PROJECT INFORMATION

Project Director's Name*	Anne Junod
Organization*	Urban Institute
Project Title*	Capacity and Change in Climate Migrant-Receiving Communities Along the U.S. Gulf: A Three-Case Comparison
Reporting Period*	4/1/22-6/30/23

Note to Grantees: In sections 1 to 5, we ask you to highlight your accomplishments (including outputs and outcomes) through this grant award. These sections of the final grant report will be made available to the public.

1. GOALS AND ACCOMPLISHMENTS

1.1 Please restate the goals and objectives of your project.*

The work planned to explore three Gulf sites where climate migrants have already relocated, are relocating, or will relocate: New Orleanians displaced by Hurricane Katrina in Houston; Puerto Rican victims of Hurricane Maria in Orlando; and Louisiana's Isle de Jean Charles and surrounding residents and their pending resettlement north—specifically, coastal communities in Terrebonne and Lafourche Parishes. The goal of the work is to study the receiving communities' capacity to serve migrants measured before, during, and after migration in five areas: 1) local housing markets; 2)financial health services like literacy and debt counseling; 3) employment and economic development opportunities; 4) healthcare providers' capacity; and 5) social and cultural facilities. The capacity to serve migrants will be evaluated quantitatively against other Gulf communities through an innovative method for constructing comparison groups and compared qualitatively to each other through cross-case analysis. The findings will help answer the fundamental question about whether communities were prepared for climate migrants, and its lessons will inform guidance on how they could be.

An additional and no less important goal of the work was to build the research capacity among underrepresented scholars in the Gulf through engagement with students across many degree programs in three local universities: University of Central Florida, Texas Southern University, and the University of New Orleans. Through a series of "bootcamps" as well as fieldwork assignments, these students would be the eyes and ears of the work, would lead qualitative data collection and analysis, and hopefully produce scholarly work on their own.

1.2 Describe the accomplishments of your project. You should include both the anticipated accomplishments that you outlined in your project proposal as well as any *unanticipated* accomplishments that have since occurred. Describe any activities you have conducted, programmatic progress made, or project benchmarks and milestones met.*

The project team successfully accomplished the deliverable goals of this project, detailed below.

The project team released 5 final reports examining institutional impacts and responses to climate migration across five domains in each of the three receiving communities, with a separate report for each:
Housing markets, Financial institutions and financial health, Employment and economic development, Health care systems, and Social, recreational, and cultural institutions.

The project team also released an overarching report synthesizing findings from across the 5 studies, titled: Climate Migration and Receiving Community Institutional Capacity in the US Gulf Coast.

Additionally, we released a policy brief to support receiving communities in preparing for climate migration, titled: Preparing Receiving Communities for Climate Migrations.

As companion products, the project team released an Urban Wire blog post with early project insights and findings, titled: Five Lessons from the Aftermath of Hurricane Maria for Communities Preparing for Climate Migration and a special feature, titled Why Cities Need to Prepare for Climate Migration. These features provide context to the research by lifting insights from the experiences of Puerto Ricans displaced to Orlando, and directs readers to the report and brief research products.

In addition to these deliverables, the Urban team submitted a special session abstract to present key project findings that was accepted at the June 2023 Columbia Climate School Managed Retreat Conference in New York City. Key project team members attended and presented on institution-specific and cross-cutting findings and recommendations, and received enthusiastic engagement from the audience. Attending the conference and presenting on key study findings also helped facilitate multiple new research connections between the study staff and other experts and stakeholders that attended.

Beyond project deliverables and related dissemination activities, we also received reports from all site team partners regarding the expanded capacity for community-based research and data analysis among students engaging in qualitative research. Students reported to faculty partners feelings of empowerment from greater community and institutional knowledge developed during this project about the issues and impacts related to

2. Outputs

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* denotes required fields

2. OUTPUTS

Outputs are tangible or measurable deliverables, products, data, or publications produced during the project period.

2.1. Please indicate the number of students (K-12, undergraduate, or graduate), postdoctoral scholars, citizen scientists, or other trainees involved in the project. *

Please enter 0 if none were involved.

