtual interviews conducted at the end of the internship experience, which organizations were required to complete as a condition of their selection. Hence, all organizations participated, yielding a 100% response rate.

Interviews were conducted via Zoom and lasted between 10 and 25 minutes. Questions were meant to elicit organizational representatives' narratives about the application process, steps undertaken for hosting the student, descriptions of the internship experience, as well as satisfaction levels and any further suggestions or comments for SCIPP.

Participants' responses were analyzed through thematic analysis, identifying themes and common narratives among organizations, detailed below.

Host Organization Highlights

Student Roles:

Host organizations described students' work, in general, as hands-on and applied. Interns were given significant responsibility and flexibility to manage their daily tasks and were trusted to do their work and contribute to the organization's goals.

Some students participated in research tasks, gaining experience in various phases of the research process. Other students participated in field trips and outdoor field data collection activities, or worked with research teams in various environmental settings.

Interns worked with different types of data, such as historical climate data analysis, research on weather-related health impacts, and flooding history analysis. They also performed data verification and correction in spreadsheets (e.g., floodplain mapping) and utilized ArcGIS software and mapping tools extensively, creating maps or story maps. Finally, interns also evaluated different types of data sources and created summaries for future users. They then produced various written deliverables (e.g., blog posts, research presentations, posters, abstracts for conference submissions) from their research.

In addition to research activities, students worked on organization-specific projects such as hazard mitigation planning, climate change assessments, and safe room rebate program administration. They engaged in daily administrative duties, helped manage team logistics, and helped with event planning and coordination. They also helped with legislative session tasks, attended hearings, and took notes. In some programs, interns served as research assistants and mentors for high school students or managed other teams throughout program activities. Thus, interns had a wide range of responsibilities.

Organizational Benefits

The host organizations embraced the opportunity to host student interns. An obvious motivation for having interns was the desire to provide students with learning opportunities in a professional environment. The hosts were able to observe students learn and adapt to their role. One organization noted that their intern "was very, very easygoing and was able to talk to us. [they were] very adaptable to everything." Another noted their intern "just jumped in and loved learning about it all, and really embraced the complexities of this place."



Caption: Pictures of some student interns at their respective project sites.

The organizations also benefited from additional support provided by students. Several organizations mentioned that they always gained from extra staff, with one saying "[we] have a lot of work and not enough people." But, more importantly, organizations regarded the opportunity to host an intern as a means to advance projects that would have otherwise lacked support. Overall, interns increased bandwidth for all organizations, especially those who were understaffed. One host noted that the student "enabled us to get more accomplished with less effort throughout the entire summer."

Organizations also valued that their student interns were eager to contribute beyond their assigned tasks, noting they "would volunteer to take on tasks." "[They] would gladly tackle anything we threw at [them]." Students were described as "very flexible, very adaptable," and willing to "jump in and do the work." Moreover, students brought fresh perspectives to the host organizations. Some organizations mentioned that students brought new knowledge and skills that their team did not have, such as understanding the resources to add a climate change portion to a hazard mitigation plan, or helping update databases for ArcGIS – a software program used to create and analyze maps. Organizations also valued the outside perspectives of someone less familiar with and less engrained in their day-to-day operations.

Program Satisfaction

The host organizations praised the program, especially their students' performance. They described students as "very knowledgeable," "very personable," "reliable," and able to produce "high quality" work output. One supervisor noted their student "did some really quality work for us" and was "functioning as a full member of our team" by the end of the summer. Another organization appreciated that their intern "showed up on time every single day" and was "really interested in the project."

Overall, organizations expressed high levels of satisfaction with their interns and the internship experience. All organizations rated their satisfaction as a 5 on a scale where 1 = "extremely dissatisfied" to 5 = "extremely satisfied." The overall experience was described positively, with organizations stating they would participate in the program again if offered.

Student Highlights

Professional Experience

In the Week 1 survey, students discussed the challenges of acclimating to a new work environment, meeting new people, and learning about their workplaces and projects. For example, one student stated: "My biggest challenge this week was trying to remember all the info and people and organizations at play. [Nonprofit organization] has various projects

happening simultaneously, so it took me a good day or two to wrap my head around everything.” However, by Week 2, most students felt more confident in their roles and tasks: “I knew what I needed to work on and get done, and I feel on track to finish what I am currently working on by the time my supervisor said she wanted this project done.”

