

M.L. 2016, Chp. 186, Sec. 2, Subd. 05f PROJECT ABSTRACT
For the Period Ending June 30, 2019

PROJECT TITLE: Standards-Based Dakota Indian Land Stewardship Education for 1,250 Students

PROJECT MANAGER: Darlene St. Clair

AFFILIATION: Dakota Wicohan

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FUNDING SOURCE: Environment and Natural Resources Trust Fund

LEGAL CITATION: M.L. 2016, Chp. 186, Sec. 2, Subd. 05f

APPROPRIATION AMOUNT: \$197,000

AMOUNT SPENT: \$197,000

AMOUNT REMAINING: \$0

Sound bite of Project Outcomes and Results

A rigorous evaluation of *Mni Sota Makoce: The Dakota Homelands*, a multi-media, standards-based curriculum about Dakota history and values from Morton-based non-profit Dakota Wicohan, revealed that 1,678 sixth-graders in 14 urban, suburban, and rural schools gained new ways of connecting to and protecting our relative, the land.

Overall Project Outcome and Results

Dakota Wicohan connected 1,678 sixth-grade students from 14 urban, suburban, and rural schools to *Mni Sota Makoce: The Dakota Homelands*, a multi-media, standards-based curriculum that teaches students about Dakota values and environmental principles through a teacher training workshop and ten student lessons. A rigorous evaluation of 986 pre and post surveys revealed increases in student knowledge and understanding. Moreover, the results showed that statistically significant increases in learning happened across all racial/ethnic groups and throughout all districts. For instance, after completing the curriculum, students were 2.5 times more likely to understand that the Dakota concept of Mitakuye Owaysin, which teaches that humans are a relative of the land and of all things that exist on the land, in the air, and in the water. To gather qualitative data, the research teams also conducted over 40 talking circles in two urban and two rural schools. Analysis of this data noted students' growing relationship to the land. As one sixth grader said, "I feel like having learned about more about the Dakota and the culture that was here before settlers made me feel more connected to our land (in Minnesota)." Given the strength of these results, Dakota Wicohan has already embarked on further sharing this valuable curriculum with schools around the state. At least ten schools and districts are planning to attend curriculum training in the coming year, with the potential to reach more than 17,000 additional Minnesota learners. The project's success was made possible through strong partnerships cultivated and nurtured throughout the grant period. By preparing teachers to bring a new lens to teaching about the land and the Dakota people through *Mni Sota Makoce*, both the 1,678 students reached during the LCCMR grant period and the thousands of future students are poised to learn a new way of connecting to our relative, the land. To learn more, please visit the [Mni Sota Makoce Curriculum page](#) on the Dakota Wicohan website.

Project Results Use and Dissemination

Dakota Wicohan's curriculum project director Darlene St. Clair shared information about the *Mni Sota Makoce: The Dakota Homelands* curriculum with thousands of educators and potential partners throughout the grant project. Through outreach and additional web-based materials prepared in Summer 2019, thanks to help from the CREATE Scholars at the University of Minnesota-Twin Cities, we have already booked trainings for the 2019/2020 school year with multiple districts around the state, including: Anoka-Hennepin, St. Paul Public

Schools, the Bell Museum, District 196 (Rosemount/Apple Valley/Eagan), District 742 (St Cloud), Onamia and other Central Minnesota schools. We will also be training all sixth-grade pre-service teachers at University of Minnesota-Morris as well as local public school teachers in Morris. We are also in conversation with Rochester for a regional training as well as Eastern Carver County. In conclusion, Dakota Wicohan is optimistic about the potential for the *Mni Sota Makoce: The Dakota Homelands* curriculum to reach more sixth-grade students every year so that one day all our citizens will gain the opportunity to reconnect with our land as a relative. We encourage you to check in to [our website](#) for further updates on the curriculum.

Date of Status Update: September 21, 2019

Date of Next Status Update Report: June 30, 2019

Date of Work Plan Approval: June 7, 2016

Project Completion Date: June 30, 2019

Does this submission include an amendment request? No

PROJECT TITLE: Standards-Based Dakota Indian Land Stewardship Education for 1,250 Students

Project Manager: Darlene St. Clair

Organization: Dakota Wicohan

Mailing Address: PO Box 2

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Location: Statewide

Total ENRTF Project Budget

ENTRF Appropriation: \$197,000

Amount Spent: \$197,000

Balance: \$0

Legal Citation: M.L. 2016, Chp. 186, Sec. 2, Subd. 05f

Appropriation Language:

\$197,000 the second year is from the trust fund to the commissioner of natural resources for an agreement with Dakota Wicohan to enhance the capacity of approximately 1,250 students to be stewards of the land in Minnesota by learning about Dakota Indian values and environmental principles through a standards-based experiential multimedia curriculum. This appropriation is available until June 30, 2019, by which time the project must be completed and final products delivered.

I. PROJECT TITLE: Standards-Based Dakota Indian Land Stewardship Education

II. PROJECT STATEMENT:

Dakota Wicohan will improve the capacity of 1,250 students to be better stewards of the land in Minnesota. They will gain this skill by learning about the indigenous context of Minnesota including Dakota Indian values and environmental principles through a proven interactive curriculum entitled *Mni Sota Makoce*. *Mni Sota Makoce* is a standards-based experiential multi-media curriculum named after the Dakota name for this region. It was developed and tested by Dakota Wicohan, a successful Native non-profit and cultural resource center in Morton. To reach 1,250 students around the state, Dakota Wicohan will partner with our committed educational network, including: Minnesota Department of Education, Minnesota Historical Society, Minnesota Humanities Center, St Cloud State University, and University of Minnesota-Morris.

The curriculum contains ten experiential, story-based lessons, with online and print materials including:

- + Oral Interviews with Dakota elders and Dakota youth
- + Traditional Dakota teaching stories about the relationship between humans and the land
- + Examples of how the Dakota language communicates Dakota values and worldviews regarding land and the land's inhabitants
- + Hands-on experiential activities in which students test and apply new concepts outdoors
- + Reflective and service learning activities in which students demonstrate new knowledge and understanding
- + Supports for curriculum facilitators to implement the curriculum even if they are not American Indian

We will connect 1,250 Minnesota students to this curriculum resulting in:

- + Expanding Minnesotans' access to significant Dakota Indian environmental knowledge and wisdom
- + Offering students a new way of connecting to the land, as a relative we care deeply about
- + Engaging students in interactive activities that apply this teaching to their own lives and communities
- + Adding American Indian environmental wisdom into the schools in alignment with new State Standards
- + Trained educational partners who can continue to use this curriculum long after grant ends

As the oldest cultural group in Minnesota, the Dakota offer a significant wisdom tradition and philosophical orientations toward the earth and about how to care for the environment. The Dakota worldview is based on the concept of *Mitakuye Owas'in*, meaning "All My Relations." Dakota people regard the land and all of its inhabitant as relatives. The earth is commonly referred to as *Kunsi Maka*, Grandmother Earth. By walking in balance and with respect, we care for our grandmother. We demonstrate compassion for the environment. This understanding, paired with hands-on activities in the curriculum, lead to increased capacity for environmental stewardship.

III. OVERALL PROJECT STATUS UPDATES:

Activity Status as of January 30, 2017: Dakota Wicohan successfully launched the Standards-Based Dakota Indian Land Stewardship Education for 1,250 Students project during the first six months of the project. We have revised components of the curriculum. Our technology upgrades are in process, with forthcoming additions of improved video footage and a more user-friendly online portal for Minnesota learners. We reached 110 potential teachers during our recruitment efforts during this period. We will conduct the training of the first cohort of teachers at St. Cloud State University on January 20 and 21, 2017. The 15 participants come from a wide range of school districts around the central, metro, and southern part of the state. However, not all are sixth grade teachers. Nonetheless, we are on target to meet our sixth-grade student participation and geographic diversity goals by the end of the year.