K-12 students	0
Undergraduate students	8
Graduate students	10
Postdoctoral scholars	2
Citizen Scientists	0
Other Trainees	0

2.2. Has your project generated any data and/or information products? *

Generation of data includes transformations of existing data sets and generation of data from existing resources (e.g., maps and images). Information products include publications, models, software, code, curricula, and digital resources.

(Check all that apply.)

Responses Selected:

Information Products

2.3. Briefly describe how you fulfilled the approved Data Management Plan and, if applicable, any changes from the approved plan. *

No changes were made to the approved data management plan. Urban employs many project-level and institutional processes to exceed methodological and professional standards for data management. Urban's Quality Assurance procedures and Institutional Review Board (IRB) establish safeguards for data quality and security for each project prior to data acquisition or collection. All staff and partners are required to abide by these procedures, and the project PI or Director is responsible for compliance.

Urban established the IRB to make certain that its research practices effectively protect the rights and welfare of human subjects. Urban's IRB has the authority to review and approve, require modifications, suspend, or disapprove all research activities. Every research project is required to submit a Screening Sheet to the IRB at the time the proposal is prepared. After IRB approval, project directors notify the IRB in writing of any material changes, and the status is reviewed annually. Urban also requires human subjects training requirements for all staff and partners.

Three data types were collected. The first involves the collection of existing public and administrative data from secondary sources. Many of these data are available publicly (e.g., ACS) or upon request through file transfer. Other data sets are managed by Urban or its partners for which permission is implicit.

Private vendor data—such as credit data and property assessment data—make up the second group. These data contain information classified by the IRB as PII (for example, social security numbers without name) which are only sensitive when linked with names and contact information. Since this did not occur, only secure processes for transferring this information to Urban via secure file transfer protocols. All analysis was performed without linkage to any other data or identifying information outside of what is contained in each set.

Finally, qualitative data from interviews and focus groups was be collected via electronic and handwritten notes in addition to audio recordings. All materials collected were maintained on secure electronic drives while in the field, and in locked cabinets during analysis. For official contact information (e.g., office phone numbers, addresses, and other public information for a governmental agent or program official) no additional security measures was taken. For personal contact information (e.g., mobile phone number, email address, or residential address such as that acquire for climate migrant primary data collection activities), additional precautions were necessary. Storage and verbal or visual communications in which this information was shared will follow the same precautions as the resulting data from those collections: names and contract information was securely stored, not shared via electronic or verbal communications (except when speaking to the respondent).

To store and protect data, Urban maintains confidential drives separate from non- confidential disks on all its

system servers. Confidential data are stored on the confidential disks and directories that are not backed up in the Institute's normal system backups. Staff are instructed not to copy these data to a non-confidential disk. If confidential data are stored on an individual PC, these data are encrypted or stored on removable storage media. Urban's standard encryption software is PGP.

File protections and access controls are established to ensure that confidential data are not accessible to anyone who is not explicitly authorized to use them. All storage media that hold confidential data are explicitly labeled confidential. The acceptable methods for the disposal or "scrubbing" of confidential storage media include: returning the media to the source; physical destruction; or erasure using a "secure erasure" product. Confidential documents are disposed of by shredding.

Project managers limit access to confidential files as much as possible. In this project, the preferred method for access restriction was limiting staff members' access to particular computer accounts or an entire set of files. Although technological tools and procedures can assist in the protection of confidential data, Urban requires each person who uses confidential data to adhere to the applicable Data Security Plan and ensure that their work habits are secure. All staff members, consultants, and subcontractor staff using or handling confidential data must sign confidentiality pledges asserting that they will adhere to the guidelines for confidential data use and nondisclosure.

Our project generated data from existing sources identifying the specific census tracts that have been the primary receivers of climate migrants for our three study areas. These geographic boundaries were used for all related quantitative analysis. Data sources include US Census Bureau PUMS data, Employer-Household Dynamics data, American Community Survey data, Bureau of Labor Statistics Local Area Unemployment Statistics data, Geolytics neighborhood change data, and Urban Institute credit bureau data. Analyses allowed for the identification of comparison groups based on economic features of the relevant communities, including proportional representation of employment sectors, ethnic/racial composition, percentage of subprime mortgages, and community size.