As students worked on their projects, they were exposed to various real-world work environments, from non-profits to city government and county management offices. Students talked about sitting in meetings and observing organizations’ operations. These real-world experiences ranged from weather-related search and rescue operations to observing legislative sessions.

In addition to real-world experience, this internship also allowed participants to make professional connections. One student noted: “I got to make a lot of really valuable connections with a lot of people in the office.” A few students were able to attend local conferences and meet professionals that way: “I had an amazing time at the [Professional conference name] this weekend. Not only did I learn a lot in this short period of time, but I also met people from all over the state and had a great time networking.”



Caption: Pictures of some student interns at their respective project sites.

Skill Development

While working on their projects, students were able to learn and develop new skills. A few students gained experience in **ArcGIS** and other **geospatial data programs**. Students also discussed improving their **writing skills** and working on projects from blog posts to grant applications. The internship presented opportunities for students to develop their skillset outside of what they typically learn in school: “A lot of the concepts that I learned were very different than what I learned in the meteorological classroom... A lot of ArcGIS skills, writing grant summaries, which is different from learning about meteorological concepts.”

Students also gained confidence in their **communication skills**. Some overcame public-speaking fears or initial shyness, enabling them to communicate confidently with both the professionals they worked alongside and community members in the areas in which they were working. A few students shared that they participated in professional meetings and “...gained confidence in my ability to contribute meaningfully to professional discussions.” Another student was involved in informing citizens of an upcoming public meeting by going door to door. Although challenging, the student shared they were “glad I had to do it though, because we had a good turnout at the meeting, and it helped me with my communication skills.” Many were also given opportunities to improve their public speaking skills, presenting their work both over the summer and at upcoming conferences.

During their internships, students gained **independence** and **problem-solving skills**. There were a few instances in which a student’s supervisor was absent for a period of time, and the interns in question were able to adjust to this independence. One intern talked about running meetings in place of their supervisor, whereas another discussed seeking out office peers for help, rather than waiting for their supervisor to return and give directives. Others mentioned challenges they faced in obtaining data, and the workarounds they found to solve the problem.

In addition to educational and professional skills, students also expanded their perspectives and gained knowledge that could be useful in their personal lives. Some students spoke positively about additional opportunities to learn community gardening initiatives and techniques. Others talked about the new areas and cultures they were able to experience in their workplace.

Thus, students gained several new skills during their internship experiences that enhanced their academic and professional preparedness beyond the summer internship.

Career and Education Paths

During the internships, students were exposed to different career and education paths that they may not have previously considered. One shared that they may potentially add a

Geographic Information System (GIS) minor to their academic pursuits, after seeing how often it was used at their host organization. Another student reported that the experience broadened their awareness of potential pathways for pursuing a graduate degree. Others shared their interest in future career paths, from emergency management, to politics, to the energy sector. Equally important, students also noted which career paths they did not want to follow. One intern realized they did not want to work in the nonprofit sector, whereas another reaffirmed their interest in meteorology: “I wanted to give climatology a try because I’ve had a recent interest in the field. While researching the climate of [government] was fun, I feel like the internship solidified my interest in weather specifically.”

Program Recommendations

Although students reported overall positive experiences with their internship, there were also program-level areas for improvement. Several students observed a lack of structure in their daily routines and what was expected of them. Although SCIPP met with students and host organizations ahead of the internship, provided a list of general responsibilities, and conducted check-ins during the 10-week period, a more elaborate approach to discuss best practices and expectations was suggested, so that students could have greater daily structure in their offices. Such structure could take the form of additional supervisor/student check-ins to establish specific tasks and goals for each week of the program (beyond the overarching project descriptions originally provided). One host organization even suggested creating a more in-depth mentor guide handbook ahead of the internship, to more clearly delineate weekly expectations.

There were also areas for improvement in workplace and timeline logistics. A lack of schedule flexibility meant that, if students wanted or needed to miss workdays, there was no opportunity to make up those missed days. As hourly employees, students simply weren’t compensated for days when they were absent.



Caption: Lightning strike in a nearby field in Russellville, Arkansas.

Working with the host organizations to allow students to flex their hours and/or days or allow remote work would allow students more flexibility. This policy may vary by host organization, with guidelines established for an acceptable number of missed days to ensure flexibility aligns with the summer internship timeline. One host organization's unique circumstance rendered them unable to host the intern at their physical office location. It was noted that, although the student still found their internship experience

valuable, a true office experience and in-person interactions daily would have been more beneficial. Rare instances of some students being unable to access datasets and other key resources were also noted. This challenge prompted the suggestion to confirm ahead of the internship that interns have the appropriate permissions to access the necessary technology and data to work on their project, without delays or limitations.