Activity Status as of August 30, 2017: Between January and August 2017, Dakota Wicohan has actively implemented grant activities across all three objectives. We have impacted students, trained teachers, and initiated evaluation of the project. Indeed, Dakota Wicohan has already exceeded the number of students and teachers engaged in the project for Cohort 1. True to our grant goal, we are reaching schools and students in rural, suburban, and urban areas around the state. We faced one major challenge—obtaining approval for a large urban school district to participate in the evaluation of the project. Now secured, we anticipate high levels of participation and impact within this district as part of

Cohort 2. Dissemination activities around the state evidence continued interest in Mni Sota Makoce and its Dakota-perspective on the land and our relationship to it.

Activity Status as of January 30, 2018:

During this project period, from September 1, 2017 to January 30, 2018, Dakota Wicohan focused primarily on delivering the curriculum to students and evaluation of Dakota Wicohan's unique environmental curriculum Mni Sota Makoce: Dakota Homelands. We reached over 1,000 students in seven schools in Fall 2017. This brings our project total to training over 1,500 sixth-graders around the state. This exceeds our original grant goal of training 1,250 students. For evaluation of the impact of the Mni Sota Makoce curriculum this period, we: administered over 1,000 surveys in seven schools; trained focus group facilitators and led focus groups in four schools around the state. This evaluation data captures students in rural areas and urban areas, as well as near Dakota communities and Ojibwe communities in outstate Minnesota. This range will help Dakota Wicohan, our school partners, LCCMR, and the citizens of Minnesota gain a meaningful understanding of the curriculum's capacity to promote positive relationships between young people and our precious land. We look forward to devoting Spring 2018 to coding and analyzing the evaluation data and reporting on our findings in our final progress report, due August 30, 2018.

Activity Status as of August 30, 2018:

During this project period, February 1, 2018 to August 30, 2018, Dakota Wicohan focused primarily on gathering and coding evaluation data for the project. We focused on completing talking circles in two large urban middle schools and on coding and evaluating data in two outstate schools. With Activity 1 and Activity 2 now complete, we will focus on Activity 3, or evaluation activities, through the end of the grant period, 6/30/2019. With a significant body of qualitative and quantitative data from a total of 11 diverse schools around the state, we are hopeful that we will learn much about the curriculum and its impact on strengthening Minnesota students' relationship to the land. We will explore what aspects of the curriculum that worked well and what aspects that we may need to fine-tune. We will identify if additional teacher resources need to be developed. Most importantly, we will analyze the data to see if the central premise of the *Mni Sota Makoce* curriculum (When I can see Dakota relationships to the land, I gain the opportunity to form a different and deeper relationship to the land) holds true.

Overall Project Outcomes and Results:

As the *Mni Sota Makoce: The Dakota Homelands Curriculum* grant period reaches its conclusion, we are delighted to report that this LCCMR-funded project has exceeded its original goals and objectives. With the support of Minnesota voters and leaders, Dakota Wicohan connected 1,678 students to our multimedia, standards-based curriculum that teaches students about Dakota values and environmental principles.

Not only did we reach more students than originally projected, rigorous mixed-methods evaluation of the curriculum demonstrated student increases in knowledge and understanding. The researchers analyzed results of 986 students who completed written pre and post surveys. For instance, after completing the curriculum, over 2.5 times more students understood that the Dakota understanding of Mitakuye Owaysin teaches that humans are a relative of the land and of all things that exist on the land, in the air, and in the water. Moreover, the results showed that statistically significant increases in learning happened across all racial/ethnic groups and throughout all districts—urban, suburban, and rural. To gather qualitative data, the research teams conducted over 40 talking circles in two urban and

two rural schools. Analysis of this data noted students' growing relationship to the land. As one sixth grader said, "I feel like having learned about more about the Dakota and the culture that was here before settlers made me feel more connected to our land (in Minnesota)."

Given the strength of these results, Dakota Wicohan has already embarked on further sharing this valuable curriculum with schools around the state. At least ten schools and districts are planning to attend curriculum training in the coming year, with the potential to reach more than 17,000 additional Minnesota learners.

This growing enthusiasm for *Mni Sota Makoce* demonstrates the value of the curriculum to fill a much-expressed need for high-quality curricula that meet state educational standards, as well as the enthusiasm among Dakota people to see their perspectives and histories represented in mainstream classrooms.

Much of this project's success was made possible through the strong partnerships cultivated and nurtured throughout the grant period, from our K-12 school partners to post-secondary partners at St. Cloud State University, University of Minnesota, and University of Minnesota-Morris, and many others. By preparing teachers to bring a new lens to teaching about the land and the Dakota people through *Mni Sota Makoce*, both the 1,678 students reached during the LCCMR grant period and the thousands of future students are poised to learn a new way of connecting to our relative, the land.

Dakota Wicohan offers its thanks to LCCMR and to the citizens of Minnesota for this opportunity to refine, evaluate, and disseminate *Mni Sota Makoce: The Dakota Homelands Curriculum* and welcome future opportunities to share project findings and to continue working together to protect this precious we share.

Amendment Request (09/28/2016)

Dakota Wicohan requests a budget amendment to reflect changes project team personnel classification. These changes do not impact overall project design or intended outcomes.

Budget changes are requested because several key team members have shifted their role from staff members of Dakota Wicohan to consultants. One consultant has shifted from paid contractor to volunteer, or in-kind consultant. With this revised budget, all positions are fully covered and ensure timely project implementation.

In addition, since submitting this proposal, we have developed a new design for hosting the approved workshop trainings. Thanks to generous, and fully committed, in-kind support for workshop training costs from the Minnesota Historical Society, we will host two (2) trainings, rather than five (5) trainings. This results in decreased workshop expenses for educational partners outlined in Activity 2. Nonetheless all project outcomes can, and will, be met with this streamlined training approach.

The revised budget submitted with this amendment request reflects this change.

The training costs identified in Activity 2 were reduced by \$12,913 (from \$74,152 to \$61,239). Dakota Wicohan requests adding this \$12,913 savings into Activity 1 and Activity 3. We request a small increase

from \$70,424 to \$71,510, or \$1,086, for administrative staff supporting the teaching of youth (Activity 1). We also request an increase from \$52,424 to \$64,251, or \$11,827, for evaluation in the project (Activity 3). Both increases leverage our better understanding of the personnel and expertise required to conduct these activities. Dakota Wicohan is currently training just 8 teachers in a demonstration project funded by a Legacy grant from the Minnesota Historical Society. We now have a greater appreciation for the administrative and evaluation tasks that we will undergo to achieve our goal of engaging 50 teachers to reach 1,250 students across Minnesota.

Thank you for considering our amendment request.

Amendment Approved: [09/29/2016]

Amendment Request (08/30/2018):

Dakota Wicohan requests an amendment to extend the final completion date to 06/30/2019 as well as a budget amendment to reflect the shift in activity costs and time to complete. These changes are necessary to complete the data collected for Activity 3 evaluation.

Through the evaluation aspect of this project, we have gathered more student data than expected. While fewer teachers joined cohorts several of them interact with more students than we planned for. Our evaluation reached significantly more students and we expect these results to provide richer results. We have targeted schools and students in both rural and urban settings. By August 2018, we had completed qualitative data analysis for our rural schools. With a project extension, we plan to turn our attention to the urban qualitative data and complete the quantitative analysis for both urban and rural schools.

In addition to an extension of time, we would like to shift remaining funds to be utilized for evaluation. This aspect of the project (Activity 3) was more complex and much more time consuming than we expected. We want to honor the generosity and engagement of schools, teachers, and students throughout the state by completing the evaluation thoughtfully and according to best practice.

Budget changes are requested because of the under estimated cost and time required to complete the evaluation of the project. Activity 1 and Activity 2 have been completed.

The revised budget submitted with this amendment request reflects this change.

The total personnel amount increased by \$1,364. This is due to the requested extended completion date. This is a decrease to activity 2 and an increase to activity 3. Professional/contract totals decreased for activities 1 and 2 to increase activity 3. This is required due to the extended time required to complete activity 3. Travel was decreased in activity 1 and increased in activity 3.