The leadership team uploaded metadata to GRIIDC, the data management system for Gulf of Mexico research. For all of the publicly shareable datasets (those that don't have PII, or any public datasets like ACS that have been manipulated), we completed a Data Information Form (DIF) which explains the metadata of each dataset.

If your project has produced publications, websites or data portals, GIS applications, models or simulations, software packages or digital tools, code, curricula, or other interactive media, please download the Excel worksheet entitled [GRP Information Management Reporting](#). Use the "Information Products Report" tab in the worksheet to create an inventory of these products and to verify deposit in a curation facility. Upon completion, please upload the worksheet to your task list. If you need guidance on how to complete the Information Products Report, please e-mail gulfgrants@nas.edu. A member of GRP's data management staff will reach out to you.

2.4. Aside from data and information products, what other tangible or measurable deliverables or products (e.g., workshops, trainings, and outreach events) were produced during the project period? *

Upon completion of this form, you may upload supplemental material that represent the tangible or measurable deliverables or products to complement this narrative report.

> In addition to project deliverables, the Urban team submitted a special session abstract to present key project findings that was accepted at the June 2023 Columbia Climate School Managed Retreat Conference in New York City. Key project team members attended and presented on institution-specific and cross-cutting findings and recommendations, and received enthusiastic engagement from the audience. Attending the conference and presenting on key study findings also helped facilitate multiple new research connections between the study staff and other experts and stakeholders that attended.

4. Information Products

Before the form is completed, you may click "Save & Continue Editing" at the bottom of the page at any time to save your work or "Next" to move onto the next page of this form.

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* denotes required fields

4. INFORMATION PRODUCTS

In this section, please provide a response to each question to complement the **Information Products Report** in the **GRP Information Products Management** Excel worksheet.

4.1. Please select the type(s) of information products that your project produced. *

Responses Selected:

1. Scholarly publications, reports or monographs, workshop summaries, or conference proceedings

Scholarly publications, reports or monographs, workshop summaries, or conference proceedings *

Please provide a list of citations for project publication, reports and monographs, workshop summaries, and conference proceedings.

Junod, Anne N.; Rivera, Fernando; Rogin, Amy; Morales-Burnet, Jorge. 2023.
Climate Migration and Receiving Community Institutional Capacity in the US Gulf Coast. Urban Institute, Washington, DC.
https://www.urban.org/research/publication/climate-migration-and-receiving-community-institutional-capacity-us-gulf-coast

Clark-Ginsberg, Aaron; Chandra, Anita; Becerra-Ornelas, Alejandro. 2023.
Capacities of Health Systems in Climate Migrant Receiving Communities. Urban Institute, Washington, DC.
https://www.urban.org/sites/default/files/2023-02/Capacities%20of%20Health%20Systems%20in%20Climate%20Migrant%20Receiving%20Communities.pdf

Drew, Rachel Bogardus; Jakabvics, Andrew. 2023.
Housing Markets and Climate Migration. Urban Institute, Washington, DC.
https://www.urban.org/sites/default/files/2023-02/Housing%20Markets%20and%20Climate%20Migration.pdf

Davis, Chris; Elliot, Diana; Teles, Daniel; Theodos, Brett; Thomas, Kate. 2023.
Labor Markets in Climate Migrant Receiving Communities. Urban Institue, Washington, DC.
https://www.urban.org/sites/default/files/2023-02/Labor%20Markets%20in%20Climate%20Migrant%20Receiving%20Communities.pdf

Braga, Breno; Elliot, Diana. 2023.
The Effect of Climate Migrants on the Financial Well-Being of Receiving Communities. Urban Institute, Washington, DC. https://www.urban.org/sites/default/files/2023-02/The%20Effect%20of%20Climate%20Migrants%20on%20the%20Financial%20Well-Being%20of%20Receiving%20Communities.pdf

Treskon, Mark; Morales-Burnett, Jorge. 2023. Social, Cultural, and Recreational Institutions and Climate Migration. Urban Institute, Washington, DC. https://www.urban.org/sites/default/files/2023-02/Social%2C%20Cultural%2C%20and%20Recreational%20Institutions%20and%20Climate%20Migration.pdf