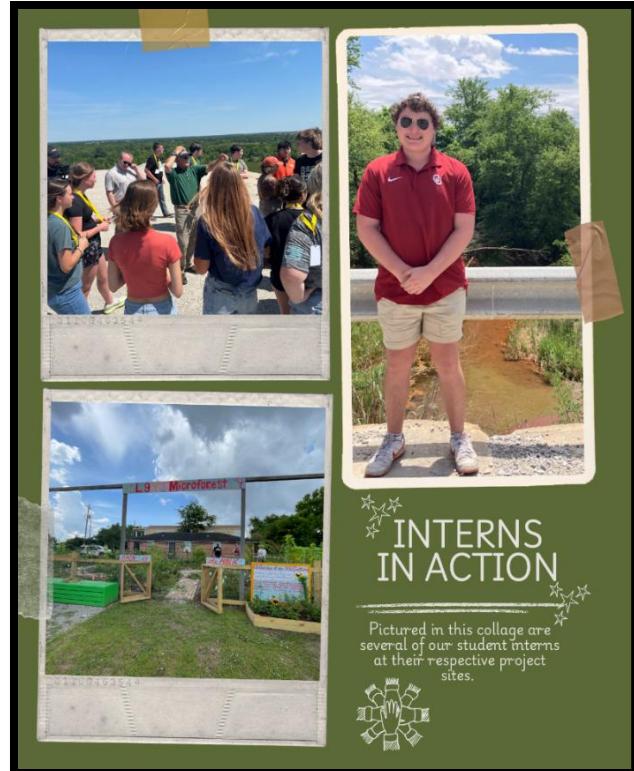
Some students had difficulty securing accommodations; therefore, housing logistics will likely need to begin earlier and include additional support in the future. Another consideration is the location of the host organization. If the organization is in a more rural or isolated

area, it is important to consider whether students will have access to suitable housing, food options, and opportunities for activities outside of work.

As this was the first year of the program, these are relatively minor issues, but important considerations as SCIPP continues to grow and improve the internship program.

Beyond Organizational Contributions to Broader Societal Impacts

Early evidence shows that both the students and their host organizations have benefited from the internship experience. One student wrote weekly blog posts for their nonprofit host organization, was able to attend the United Nations Climate Change Conference virtually, and decided not only their OU Capstone project topic, but also that they want to pursue a career in politics. Another student who interned with a nonprofit was integrated



Caption: Pictures of some student interns at their respective project sites.

into the host community and learned about the culture of the area; the intern also educated community members about environmental impacts affecting the town and presented their work at a local conference in October 2025. At another nonprofit, the student thoroughly enjoyed teaching high school students about local weather hazard issues, confirming their desire to become an educator.

One of the students working with a government organization helped verify data for submission to the Federal Emergency Management Agency (FEMA), allowing that agency to continue to grant rebates for families to install storm shelters in their homes. In another local government office, a student helped build the city's Climate and Sustainability Dashboard, a tool that can be used to communicate climate information to members of the public. Another student contributed to portions of their host area's hazard mitigation plan. They also had opportunities to experience search and rescue missions within the area, a career path they hope to pursue. Another student's work helped the host government agency win a \$10,000 beautification grant for the city. In addition to gaining grant writing skills, they will also present this work at the American Meteorological Society's annual meeting in January 2026.

At the conclusion of the internship, students were able to take pride in the work they had done. One student shared that, "I like to think that I made some sort of difference in [location], even if it was just one person who realized how severe their issues are." No matter how many people their personal project directly impacted, all students felt they were able to make some difference in their host organization's community. The host organizations also experienced these benefits. All were extremely satisfied with their interns and the overall internship experience and welcomed the chance to participate in the program again in the future.

Collectively, the results of the 2025 summer internship indicate a successful initiative that contributed meaningfully to building the capacity of local organizations to address weather-related hazards within their communities. SCIPP will explore opportunities to sustain and improve the program in future summers, subject to funding availability.

Acknowledgements

We thank all seven host organizations as well as our OU undergraduate students in the College of Atmospheric and Geographic Sciences for their participation in the summer internship program. Funding was provided by the NOAA Climate Program Office grant NA21OAR4310306.