In total Activity 1 was completed and decreased from \$75,510 to \$49,476 (\$22,034) Activity 2 was completed and decreased from \$61,239 to \$48,387 (\$12,852) Activity 3 is still active and was increased from \$64,251 to \$99,137 (\$34,886)

Amendment Approved by LCCMR 12/07/2018

IV. PROJECT ACTIVITIES AND OUTCOMES:

ACTIVITY 1: *Statewide Student Engagement in Dakota Land Curriculum*

Description:

Dakota Wicohan will ensure the delivery of the *Mni Sota Makoce* curriculum to middle school students around the state of Minnesota. Students will have access to our online and print resources so they can actively learn about and integrate Dakota values of caring for the land as a relative in their own lives and bioregions. Students will learn about Dakota environmental teachings and philosophies. They will apply these teachings in their own lives and complete a final project. Examining Minnesota as a Dakota place will encourage students to consider their own individual, family and community connections to this place. Students will be guided by teachers who will benefit from a curriculum-specific teacher training and ongoing support. To support these facilitators, Dakota Wicohan will provide real-time feedback through emails, phone calls, and classroom visits. The *Mni Sota Makoce* curriculum delivery will engage 1,250 students, rolling out in two cohorts—with 375 students in Cohort 1 and 875 students in Cohort 2. We will strive for a broad mix of rural, urban, and suburban schools.

Summary Budget Information for Activity 1:

ENRTF Budget: \$49,476
Amount Spent: \$49,476
Balance: \$0

Outcome: 1,250 Students Can Actively Demonstrate Caring for our Relative, the Land	Completion Date
<i>1. 375 students in Cohort 1 complete the Mni Sota Makoce curriculum.</i>	<i>12/31/2017</i>
<i>2. 875 students in Cohort 2 complete the Mni Sota Makoce curriculum.</i>	<i>07/30/2018</i>

Activity Status as of January 30, 2017: No activities completed by 12/31/2016.

Activity Status as of August 30, 2017:

As of August 2017, Dakota Wicohan has trained 421 students in the *Mni Sota Makoce* curriculum. This impact level exceeds our original goal of training 375 students by 12/31/17. As stated in our original proposal, Dakota Wicohan has trained students across the state in rural, suburban, and urban school districts. Our Cohort 1 schools, and number of students trained, include:

<u>School & Location</u>	<u>Number of Students Impacted</u>
American Indian Magnet School, St. Paul	67 students
LEAP Academy, St. Paul	23 students
St. Cloud Elementary School, St. Cloud	99 students
Mounds View Elementary, Mounds View	232 students
Total:	421 students

Activity Status as of January 30, 2018:

As of January 2018, Dakota Wicohan has trained 1,511 sixth-grade students in the *Mni Sota Makoce* curriculum. This impact level exceeds our original goal of training a total of 1,250 students by the end of the two-year project. In the previous reporting period, we trained 421 students. In this reporting period, 9/1/17 – 12/30/18, we trained 1,090 students in a diversity of schools around the state, as shown below.

<u>School & Location</u>	<u>Number of Students Impacted*</u>
Olson Middle School, Bloomington MN	139 students
Twin Bluff Middle School, Red Wing MN	145 students
Carlton Middle School, Carlton MN	26 students
New City Charter School, Minneapolis MN	24 students
Sanford Middle School, Minneapolis MN	316 students
Justice Alan Page Middle School, Minneapolis MN	300 students
<u>Northeast Middle School, Minneapolis MN</u>	<u>140 students</u>
Total This Period:	1,090 students

Total Students Trained Since January 2017: 1,511 students

* Note: Number of students per school reported by teachers.

Activity Status as of August 30, 2018: During this project period, there was no change in the total number of students impacted from January 30, 2018. However, the students at Sanford Middle School and Northeast Middle School in Minneapolis completed the *Mni Sota Makoce* curriculum in Spring 2018. An updated count of students who completed the curriculum showed a total of 1,678 students reached.

Final Report Summary:

A total of 1,678 students received *Mni Sota Makoce: The Dakota Homelands* curriculum through the LCCMR grant period. In alignment with our original project goal, we served students from around the state—including urban, suburban, and rural schools. Two schools located adjacent to tribal communities were also included. No additional students were trained during the final reporting period. Because *Mni Sota Makoce* aligns with state educational standards and with the Minnesota Historical Society’s *Northern Lights* sixth-grade state history curriculum, Dakota Wicohan envisions that one day all Minnesota sixth graders will complete *Mni Sota Makoce: The Dakota Homelands*.

Below is a breakdown of the students by participating school.

Participating School	Total Students
Twin Bluff Middle School Red Wing	139
Olson Middle School Bloomington	139
Chippewa Middle School Mound View Public Schools	256
New City Charter	24
Sanford Middle School	302
Justice Alan Page Middle School	241
Northeast Middle School	139
Carlton Middle/High School	22
Echo Charter School	16
Melrose Area Middle School	68
Rocori Secondary Schools	142
Nicollet Middle School Burnsville	69
LEAP High School St. Paul	22
North Jr. High St. Cloud	99
Total	1,678

ACTIVITY 2: *Ensure Greatest Impact of Curriculum through Facilitator Preparation*

Description:

Cross-cultural understanding is critical to effective delivery of the *Mni Sota Makoce* curriculum. But teachers can't teach what they don't know. Most teachers report that they learned almost nothing about the indigenous peoples of Minnesota in their K-12 educations and teacher training programs. This project will develop relationships with teachers across the state. Through these relationships, teachers will be better positioned to engage with the content of *Mni Sota Makoce* in an environment of support. To increase teachers' sense of competency, Dakota Wicohan will offer an intensive cross-cultural environmental training workshop to transmit the confidence, knowledge, and capacity facilitators need to teach the new curriculum well. We will contract with a graphic design firm that will use appropriate instructional design to provide the lessons and resources online. Dakota Wicohan will co-host the teacher trainings in venues around the state. Our committed co-hosts and training partners are: Minnesota Department of Education, Minnesota Valley History Learning Center, Minnesota Historical Society, Minnesota Humanities Center, and St. Cloud State University. Last, we will provide real-time support to teachers during the curriculum implementation through online discussions, phone calls, emails, and classroom visits.

Summary Budget Information for Activity 2:

ENRTF Budget: \$48,387
Amount Spent: \$48,387
Balance: \$0

Outcome: 50 Facilitators Prepared to Teach Cross-Cultural Environmental Content	Completion Date
<i>1. Develop a face-to-face teacher training for using Mni Sota Makoce with confidence, competence, and compliance with State Standards.</i>	<i>12/31/2016</i>
<i>2. Expand reach by adding an on-line training and ongoing support.</i>	<i>03/31/2017</i>
<i>3. Train 15 teachers with 2 educational partners in Year 1</i>	<i>07/30/2017</i>
<i>4. Train 35 teachers with 3 partners in Year 2</i>	<i>12/31/2017</i>

Activity Status as of January 30, 2017: Between July 1 and December 31, 2016, Dakota Wicohan completed several activities and achieve Benchmark #1 for Activity 2. Dakota Wicohan revised our face-to-face teacher training for using Mni Sota Makoce in Summer 2016. In September 2016 we held a pilot teacher training at Lower Sioux Indian Community and Redwood Falls School to test the teacher training materials with eight sixth grade teachers from around the state. Throughout the fall, Dakota Wicohan made several new updates to the teacher training agenda and activities based on feedback from the September pilot. In addition, to completing Benchmark #1, we made progress toward Benchmark #2 and #3. Throughout this six-month period, we developed an RFQ and selected a bid from online design firms to help us develop online training supports. The firm has begun designing the online components of the curriculum (Benchmark #2). Last, we have made a major effort to recruit teachers for Cohort 1 and Cohort 2. We have presented workshops and information sessions to at least 110 teachers around the state and set a date for the training of 15 teachers (Benchmark #3). Our first training for LCCMR will take place on January 20-21, 2017 at St. Cloud State University.

Activity Status as of August 30, 2017:

To date, Dakota Wicohan has trained 23 teachers, exceeding our original project goal. As noted above,

we trained 8 educators in Fall 2016. Between January 1 and August 27, 2017, Dakota Wicohan has trained an additional 15 teachers. The Fall 2016 training was held at Lower Sioux Indian Community in Southwestern Minnesota. The Winter 2017 training was held at St. Cloud State University. We reached a broad cross-section of geographic regions around the state, including Minneapolis, Burnsville, Melrose, Echo, and Ricori Minnesota.