Bogardus Drew, Rachel; Temsamani, Ayate. 2023. Policy Brief: Preparing Receiving Communities for Climate

Migrations. Enterprise Community Partners, Washington, DC.

https://www.enterprisecommunity.org/sites/default/files/2023-02/Policy-Brief-Preparing-Receiving-Communities-for-Climate-Migrations-final4.pdf

Junod, Anne N.; Morales-Burnet, Jorge; Rivera, Fernando. 2022.
Five Lessons from the Aftermath of Hurricane Maria for Communities Preparing for Climate Migration. Urban Institute, Washington, DC. https://www.urban.org/urban-wire/five-lessons-aftermath-hurricane-maria-communities-preparing-climate-migration

Burnstein, Eric; Marx, Rebecca; Mctarnaghan, Sara; Cohen, Oriya; Fallon, Katie. 2022. Why cities need to prepare for climate migration. Urban Institute, Washington, DC. https://housingmatters.urban.org/feature/why-cities-need-prepare-climate-migration

4.2. Beyond depositing information products in a repository, what other activities have you undertaken or will undertake to ensure that others (e.g., researchers, decision makers, and the public) can easily discover and access the listed information products? *

All information products are publicly available on the Urban Institute website. On product release, Urban Institute's communications office disseminated press releases and social media announcements circulating information about the availability of the research products, and Urban Institute and partner researchers engaged with members of the press to publicize key findings.

4.3. Are any of the information products you produced confidential, proprietary, or subject to special license agreements? *

No

5. Project Outcomes

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5. PROJECT OUTCOMES

Outcomes refer to the **impact(s), consequence(s), result(s), or effect(s)** that occur from carrying out the activities or outputs of the project. Outcomes may be environmental, behavioral, health-related, or programmatic. Example outcomes include, but are not limited to: increased learning, knowledge, skills, and motivation; policy changes; actions taken by a group as a result of information generated by your project.

5.1. Please describe the outcomes achieved during your project and how they were assessed. For this question, we are interested in learning about the immediate short-term outcomes that have already occurred during or as a result of your project. Do not include long-term outcomes you foresee your work contributing to beyond the end of the project. *

Using the project design to advance the skills of student researchers, especially those from or working closely with communities affected by climate migration. Our methods team worked closely to provide a series of trainings for students from our three sites at all levels (undergraduate, graduate, and postdoctoral) to advance and apply their field data collection skills, including identifying informants, recruitment, interviewing, consent and IRB compliance, and data-oriented note taking.

Beyond project deliverables and related dissemination activities, we received reports from all site team partners regarding the expanded capacity for community-based research and data analysis among students engaging in qualitative research. Students reported to faculty partners feelings of empowerment from greater community and institutional knowledge developed during this project about the issues and impacts related to climate change-induced migration in their communities, as well as feeling equipped with the technical and analytical research and analysis skills to support related community- and policy- relevant research in the future.

5.2. We're interested in hearing not just the results of your project but what are their implications for or contributions to:

- **offshore energy system safety,**
- **environmental protection and stewardship, and/or**
- **health and community resilience**

Please describe what you consider to be the most remarkable accomplishment or finding of your project. What can others learn from your accomplishment and finding? How do you see it fitting in with your greater field of study or community of practice? *

Our findings inform climate migrant receiving communities to address the immediate and long-term needs of both migrants and community institutions and service providers, even as receiving communities also experience increasing climate shocks and stressors.

Climate change-induced disasters like hurricanes and severe weather affected our ability to prepare students and recruit interview participants during the study period (Hurricane Ida, Hurricane Maria, and Winter Storm Uri all struck the study communities during the study period). These events, especially in the context of COVID, led the research team to incorporate lessons on how to best approach social research in areas continuously undergoing climate-related disasters. In addition, we provide insights and recommendations for communities receiving migrants that are also experiencing climate disasters themselves.