Appendix A: Official Internship Announcement Flyer for Host Organizations

**Host Application Deadline:
February 5, 2025**



SCIIPP
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Host a SCIIPP Summer Intern In Your Community!

Strengthen Your Organization's Ability to Address Weather & Climate Challenges

What Is It?

- The Southern Climate Impacts Planning Program (SCIIPP) has an opportunity for non-profits, city or county government offices, and community-based organizations to host an undergraduate student intern
- 10-week internship during Summer 2025 with organizations in AR, LA, OK, or TX

Why Sign Up?

- Enhance your team's capacity to address climate-and weather-related challenges
- SCIIPP covers the intern's pay
- Prioritize a need or project of your organization
- Help build the next generation workforce

Read More & Sign Up **HERE**



For more information:
southernclimate.org | caylahc@ou.edu

Appendix B: Internship Project Descriptions (at the Time of Application) & Outcomes

Name & Location of Host Organization	Project Description	Some Outputs & Outcomes (at the time of this report)
Center for Sustainable Engagement and Development (New Orleans, LA)	<p>The Center for Sustainable Engagement and Development (CSED) is seeking a dedicated intern to assist with their Environmental Research Internship Program for High School students. The program focuses on weather and climate research, particularly in underserved and coastal communities around New Orleans, LA. The project emphasizes water, flood management, and air and soil quality, offering a hands-on opportunity to contribute to research efforts in the city. Intern responsibilities will include fieldwork, data analysis, community outreach, and report writing. CSED's project is supported by environmental organizations and grants, including The National Academy of Sciences. As an intern, you will help increase CSED's research capacity and support the development of their program for high schoolers. This is an excellent opportunity for those looking to make a tangible impact in the field of climate research, as well as work with other student groups. The intern may also have the opportunity to assist with planning efforts for the State of the Coast conference in May 2025 (hosted in New Orleans).</p>	<p>The intern:</p> <ul style="list-style-type: none"> - Gained teaching experience as a science educator (environmental issues, climate science, etc.). In collaboration with other science educators, the intern planned and executed CSED's 5-week Environmental Research Internship Program for high school students - Led fieldwork activities with students. Conducted water quality testing of the Mississippi River and Lake Pontchartrain - Researched the Mississippi River hydrology as well as seasonally appropriate plants for New Orleans (identified compatible plant pairings) - Contributed to some preparation efforts for CSED's participation in the 2025 State of the Coast Conference in New Orleans, LA - Contributed to the Lower Ninth Ward's community garden project - After participating in the internship, re-affirmed their interest in teaching, and intends to pursue a master's degree in science education
City of Oklahoma City Office of Sustainability (Oklahoma City, OK)	<p>The City of Oklahoma City is looking for a motivated intern to assist with updating "adaptokc", Oklahoma City's first-ever sustainability plan. As part of this update, the intern will help recalibrate existing indicators, develop new ones, and create a dynamic dashboard to communicate critical social, economic, and environmental climate impacts on City operations, business strength, and resident quality of life. This is an excellent opportunity to contribute to the long-term sustainability efforts of Oklahoma City. The</p>	<p>The intern:</p> <ul style="list-style-type: none"> - Developed the OKC Climate and Sustainability Dashboard, an interactive site for the general public meant to communicate climate and sustainability information in a simple and effective way. The dashboard was still under review at the time of this report - Reviewed indicators for the Office of Sustainability (assessed their function, determined which ones