Dakota Wicohan begun recruiting teachers for Cohort 2, with plans to complete all training by 12/31/17 per our original proposal.

Activity Status as of January 30, 2018:

During this project period, Dakota Wicohan trained 9 additional sixth-grade teachers, for a total of 32 teachers trained for this grant project. While this total is less than the total number of teachers we projected training in our original application to LCCMR, we learned that sixth-grade teachers reach more students than we anticipated. Thus, we were able to exceed our primary grant goal of reaching our primary target, the students, with the 32 teachers trained.

Activity Status as of August 30, 2018: Dakota Wicohan did not train any additional teachers during this project period. The total number of teachers trained remains the same as reported January 30, 2018— 32 educators in urban, suburban, and rural schools across the State of Minnesota.

Final Report Summary:

Dakota Wicohan trained a total of 32 educators in urban, suburban, and rural schools across the state, throughout the grant period. No additional teachers were trained during this final reporting period. However, through a partnership with the CREATE Scholars program at the University of Minnesota-Twin Cities formed in 2019, three graduate students assisted project director Darlene St. Clair in: 1) conducting interviews with teachers who had piloted the curriculum to seek further input into improving the curriculum and the teacher preparation; 2) updating and expanding resources for teachers on the Dakota Wicohan website, including posting a 45-minute webinar about the curriculum at: <https://dakotawicohan.org/courses/mni-sota-koce/>, and initiating outreach to schools and districts for future trainings; and 3) securing funding to develop three new video resources for the curriculum— on Bde Maka Ska, concepts of colonization and decolonization, and Dakota place names. Dakota Wicohan will continue to offer training to educators after the grant period ends, with the hopes of one day connecting this important curriculum to all sixth-grade teachers and learners across the state.

ACTIVITY 3: Evaluate and Report on Dakota Land Curriculum Impact

Description:

Leveraging our existing research partnership with UM-Morris, we will analyze student and teacher pre and post curriculum surveys. Reports will demonstrate the impact on learner stewardship of the land and will help with future dissemination so that more students in Minnesota actively bring care and compassion for the environment into their communities and bioregions across the state.

Summary Budget Information for Activity 3:

ENRTF Budget: \$99,137
Amount Spent: \$99,137
Balance: \$0

Outcome: Knowledge From LCCMR-Funded Project Captured for Future Dissemination	Completion Date
1. Evaluate teacher training workshop in Year 1, resulting in improved teacher workshop	12/31/2017
2. Evaluate teacher and learner impact for Cohort 1 with data from up to 375 students	12/31/2017
3. Evaluate teacher and learner impact for Cohort 2, with data from up to 875 students	07/30/2018

Activity Status as of January 30, 2017: During this first six-month period, Dakota Wicohan contracted with our external evaluator, Dr. Heather Peters of University of Minnesota-Morris. Dr. Peters and our project director Darlene St. Clair initiated project design for the evaluation of the first LCCMR cohort, the 15 teachers and their students who they will teach in 2017.

Activity Status as of August 30, 2017:

Evaluation activities have been integrated throughout the project. All students who receive the curriculum (N=421 to date) complete a pre and a post-questionnaire. This data will be analyzed in partnership with Dr. Heather Peters, UM-Morris in Spring 2018.

In addition, teachers who complete the training provide feedback after each session. Dakota Wicohan incorporates teacher feedback to improve the next training cycle. For instance, the second training held in January 2017 included more participatory and active modules for the teachers than the September 2016 teacher training. In addition, we have added more intentional community building and hands-on activities to improve teacher capacity to teach the curriculum.

Furthermore, throughout implementation, we check in with the teachers in our cohorts. They share informally share their impressions and experiences with the curriculum. One teacher had students write reflections of the curriculum and we share one of those with the LCCMR as an early testimony of the power of this curriculum to strengthen relationship between Minnesotans and the land.

I consider this curriculum an amazing opportunity and I would highly recommend it to anyone who teaches 6th grade MN history. Students were extremely engaged throughout the curriculum. We had rich discussions and the students asked amazing questions!

--Minnesota 6th Grade Teacher, June 2017

This project really reached out to me and made me feel more connected to mini sota makeoce. I also feel as like I'm more connected to my culture and made me feel like I should value it more. I feel as if I'm also more united with the people around me and I also feel like I should respect others beliefs and culture differences.

--6th Grader, May 2017

However, one challenge has been receiving approval from school districts to complete the evaluation of the curriculum. One large urban school district has finally approved full participation in the Mni Sota Makeoce curriculum and evaluation and thus given their size and the number of sixth graders they

educate; we are anticipating a robust Cohort 2.

Activity Status as of January 30, 2018:

Evaluation, the focus of Activity 3, was a major focus in this reporting period. The project team:

- + Obtained approval from our largest district with the most number of participating sixth graders (Minneapolis Public Schools) for inclusion in the evaluation of the Mni Sota Makoce curriculum.
- + Administered pre and post surveys for students in all schools where students were trained this period. The three inter-related surveys include:
 - = An evidence-informed Wicozani (Well-Being) Scale developed by Dr. Heather Peters and Dr. Teresa Peterson, which helps the evaluators understand well-being of the students.
 - = A an evidence-based Belongingness Scale, which is important for predicting student success in learning environments.
 - = A survey specific to the content in the Mni Sota Makoce curriculum, developed by Peters and Project Lead Darlene St. Clair, including questions around the students' relationship to the land, a key area of interest for LCCMR.
- + Trained focus group leaders to conduct talking circles or focus groups in August 2017.
- + Conducted pre and post focus groups for students in four of the schools, with a focus on reaching a diversity of students across the state:
 - = Sanford Middle School in Minneapolis
 - = Northeast Middle School in Minneapolis
 - = Carlton Middle School in northern Minnesota near an Ojibwe community
 - = Twin Bluff Middle School in southern Minnesota near a Dakota community

With this data collection complete in March 2018, our evaluation team will turn toward coding and analyzing the evaluation results in Spring and Summer 2018. We look forward to sharing our results of the Mni Sota Makoce evaluation in our final report in Summer 2018.

Activity Status as of August 30, 2018:

Evaluation was the main focus of the project during this reporting report, February 1, 2018 to August 30, 2018. During this project period, the Dakota Wicohan team:

- + **Administered written post surveys at Sanford and Northeast Middle School at Minneapolis.**
- + **Conducted a total of 40 post-talking circles at Sanford Middle School (27) and at Northeast Middle School (13) in Minneapolis.**

Note: The evaluation design for this curriculum calls for gathering feedback from students in talking circles prior to and after curriculum delivery. Best practice calls for organizing the talking circles with racial affinity groups that ensure maximum comfort and lessen harm to the youth participants. This Spring, talking circles were broken down in up to three affinity groups: European American, Native, and People of Color. Each talking circle was led by a trained professional who reflected the diversity of the

students in his/her/their group. Furthermore, there were six classes within each middle school. This led to a total of 27 talking circles at Sanford and 13 at Northeast Middle School, for a total of 40 circles.

+ Coded and analyzed qualitative evaluation data from two outstate schools where the curriculum had been delivered earlier in the school year.

Note: The two schools were Carlton Middle School (near the Ojibwe Nation of Fond du Lac in northern Minnesota) and Twin Bluffs Middle School (near the Dakota Nation of Prairie Island Indian Community in southern Minnesota). Under the direction of Project Director Darlene St. Clair, and Project Evaluator Dr. Heather Peters, and with the help of six undergraduate students from UM-Morris, the team coded and analyzed qualitative data from the 7 talking circles conducted in the two outstate middle schools. This included 2 European American, 1 Native, and 1 People of Color talking circles at Twin Bluffs and 2 European American and 1 Native talking circle at Carlton. The coding and analysis for these 7 talking circles was completed over three months during Summer 2018. As a result, we now have a powerful set of data and findings on the impact of the curriculum for students and teachers in these important benchmark towns. At present it is premature to report on the findings. The evaluation team will need to complete *all* data coding before we can understand the results and present on the data.