6. Communication

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Note to Grantees: In Section 6, we seek input from you to help us evaluate the Gulf Research Program's funding strategy. <u>This section will not be made available to the public.</u>

6. Information to Inform GRP Evaluations

6.1. Sharing the difficulties you encountered helps us learn from your experience. Describe any challenges you encountered in your project and how you addressed or overcame them. Challenges are inherent to conducting any complex project. These may include (but are not limited to): unexpected staffing changes, changes in the community you are working in, appearance of a new technology or dataset in the field you are working in, challenges accessing a field site, policy or regulatory changes that affect the issue you are addressing, low recruitment rates, delays in setting up services, or other problems in implementing and conducting your project. *

Climate change-induced disasters like hurricanes and severe weather affected our ability to prepare students and recruit interview participants during the study period (Hurricane Ida, Hurricane Maria, and Winter Storm Uri all struck the study communities during the study period). These events, especially in the context of COVID, had cascade effects in creating delays for planned data collection and analysis activities. The Urban team kept in close communication with NAS to report these delays, and negotiated adjustments to task and activities timelines accordingly.

6.2. We like to hear about what you learned from your work and how you feel it affects future work or the work of others. Think back on your project strategies, methods, and activities, what worked and what did not? Is there anything you would do differently in the future? If so, tell us what and why. *

One important project goal of building the research capacity among underrepresented scholars in the Gulf through engagement with students across many degree programs in three local universities was a highlight of this work that all partners and study staff noted. In future place-based social science studies examining he impacts of climate change, our project team is convinced of the value and importance of incorporating similar partnership and capacity building methods into research designs. In the future, we will budget additional time and resources to engage with students even more closely over the project period, and will look for future research opportunities to incorporate similar partnerships.

6.3. What are the next steps for this work, either for you and your project team or other researchers? Has this project led to other opportunities to work in this area? *

Key staff from this study continue to advance policy-relevant social science research activities in the area of climate impacts and climate migration. Key staff from the study team are engaged in a new and complementary NAS study examining the impacts of health care systems in Gulf Coast states. Members of the research team are also leveraging lessons and insights from this study in collaborating with other Urban researchers to advise on training and technical assistance programming for climate migrant receiving communities in other regions of the US.

6.4. Have you developed new collaborations or partnerships (formal or informal) as a result of this work? If yes, please describe the new collaborations or partnerships. *

In addition to strengthening relationships with study team partners at LSU, TSU, UNO, RAND Corporation, and Enterprise Community Partners through this study, members of the research team also made connections with other social scientists engaging in climate impacts and climate migration work, especially through engagement at Columbia Climate School Managed Retreat Conference in New York City. Study team members collaborated with researchers from Louisiana State University for the special panel presentation, and are planning further engagement on shared work examining psycho-social impacts for climate migrants and residents in climate migrant receiving communities.

6.5. What, if any, positive changes in policy or practice do you foresee as a result of your work? *

A key finding of the study that can influence future policy and planning was the need for receiving communities to plan for both fast and slow climate migration over short and long term periods. For example, Houston and Orlando experienced acute periods of climate migration following catastrophic hurricanes. In contrast, Louisiana has seen a decades-long, steady movement of climate migrants from far southern coastal regions to inland receiving communities as lands recede into the Gulf and flooding and storms intensify. Yet these communities also experience punctuated periods of larger-scale migration following especially severe hurricanes and coastal storms, requiring them to respond to both "fast" migration that follows acute events and ongoing "slower" migration that occurs gradually as a result of chronic environmental and climate-related hazards. Smaller numbers of new arrivals, in combination with the lower population density and rural characteristics of the region, make sustaining institutional supports a challenge, and many programs and organizations that ramp up services during rapid-response and recovery periods stop operating after the emergency phases end. Without ongoing institutional supports in slower migration contexts, climate migrants with the fewest resources—such as many of the region's tribal and Indigenous populations—are affected the most, exacerbating existing health, economic, and social inequities. Our companion policy brief provides actionable recommendations for municipalities to plan for both, over near and long term periods.