	<p>intern will work closely with residents and the City's sustainability leaders, ensuring that transparency and effective communication support the plan's success. Additionally, the intern may attend in-person workshops to gather feedback from stakeholders, further enhancing the plan's relevance and impact. By joining this project, you will contribute to updating a plan that provides decision-makers with essential data to guide future actions.</p>	<p>could be modified or replaced, and searched for other/new indicators that may be beneficial to measure in future reports)</p> <ul style="list-style-type: none"> - Assisted with preparation for the OKC Sustainable Urban Landscape Conference - Reviewed progress on existing sustainability indicators from the 2020 <i>adaptokc</i> report and completed a progress report, which was released in summer 2025 - Collected missing information for City-tracked sustainability indicators and resolved inconsistencies across data sources to enhance report accuracy - Used GIS to communicate the change in impervious surface in Oklahoma City - Expanded the City's environmental/energy building certification indicator by sourcing data from additional national programs (ENERGY STAR and WELL) beyond LEED, including historic and current records. Verified and corrected building location data by adding missing addresses and confirming all certifications were accurately attributed to Oklahoma City
<p>City of Shreveport (Shreveport, LA)</p>	<p>A) Economic Development project: The intern will learn how to search for grants that apply to multiple projects needs for the City of Shreveport. This includes identifying project needs, selecting potential grants, and understanding the requirements and goals of the grant. Data acquisition, analysis and supporting research will include: ArcGIS - mapping, US Census data, work surrounding the Environmental Protection Agency (EPA) and FEMA, among many others. Climate specific grant research includes: reduction of greenhouse gases, climate impact mapping and demographics, and environmental health impacts and solutions.</p>	<p>The intern:</p> <ul style="list-style-type: none"> - Authored a summary for a grant application, and their efforts resulted in the successful acquisition of a \$10,000 <i>Keep Louisiana Beautiful Beautification Grant</i> for the City of Shreveport - As a result of the summer internship, will present their research project entitled "Enhancing the resiliency of the City of Shreveport to extreme rainfall events", at the 2026 American Meteorological Society Annual Meeting in Houston, Texas - Completed a <i>GIS Essentials Foundations of Mapping and Data Collection</i> course at LSU-Shreveport and was later able to better assist

	<p>B) Public Works project: The intern will support a Public Works project, which investigates ways to reduce mowing and pollutants through strategies such as: effective planting, addressing fish kills in specific areas, managing the growth of duckweed, and observing the impact of drought on native plants, which can become toxic to wildlife under certain conditions.</p> <p>C) Water and Sewerage project: Recently, repeated flooding events have caused fluctuations in water quality for the City of Shreveport. An increase in manganese levels has necessitated changes in water treatment processes. The intern will help investigate this phenomenon, and determine the factors that have contributed to this increase in manganese levels.</p>	<p>with mapping projects (use of ArcGIS) throughout the internship</p> <ul style="list-style-type: none"> - Downloaded key data from several sources for the City - Conducted research to better understand the city's infrastructure surrounding Cross Lake, the Red River, and other surrounding bayous
<p>LEAD Agency Inc. (Miami, OK)</p>	<p>Much of LEAD Agency's efforts are focused on northeast Oklahoma (particularly in Ottawa County), where challenges like heavy metals poisoning from the Tar Creek superfund site, increasing summer heat, and severe flooding are prevalent. LEAD Agency is seeking a passionate community outreach intern to integrate climate-related topics into local outreach efforts in ways that resonate with the community. This is an opportunity to work on diverse projects aimed at increasing climate resilience and adaptation in Oklahoma. The intern will be involved in planning and coordinating community outreach events, engaging with residents and partners on flood risk surveys (LEAD will share these results with the broader community through attendance at events including farmers markets and powwows), and developing materials to support LEAD's climate initiatives. Projects include collaborating with Ottawa County governments and Tribes to create a digital dashboard with climate risk data for emergency planners, helping them prepare for flood and heat challenges. A public-facing dashboard will be developed to raise community awareness and preparedness. There will also be an opportunity to contribute to the "Air, Water, and Work" Ottawa County oral history project (creation of a digital deep map) in collaboration with the University of Oklahoma, as well as a participate in LEAD's youth summer training program, and community awareness-building canoe trips. This</p>	<p>The intern:</p> <ul style="list-style-type: none"> - Created radar loops and charts to depict key areas affected by flooding - Supported the Department of Environmental Quality (DEQ) public comments meeting by conducting neighborhood outreach and distributing informational materials about the event to locals - Assisted with the execution of LEAD Agency's weeklong youth summer camp - Used rainfall data and other datasets to assess flooding in Ottawa county. Used ArcGIS to create compelling visualizations in relation to flooding events - Presented their research on the 2007 Ottawa County flood at LEAD Agency's 27th National Environmental Tar Creek Conference in October 2025 - As a result of the internship, decided to add a GIS minor to their undergraduate course load