To complete Activity 3 in the coming months, we will code and analyze the:

- (i) Quantitative data for all project schools across the State;
- (ii) Qualitative data for the two urban schools (Sanford and Northeast Middle School in Minneapolis), with the goal of selecting a sample of the 40 pre and post talking circles completed due to the intensive time required to analyze qualitative data;
- (iii) Write a final evaluation report on the curriculum's impact on Minnesota students' increased understanding of the Dakota relationship to the land and deepening personal relationship to the land.

Activity Status as of January 31, 2019:

Since August 2018 to January 2019, Dakota Wicohan has been coding and analyzing the:

- (i) Quantitative data for all project schools across the State;
- (ii) Qualitative data for one of the urban schools (Sanford Middle School in Minneapolis), with the goal of selecting a sample of the 41 pre and post talking circles completed due to the intensive time required to analyze qualitative data.

Note: Due to the higher number of pre and pre talking circles at Sanford Middle School, we will be focusing our qualitative analysis on this urban middle school in our final report.

Our final report will be submitted by June 30, 2019.

Final Report Summary:

In our original grant application to LCCMR, Dakota Wicohan projected that the Mni Sota Makoce: The Dakota Homelands curriculum would “connect 1,250 Minnesota students to this curriculum resulting in:

- + Expanding Minnesotans' access to significant Dakota Indian environmental knowledge and wisdom;
- + Offering students a new way of connecting to the land, as a relative we care deeply about;
- + Engaging students in interactive activities that apply this teaching to their own lives and communities;

and

+ Adding American Indian environmental wisdom into the schools in alignment with new State Standards.”

Through Activity 1 and Activity 2, we reached **more** than 1,250 students and developed accessible online materials to educators across the state. However, to understand the impact that the curriculum had on the students, Dakota Wicohan also leveraged LCCMR funds for Activity 3, to conduct a rigorous evaluation of the curriculum.

The research team, led by Heather Peters of University of Minnesota-Morris and Darlene St. Clair of St. Cloud State University, designed a mixed-methods analysis:

They gathered **qualitative data** through pre and post talking circles with the sixth-grade students led by trained facilitators in four of the schools.

They gathered **quantitative data** through a written survey, which was administered before and after the curriculum.

This **written survey** was composed of 17 questions related to the *Mni Sota Makoce* curriculum:

Scale 1- Curriculum Knowledge, is made up by the below 14 questions, the correct answer to each question was Yes (0) rather than No or I don't know (1). Thus, a lower score indicated more knowledge.

1. Mni Sota Makoce is the homeland of the Dakota people.
2. Dakota worldview places Dakota people in a special relationship with the land.
3. *Mitakuye owas'in* teaches that humans are a relative of the land and of all things that exist on the land, in the air, and in the water.
4. Within a Dakota worldview, it is important to live *Dakota wicoh'an* (Dakota ways of living).
6. The longtime and ongoing Dakota relationship to Mni Sota Makoce is supported by the longtime and ongoing use of Dakota place names in Mni Sota Makoce.
7. The Dakota have a significant and sovereign connection to Mni Sota Makoce that changed drastically because of United States governmental policies.
8. Dakota connections and relationship to Mni Sota Makoce continue through a process of de-colonization.
9. We all belong to *Mni Sota Makoce*.
10. I have a relationship to the land and everything that lives on it (land, air, water).
11. I am interested in learning about my own culture and how it relates to Minnesota.
12. My values help me to be a better ally or friend.
14. My story is part of the story of Minnesota.

15. Using Dakota language helps us understand Dakota culture and beliefs.

17. The original people of Minnesota are still here.

Scale 2- Ethnocentrism, is made up by the below two questions, ideally students would have indicated No (1) rather than Yes or I don't know (0). Thus, a lower score indicates higher levels of Ethnocentrism.

13. All Americans should have the same worldview.

16. The world would be a better place if everyone spoke only English.

As of this final report, the analysis of the quantitative data is complete. The qualitative analysis continues, with the hope of integrating the two data sets for a deeper understanding of the curriculum impact on learners. There is potential for publication of the findings.

QUANTITATIVE METHODS

The research team analyzed the quantitative data gathered from the 911 students who completed both the pre and post survey during the grant period. Data from the 678 students who completed only one survey was not included in the data analysis. The data clearly showed that students gained knowledge from the curriculum and that cultural knowledge did not affect knowledge gained. Students from all cultural backgrounds learned from the *Mni Sota Makoce* curriculum, as shown in the table below.

Cultural Background	Total Students	Pre- Questionnaire Only	Post Questionnaire Only	Pre and Post Questionnaire
Dakota	27	6	4	17
Native Non-Dakota Tribe Identified	45	19	5	21
Native Non-Dakota Tribe NOT Identified	49	19	7	23
African American	201	67	41	93
Asian American or Pacific Islander	95	16	12	67
Latinx American	166	54	31	81
European American	864	176	158	530
Multiracial Students of Color (Non-Native)	18	8	3	7
Multiracial European American (Non-Native)	103	27	16	60
Arab*	3	1	1	1
Non-Intelligible*	24	8	8	8

Missing Data*	83	30	50	3
Total	1678	431	336	911

* Not included in analyses that examined cultural background.

To analyze the survey results, the researchers ran statistical tests to identify changes in students' knowledge for both scales—curriculum knowledge and ethnocentrism.

Results Scale 1: Curriculum Knowledge

A repeated measures ANOVA test was conducted to test the Mni Sota Makoce curriculum's effect on the students from different cultural background's scores on the Curriculum Knowledge subscale. The multivariate results showed significant change in students' scores, $F(1, 749) = 113.40, p = .000$. The effect size, $d = .131$. There was no significant interaction between student's cultural background and change scores, $F(8, 749) = 1.72, p = .091$. Results indicate that students', regardless of cultural background, significantly increased the number of correct items answered from pre to post assessment. Student's Mean scores were $M = 7.78 (SD = 2.95)$ (44.4% correct) for the pre assessment and $M = 4.89 (SD = 2.9)$ on the post assessment (65% correct). Note a lower score indicates more knowledge.

Results Scale 2: Ethnocentrism

A repeated measures ANOVA test was conducted to test the Mni Sota Makoce curriculum's effect on the students from different cultural background's scores on the Ethnocentrism subscale. The multivariate results showed significant change in students' scores, $F(1, 873) = 15.50, p = .000$. The effect size, $d = .017$. There was no significant interaction between student's cultural background and change scores, $F(8, 873) = 1.42, p = .184$. Student's Mean scores were $M = 1.25 (SD = .78)$ for the pre assessment and $M = 1.50 (SD = .69)$ on the post assessment. Results indicate that students', regardless of cultural background, significantly decreased their Ethnocentrism. Note a lower score indicates higher levels of White Ethnocentrism.

KEY QUANTITATIVE RESULTS

The statistical analysis demonstrated the following areas of statistically significant increased knowledge among the 911 students who completed both the pre and posttests. The researchers consistently found that learning increased for students across all racial/cultural backgrounds.

Mni Sota Makoce is the homeland of the Dakota people: While only 50% of the students knew this in the pretest, 89% of the students knew this in the post-test.

The Dakota worldview places Dakota people in a special relationship with the land: While only 53% of students knew this in the pretest, 84% knew this in the posttest.

Mitakuye Owaysin teaches that humans are a relative of the land and of all things that exist on the land, in the air, and in the water: while only 24% of the students knew this in the pretest, 60% of the students knew this in the posttest, more than a 2.5 increase in knowledge.

Within a Dakota worldview, it is important to live Dakota Wicohan (Dakota ways of living): while 44% of students knew this in the pre-test, 66% of the students knew this in the posttest.

Within a Dakota worldview it is important to be ikce wicasta (a common person): while 30% of students knew this in the pre-test, 46% of the students knew this in the posttest. Note: This is a particularly challenging concept and an area where increased attention to teacher training and the curriculum is needed.