6.6. If you could make one recommendation to the Gulf Research Program for how best to build on the work you conducted in this project, what would it be? *

The focus of this research was to analyze the impacts of climate migration on the receiving community institutions following climate change–induced environmental disasters. Yet throughout the course of the study, each receiving community also experienced subsequent climate change–related environmental disasters. Houston was devastated by winter storm Uri in February 2021; Terrebonne and Lafourche Parishes were ground zero for Hurricane Ida in August 2021; and coastal and Central Florida were devastated by Hurricane Ian in September 2022. In addition to causing catastrophic loss of life and billions of dollars in damage, these disasters complicated and delayed data collection and analysis activities across each of the study sites, requiring the research team to pause and extend fieldwork timeframes, extend analysis periods, and redesign research methodologies. Partner university staff and students were personally affected in each of the study communities, and in the Louisiana study region, the research team had to reduce the number of stakeholder interviews because of the impact of Hurricane Ida on the region. Similarly, although TSU site leads did not receive explicit feedback from the identified target interviewees who declined to participate, it is likely that the weekslong disruption caused by winter storm Uri contributed to the engagement fatigue observed across the Houston site.

NAS GRP can support further social science research to identify the needs, challenges, and opportunities of such "regional" receiving communities to plan for climate migration while themselves also experiencing catastrophic climate disasters. Our study points to nascent findings, as this was not the scope of our research, but greater investments are needed to support research in these contexts.

7. Communication and Dissemination

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* denotes required fields

Note to Grantees: In Section 7, we ask you to help us communicate the importance, progress, and accomplishments of your work. Information provided in this section will be used by the Gulf Research Program to highlight its funded projects in print and electronic informational and promotional materials. The intended audience for the information provided in this section is different and should be thought of as a general audience. When you return to the dashboard, you may upload images that represent and illustrate the work of your project.

7.1. Please describe the most exciting or surprising thing you have learned while working on this project in a way that is understandable by a general audience. *

Disruption due to climate-related disasters was anticipated as a possibility when conducting research on climate migration in the Gulf. However, the number and severity of the events that affected our ability to prepare students and recruit interview participants was unanticipated. This was true in Louisiana, where the impacts of Ida during the study period affected not only our Louisiana site (Terrebonne and Lafourche Parishes were directly hit) but also Houston, where a new wave of evacuees settled, at least temporarily, and which was also struck by Winter Storm Uri during the study period. And although not directly examined in our study, it was reported in news media that Orlando--which was also struck by Hurricane Ian during the study period--received additional evacuees from Puerto Rico during the study period in the aftermath of Hurricane Fiona striking the island. These events, especially in the context of COVID, have led the research team to reflect more directly on the structure of this work, the immediate relevance, but also on how to best approach social science research in areas continuously undergoing climate-related disasters. In addition, we have done significant thinking and engagement with partner communities about how to incorporate the phenomenon whereby the communities receiving migrants are also experiencing climate disasters themselves, with early recommendations and insights included in project reporting.

7.2. Do you have any stories that capture the impact of this project? (optional)

If so, please share one or two. Examples of what we are interested in include stories of people/communities that the project has helped; lives that have changed; work that led to policy change, such as legislation or regulation; and research breakthroughs.

(No response)

7.3. Have any communications, outreach, or dissemination activities occurred in relation to your project?*

Please describe:

- Any press releases issued (other than that issued by the National Academies of Sciences, Engineering, and Medicine) about the project.
- Any media coverage or news stories about the project.
- Any social media accounts, websites, listservs, or other communication vehicles used to communicate information about this project. Please include relevant web addresses if available.

PBS NewsHour - California's 'climate migrants' and the difficulty of finding a new home. PBS NewsHour. August 25, 2022. https://www.pbs.org/newshour/nation/as-fires-rip-through-california-and-the-west-some-find-it-hard-to-stay-in-their-communities

E&E News Climate Wire - Facing 'hostility,' climate migrants need help adjusting. February 28, 2023. https://subscriber.politicopro.com/article/eenews/2023/02/28/facing-hostility-climate-migrants-need-help-adjusting-00084653

Axios - "Climate-Displaced Americans face Discrimination" – April 14, 2023 https://www.axios.com/2023/04/14/climate-displaced-americans-discrimination

(to be released in Fall 2023) - Spectrum News and NY1 – Climate migration news piece for Network of local stations throughout country; NY and CA; National video team