	<p>opportunity is a chance to deeply engage with the community, develop skills in outreach, and use your applied knowledge to help build climate resilience in the region.</p>	
<p>Oklahoma Department of Emergency Management (Oklahoma City, OK)</p>	<p>A) The Oklahoma Emergency Management (OEM) Hazard Mitigation Saferoom Team is launching a new pilot program to distribute leftover funds for saferoom reimbursements across Oklahoma, prioritizing counties impacted by tornadoes and severe storms in 2024. The program involves various tasks such as data entry to track applicants and verify their eligibility, utilizing GIS mapping to confirm home locations, assessing whether homes are in floodplains, addressing inquiries through the program's website, and handling phone calls related to the program. As the team is already managing other grant programs, additional support is needed to help manage the start-up of this pilot program and ensure its success. This internship opportunity offers valuable hands-on experience in public safety, data management, and program administration.</p> <p>B) The Hazard Mitigation Team at OEM offers additional opportunities to assist with the administration of Hazard Mitigation Grant Program (HMGP) grants. This includes helping to input, review, and submit applications, compiling documents for FEMA closeouts, and assisting with quarterly reporting to track progress on open grants. HMGP applications cover a variety of projects, such as hazard mitigation plans, generators, community saferooms, warning sirens, weather radios, and more. Interns in this role would help jurisdictions by reviewing project eligibility, assisting with application completion, and coordinating necessary documentation. Additionally, they would support in addressing FEMA's Requests for Information (RFIs) to ensure project approval and funding.</p>	<p>The intern:</p> <ul style="list-style-type: none"> - Completed FEMA training courses to better understand and assist with the Hazard Mitigation Grant Program - Generated spreadsheets to transfer and communicate data between OEM and FEMA for the Sooner Safe program - Verified homeowner information for various phases of the Sooner Safe program, as well as associated grants, to ensure seamless closeout with FEMA - Prepared a map of community saferooms (CSRs) and associated information for a research team inspection scheduled for August 2025 - Learned how to manage, write, and evaluate hazard mitigation plans for counties - Made key corrections to Excel spreadsheets and other documents - Verified and developed an updated map of safe rooms in Northeast Oklahoma by reviewing a tentative site list and confirming which facilities were funded and constructed. Compiled a comprehensive dataset—including emergency management contacts, school district details, and project/disaster response numbers—added replacement sites for withdrawn projects, and created an enhanced Google Maps visualization from the finalized spreadsheet

Pope County Office of Emergency Management (Russellville, AR)	<p>Pope County, AR is currently in the second year of their five-year Hazard Mitigation Plan (HMP). They are seeking a detail-oriented and driven intern to help gather, analyze, and document crucial climate data for their next plan update. Your work will support efforts aimed at preparing for and reducing the impacts of climate-related challenges in the community. Through collaboration, research, and documentation, the intern will help ensure that the HMP remains accurate, up-to-date, and prepared for future updates, and that Pope County continues to implement effective mitigation strategies. This is an excellent opportunity for those interested in hazard mitigation planning and disaster preparedness.</p>	<p>The intern:</p> <ul style="list-style-type: none"> - Used GIS to successfully generate maps of Pope County's past significant weather events - Assisted emergency managers with search and rescue operations - Contributed write ups for severe weather events, to be implemented in Pope County's hazard mitigation plan - Researched different climatological patterns that follow the ENSO progression - Generated tables and graphs identifying basic trends in temperature and precipitation for Pope County EMs - Participated in the Arkansas Search and Rescue conference - Conducted preliminary research on the effectiveness of tornado sirens - As a result of the internship, hopes to obtain certification and training in various search and rescue elements
Texas Impact (Austin, TX)	<p>Texas Impact supports a public policy portfolio which includes climate policy at the state, federal, and international level. The proposed intern will work alongside Texas Impact's Climate Action Fellow to develop educational materials on the subject of climate science. The intern will support efforts to identify and understand effective, science-based policy approaches to climate mitigation and adaptation and will develop ways to communicate those approaches to Texas Impact constituents. The position will involve a mix of technical writing and written science communication as well as interaction and collaboration with lawmakers and professional advocacy personnel from a variety of organizations. The intern will help support a weekly climate policy briefing by helping to identify priorities and communicate relevant scientific information to a lay audience.</p>	<p>The intern:</p> <ul style="list-style-type: none"> - Conducted a literature review on climate-related impacts to maternal, newborn, and child health to serve as groundwork for a Texas Impact grant proposal - Led recurring Zoom meetings and set agendas for the climate cohort — a group comprised of individuals who seek regular updates on state and national policy - Virtually attended the United Nations Framework Convention on Climate Change Subsidiary Bodies meetings - Researched relevant topics and generated blog posts for Texas Impact - As a result of the internship, decided on their undergraduate capstone project (related to the work accomplished throughout the internship)



SCIPP
A NOAA CAP TEAM

LSU Health
NEW ORLEANS

LSU

Sea Grant
Texas
AT TEXAS A&M UNIVERSITY