The longtime and ongoing Dakota relationship to Mni Sota Makoce is supported by the long time and ongoing use of Dakota place names in Mni Sota Makoce: while 27% of students knew this in the pre-test, 57% of the students knew this in the posttest.

The Dakota have a significant and sovereign connection to Mni Sota Makoce that changed drastically because of United States governmental policies: while 48% of students knew this in the pre-test, 68% of the students knew this in the posttest.

Dakota connections and relationship to Mni Sota Makoce continue through a process of de-colonization: while 24% of students knew this in the pre-test, 39% of the students knew this in the posttest.

We all belong to Mni Sota Makoce: while 29% of students knew this in the pre-test, 51% of the students knew this in the posttest.

I have a relationship to the land and everything that lives on it (land, air, water): while 58% of students knew this in the pre-test, 64% of the students reported this in the posttest.

Note: While there was significant change for most cultural groups for this item, two groups shifted toward less knowledge or less relationship to the land—multi-racial European American (non-Native) and Native, non-Dakota. We suspect these groups began to have a deeper understanding of what a relationship with the land would mean and therefore they may have assessed their relationship to the land more carefully after completing the curriculum.

All Americans should have the same worldview: while 54% of students knew this in the pre-test, 69% of the students reported this in the posttest.

Using Dakota language helps us understand Dakota culture and beliefs: while 42% of students knew this in the pre-test, 73% of the students knew this in the posttest.

The world would be a better place if everyone spoke only English: while 70% of students agreed with this in the pre-test, 59% of the students reported this in the posttest.

The original people of Minnesota are still here: while 47% of students knew this in the pre-test, 62% of the students knew this in the posttest.

QUALITATIVE METHODS

To analyze the 40 talking circles, the research team, with assistance from University of Minnesota-Morris students and student employees, transcribed all comments students made during the talking circles. Next the researchers read through each transcript and identified key domains, or areas of high impact or interest that emerged from the student comments. The key domains in the talking circles

were: Interest to Learn About Own Culture and Identity, Values, Minnesota, Racial Dynamics in School, Belongingness and Connectedness in School, and Native History and Culture. Then the researchers re-read the transcripts with the text grouped by domain areas and by racial/ethnic group to see what themes emerged. Last, the researchers collated all themes into each domain to examine the strength of these themes. This process is very organic and builds a deep understanding of the students' perspective of the curriculum across schools and ethnic groups.

QUALITATIVE RESULTS

With the qualitative data still under analysis, we share in this final report some of the words of the students as they described their relationship to this land, Mni Sota Makoce, after completing the curriculum.

I feel like having learned about more about the Dakota and the culture that was here before settlers made me feel more connected to our land (in MN).

My relationship to the land (of MN) is that... it was a place for--this exact state was a place for my parents to come here, for my grandparents to come here, and my great great grandparents they--I mean my great grandparents to come here and it was a safe place, there were a lotta stuff so that's kinda my relationship to the land.

I feel like I feel like since like you know like with the Native American stuff we've been learning about and stuff they say like all beings are connected to the land and that makes me feel a little special and a little better connected to it and like I've always loved trees I actually I've put I put the tree hug into tree hugger...so yes I'm definitely what you'd call a tree hugger. I like animals no I'm not a vegetarian I couldn't give up meat even if I tried.

Umm... my relationship to Minnesota... Well I don't really know how to describe it, I feel like it's one of my like, homes because I know so many places um... So I guess I'd classify it as somewhere safe and special.

I think I have a strong connection to the land and Minnesota because this is where I live and like I like it. In Minnesota, its where my f-, my entire family's in Minnesota and all my friends are here too and also like plants and nature and um plants that aren't in other parts of the world and I just couldn't imagine living anywhere except in Minnesota.

I, I have a strong relationship with the land and Minnesota because I was born here, and I've always lived here and um its...I resp- like I see garbage on the street I always try to pick it up and throw it away or recycle it because because I don't.. 'cause there's people that just pollute everywhere and I don't like to see that because it's just not respectful to the land.

I feel a very strong connection to Minnesota because um my dad immigrated from Mexico so this is where he felt the best place for, well with the family, um making the home, getting the job and just start over fresh with a lot of opportunity, so that's what really connects me with the land. Basically, all of his, all of his like different... all of his different like thought going into the just choosing one space to raise up a family.

My connection to the land (of MN) is more animals uhm...like whenever I see an animal I try not to

disturb it. I just let it do its thing like... to... it's like thinking if you were a small bird and this giant thing that...this giant thing that just walked over to you..you'd be scared so I just try and keep out of their way and let them live their lives happily.

I think I do view Minnesota as an indigenous place because like I know what we've learned in class: a lot of people were here before us. They just basically took that from them so... I think it is an indigenous place cause like there's still a lot like American Indians like Native Americans that are here.

V. DISSEMINATION:

Description:

We will report on impact through evaluation of the 1,250 students reached between July 2016 and June 2018. This will enhance future curriculum dissemination planned by Dakota Wicohan, bringing more students across Minnesota this unique opportunity to be better stewards of the land for which we all care so deeply. Increasing the numbers of qualified, competent and confident teachers will have a long-term impact on the numbers of students who learn this content. Dakota Wicohan's ultimate vision is that all students across Minnesota complete this curriculum.

Activity Status as of January 30, 2017: During this project period, Dakota Wicohan conducted outreach activities to expand awareness of the Mni Sota Makoce: Dakota Homelands curriculum. We reached at least 110 teachers through presentations and recruitment at: the Northern Great Plains History Conference (9/15/16); Minnesota Indian Education Conference (11/17/16); East Metro Integration District (11/7/16); St. Paul Public School Professional Development for Social Studies Teachers (11/7/16); and Minnesota History Center Northern Lights Annual Training (11/14/16). In addition, we shared data and findings about this unique curriculum to: teachers at Metro State University in August 2016; staff and educators at Lower Sioux Indian Community in September 2016; researchers at the Center for Research on American Indians in Community Health (CRAICH) in October 2016; and University of Minnesota-Morris faculty in November 2016. Last, the Minnesota Historical Society Education Department broadcast two announcements about the curriculum to their network of more than half of all sixth grade teachers in the State of Minnesota two times in Fall 2016.

Activity Status as of August 30, 2017:

Our Project Director, Ms. Darlene St. Clair of Dakota Wicohan and St. Cloud State University has actively promoted and disseminated the curriculum in a wide range of educational venues throughout the state and region. Between January 1 and August 27, 2017, she presented the curriculum at:

- + Page Middle School (formerly Ramsey), January 3, 2017
- + Carleton College, January 23, 2017
- + Poverty and Diversity Conference, St. Cloud State, January 28, 2017
- + NW Suburban Integration District, April 5, 2017
- + Dakota Wowicake Iwodhakapi Omniciye, May 5, 2017
- + Dakota Community Council, June 2, 2017
- + Native Studies Summer Workshop for Educators, White Earth, June 21, 2017

Activity Status as of January 30, 2018:

During this reporting period, the team leader, Iyekiypiwin Darlene St. Clair, conducted three presentations to promote the curriculum, as follows:

- + NW Suburban Integration District Teacher Presentation, October 4, 2017
- + Minnesota Indian Education Association Conference, November 16, 2017
- + Minnesota Historical Society, Legacy Committee Representatives, November 30, 2017

Activity Status as of August 30, 2018:

During this reporting period, Dakota Wiochan continued to disseminate the curriculum through a variety of activities, including:

+ Curriculum presentations at:

- Native Studies Workshop for Educators at Mille Lacs, in August 2018, 30 teachers
- Native Studies Workshop for Educators at Lower Sioux, in June 2018, 32 teachers
- Minnesota History Whatever, Minneapolis in March 2018, 20 professionals
- Carlton College, Multicultural Education Class, April 2018, 20 students
- Dakota Wiochan, Board of Directors, April 2018, 8 professionals

Note: In November 2018, Project Director Darlene St. Clair will present on the curriculum at an international conference in Canada.

+ Development of pricing structure for future dissemination through research and meetings with Kevin **Maijala**, Manager of Curriculum Development and Teacher Education, at the Minnesota Historical Society and with the Dakota Wiochan Board of Directors. The pricing structure adopted is as follows. Schools, districts, and/or individual teachers will pay for a one-day *Mni Sota Makoce* curriculum training. After completing the training, they will receive the curriculum at no cost. The cost of the training depends on the number of teachers in attendance. If there are 20-30 teachers in attendance, the cost will be \$200/person. If there are 10-19 educators, the cost will be \$350/person. If there are 5-9 educators, then the cost will be \$450/person. This structure encourages districts to send more people and pay less.

Activity Status as of January 31, 2019

Project director Darlene St. Clair continues to promote and educate teachers about the Mni Sota Makoce curriculum. For instance, she has presented on this curriculum at the Parliament of the World Religions in Toronto in November 2018 where she reached teachers, administrators, environmental leaders, and indigenous leaders. She also presented on this project at St. Cloud Community and Technical College students in Multicultural Education class. She is currently setting up a training workshop on the curriculum for teachers in the St. Paul Public School District, slated for Spring 2019.

Our final report will be submitted by June 30, 2019.

Final Report Summary:

Dakota Wiochan's curriculum project director Darlene St. Clair shared information about the *Mni Sota Makoce: The Dakota Homelands* curriculum with thousands of educators and potential partners throughout the grant project. In this final report, we are delighted to report that the curriculum is already entering a new phase—post-grant training is already underway! Through outreach and

additional web-based materials prepared in Summer 2019, thanks to help from the CREATE Scholars at the University of Minnesota-Twin Cities, we have already booked trainings for multiple districts around the state, including: Anoka-Hennepin, St. Paul Public Schools, the Bell Museum, District 196 (Rosemount/Apple Valley/Eagan), District 742 (St Cloud), Onamia and other Central Minnesota schools. We will also be training all sixth-grade pre-service teachers at University of Minnesota-Morris as well as local public school teachers in Morris. We are also in conversation with Rochester for a regional training as well as Eastern Carver County. In conclusion, Dakota Wicohan is optimistic about the potential for the *Mni Sota Makoce: The Dakota Homelands* curriculum to reach more sixth-grade students every year so that one day all our citizens will gain the opportunity to reconnect with our land as a relative. We encourage LCCMR to check in to our website for further updates on the curriculum at: <https://dakotawicohan.org/courses/mni-sota-koce/>.

VI. PROJECT BUDGET SUMMARY:

A. ENRTF Budget Overview:

Budget Category	\$ Amount	Overview Explanation
Personnel:	\$61,271	Dory Stands, Admin Asst, 0.10 FTE @ \$38,000 = \$7,600 ; Eileen O'Keefe, Program Director, .20 FTE @ \$42,000 = \$16,800 . Total Personnel is \$30,031
Professional/Technical/Service Contracts:	\$129,000	Project Coordinator: Darlene St. Clair, St. Cloud State, 20 hrs/month x 24 months x \$100/hr = \$48,000 + \$4,900 for evaluation = \$52,900 ; Educational Consultant: Barbara Cox, 10 hrs/mo x 24 x \$75 months = \$16,000; Project Evaluator: Darlene St. Clair , 5 hrs/month x 24 months x \$100/hr = \$12,000; Project Evaluator Consultant, Heather Peters, UM-Morris, \$18,340 ; Cost for Workshops with Educational Partners: Minnesota Valley History Learning Center, Minnesota Humanities Center, Minnesota Historical Society, and St. Cloud State to 2 trainings @ \$2,500/training for a total of \$5,000 ; and Online Graphic Design Consultant: will put to bid, \$17,000 . Total Professional/Contract = \$160,240 .
Equipment/Tools/Supplies:	\$2,156	\$431/training workshop for hospitality & supplies x 5 workshops = \$2,156
Travel Expenses in MN:	\$4,573	Contractor travel for training development and training workshops = 250 miles round trip between Twin Cities and Morton, MN (Dakota Wicohan) x 0.565/mile x 26 trips = \$3,673; and Hotel for training workshops = \$90/night x 2 contractors x 5 workshops = \$900. Total travel = \$4,573.
TOTAL ENRTF BUDGET:	\$197,000	

Number of Full-time Equivalents (FTE) Directly Funded with this ENRTF Appropriation: 0.30 FTE

Number of Full-time Equivalents (FTE) Estimated to Be Funded through Contracts with this ENRTF Appropriation: .45

B. Other Funds:

Source of Funds	\$ Amount Proposed	\$ Amount Spent	Use of Other Funds
Non-state			
Dakota Wicohan	\$9,855 (in kind)	\$	Dakota Wicohan will contribute \$9,855 in basic project costs to support this project at the rate of 5% of total direct costs.
Minnesota Historical Society	\$10,000 (in kind)	\$	Training workshop development and technical support
State			
Legacy—Arts & Cultural Heritage	\$98,039	\$	Revise curriculum based on pilot evaluation, develop stronger teacher training
TOTAL OTHER FUNDS:	\$117,894	\$	

VII. PROJECT STRATEGY:

A. Project Partners:

Minnesota Department of Education, Roseville, Indian Education, Dennis Olson
 Minnesota Historical Society, St Paul, Education & Outreach Departments, David Grabitske and Kevin Maijala.
 Minnesota Humanities Center, St Paul, Absent Narratives Training Workshop, Casey DeMarais
 Minnesota Valley History Learning Center, Morton, Pauline Nickel (UM-SWRC)
 St. Cloud State University, St. Cloud, Multicultural Resource Center, Iyekiyapiwin Darlene St. Clair
 University of Minnesota-Morris, Morris, Center for Small Change and Heather Peters

B. Project Impact and Long-term Strategy:

We will report on impact through evaluation of the 1,250 students reached between July 2016 and June 2018. This will enhance future curriculum dissemination, bringing more students across Minnesota this unique opportunity to be better stewards of the land for which we all care so deeply.

C. Funding History:

Funding Source and Use of Funds	Funding Timeframe	\$ Amount
Minnesota Historical Society, Legacy—Arts & Cultural Heritage—curriculum development and pilot testing	01/01/2014 to 04/01/2015	\$89,441

Collaborative Research Center for American Indian Health (CRCAIH)—evaluation of curriculum, the primary recipient was the University of Minnesota with Dakota Wicohan as a sub-recipient	08/01/2014 to 07/31/2015	\$25,510
Indian Land Tenure Foundation—to include information on sovereignty in the project, to use their resources in the development of the curriculum	04/18/2014 to 12/31/2014	\$3,000

XI. REPORTING REQUIREMENTS:

Periodic work plan status update reports will be submitted no later than January 30, 2017; August 30, 2017; and January 30, 2018. A final report and associated products will be submitted August 30, 2018.



Mni Sota

Makoce:

A Dakota Land Curriculum That Strengthens 1,250 Students' Capacity to Be Good Stewards of the Environment



Lead Organization: Dakota Wicohan, located in Morton, is a successful Native non-profit cultural resource center founded in 2002. Please visit us at www.dakotawicohan.org.

Statewide Partners: Minnesota Department of Education, Minnesota Historical Society, Minnesota Valley History Learning Center, Minnesota Humanities Center, St Cloud State University, and UM-Morris.

Environment and Natural Resources Trust Fund

M.L. 2016 Project Budget

Project Title: Standards-Based Dakota Indian Land Curriculum for 1,250 Students

Legal Citation: *Fill in your project's legal citation from the appropriation language - this will occur after the 2016 legislative session.*

Project Manager: *Darlene St. Clair*

Organization: *Dakota Wicohan*

M.L. 2016 ENRTF Appropriation: \$ 197,000

Project Length and Completion Date: 2 years, July 2019

Date of Report: 09/21/2019 **Amendment Approved:** 12/01/2018



ENVIRONMENT AND NATURAL RESOURCES TRUST FUND BUDGET	<u>Revised Activity 1: 12/01/18</u>	<u>Amount Spent</u>	<u>Activity 1 Balance</u>	<u>Revised Activity 2 Budget: 12/01/18</u>	<u>Amount Spent</u>	<u>Activity 2 Balance</u>	<u>Revised Activity 3 Budget: 12/01/18</u>	<u>Amount Spent</u>	<u>Activity 3 Balance</u>	Revised TOTAL BUDGET: 12/01/18	<u>Amount Spent</u>	TOTAL BALANCE
BUDGET ITEM												
Personnel (Wages and Benefits)												
Eileen O'Keefe, Program Director, 0.20 FTE @ \$42,000	\$5,600	\$5,600	\$0	\$5,600	\$5,600	\$0	\$7,000	\$7,000	\$0	\$18,200	\$18,200	\$0
Doris Stands, Administrative Assist, 0.06 FTE @ \$38,000	\$2,533	\$2,533	\$0	\$2,533	\$2,533	\$0	\$3,226	\$3,226	\$0	\$8,292	\$8,292	\$0
Nora Murphy/TBD, Assistant Director, 0.15 FTE @ \$50,000 in Yr 1 and \$52,500 in Yr 2: Reporting & Evaluation Coordination	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Legal Citation: Fill in your project's legal citation from the appropriation language - this will occur after the 2016 legislative session.

Project Manager: Darlene St. Clair

Organization: Dakota Wicohan

M.L. 2016 ENRTF Appropriation: \$ 197,000

Project Length and Completion Date: 2 years, July 2019

Date of Report: 09/21/2019 **Amendment Approved: 12/01/2018**



ENVIRONMENT AND NATURAL RESOURCES TRUST FUND BUDGET	<u>Revised Activity 1:</u> <u>12/01/18</u>	Amount Spent	Activity 1 Balance	<u>Revised Activity 2</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 2 Balance	<u>Revised Activity 3</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 3 Balance	Revised TOTAL BUDGET: 12/01/18	<u>Amount Spent</u>	TOTAL BALANCE
BUDGET ITEM												
Samantha Odegard, Curriculum Assistant/Graphics, 0.20 FTE @ \$35,000 in Yr 1 and \$36,750 in Yr 2: Curriculum Graphics & Web Management	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits for taxes, insurance, unemployment, FICA, etc are calculated at 23%	\$1,877	\$1,877	\$0	\$1,447	\$1,447	\$0	\$1,580	\$1,580	\$0	\$4,904	\$4,904	\$0
Total Personnel is \$61,272. \$28,163. <u>\$31,396</u>	\$10,010	\$10,010	\$0	\$9,580	\$9,580	\$0	\$11,806	\$11,806	\$0	\$31,396	\$31,396	\$0
Professional/Technical/Service Contracts										\$0		

Legal Citation: Fill in your project's legal citation from the appropriation language - this will occur after the 2016 legislative session.

Project Manager: Darlene St. Clair

Organization: Dakota Wicohan

M.L. 2016 ENRTF Appropriation: \$ 197,000

Project Length and Completion Date: 2 years, July 2019

Date of Report: 09/21/2019 **Amendment Approved: 12/01/2018**



ENVIRONMENT AND NATURAL RESOURCES TRUST FUND BUDGET	<u>Revised Activity 1:</u> <u>12/01/18</u>	Amount Spent	Activity 1 Balance	<u>Revised Activity 2</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 2 Balance	<u>Revised Activity 3</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 3 Balance	Revised TOTAL BUDGET: 12/01/18	<u>Amount Spent</u>	TOTAL BALANCE
BUDGET ITEM												
Project Coordinator: Darlene St. Clair, St. Cloud State, 20 hrs/month x 24 months x \$100/hr = \$48,000 + \$4,900 for evaluation = \$52,900 \$49,250	\$24,350	\$24,350	\$0	\$16,000	\$16,000	\$0	\$8,900	\$8,900	\$0	\$49,250	\$49,250	\$0
Educational Consultant: Barbara Cox, 10 hrs/mo x \$75 x 24 months = \$18,000 \$6,375	\$1,650	\$1,650	\$0	\$4,725	\$4,725	\$0	\$0	\$0	\$0	\$6,375	\$6,375	\$0
Evaluation Consultant: Teresa Peterson, 5 hrs/month x 24 months x \$100/hr = \$12,000;	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Legal Citation: Fill in your project's legal citation from the appropriation language - this will occur after the 2016 legislative session.

Project Manager: Darlene St. Clair

Organization: Dakota Wicohan

M.L. 2016 ENRTF Appropriation: \$ 197,000

Project Length and Completion Date: 2 years, July 2019

Date of Report: 09/21/2019 **Amendment Approved: 12/01/2018**



ENVIRONMENT AND NATURAL RESOURCES TRUST FUND BUDGET												
BUDGET ITEM	<u>Revised Activity 1:</u> <u>12/01/18</u>	Amount Spent	Activity 1 Balance	<u>Revised Activity 2</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 2 Balance	<u>Revised Activity 3</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 3 Balance	Revised TOTAL BUDGET: 12/01/18	<u>Amount Spent</u>	TOTAL BALANCE
Evaluation Manager, Darlene St. Clair, 5 hrs/mo x 24 mos x \$100/hr = \$12,000. 08/20/2016	\$0	\$0	\$0	\$0			\$39,304	\$39,304	\$0	\$39,304	\$39,304	\$0
Samantha Odegard, Curriculum Assistant/Graphics & Web Management, 25 hrs/mo x 24 mos = \$15,000. 08/20/2016	\$1,043	\$1,043	\$0	\$850	\$850	\$0	\$4,941	\$4,941	\$0	\$6,834	\$6,834	\$0
Nora Murphy, Project Advisor, 10 hrs/mo x \$75/mo = \$18,000. 08/20/2016	\$2,250	\$2,250	\$0	\$4,875	\$4,875	\$0	\$4,525	\$4,525	\$0	\$11,650	\$11,650	\$0
Evaluation Consultant, Heather Peters, UM-Morris, \$24,340 including \$2,340 for RAs	\$0			\$0			\$26,000	\$26,000	\$0	\$26,000	\$26,000	\$0

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ENVIRONMENT AND NATURAL RESOURCES TRUST FUND BUDGET	<u>Revised Activity 1:</u> <u>12/01/18</u>	Amount Spent	Activity 1 Balance	<u>Revised Activity 2</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 2 Balance	<u>Revised Activity 3</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 3 Balance	Revised TOTAL BUDGET: 12/01/18	<u>Amount Spent</u>	TOTAL BALANCE
BUDGET ITEM												
Cost for Workshops with Educational Partners: Lower Sioux, Minnesota Historical Society, and St. Cloud State to lead up to 2 trainings @ \$2,500/training for a total of \$5000	\$0	\$0	\$0	\$311	\$311	\$0	\$0	\$0	\$0	\$311	\$311	\$0
Graphic Consultant \$17,000 (will put to bid if required).	\$8,000	\$8,000	\$0	\$9,000	\$9,000	\$0	\$0	\$0	\$0	\$17,000	\$17,000	\$0
<i>Total Professional/Contract = \$160,240- \$158,199- \$156,724</i>	\$37,293	\$37,293	\$0	\$35,761	\$35,761	\$0	\$83,670	\$83,670	\$0	\$156,724	\$156,724	\$0
Equipment/Tools/Supplies										\$0		

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BUDGET ITEM	<u>Revised Activity 1:</u> <u>12/01/18</u>	Amount Spent	Activity 1 Balance	<u>Revised Activity 2</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 2 Balance	<u>Revised Activity 3</u> <u>Budget:</u> <u>12/01/18</u>	Amount Spent	Activity 3 Balance	Revised TOTAL BUDGET: 12/01/18	<u>Amount Spent</u>	TOTAL BALANCE
1,107.50/training workshop for hospitality & supplies x 2 workshops = \$2,155 -\$2,832	\$0	\$0	\$0	\$1,973	\$1,973	\$0	\$859	\$859	\$0	\$2,832	\$2,832	\$0
Capital Expenditures Over \$5,000										\$0		
NA										\$0		
Fee Title Acquisition										\$0		
NA										\$0		
Easement Acquisition										\$0		
<i>Specify an estimated number of parcels and acreage and who will hold the easement for the land(s) acquired.</i>										\$0		
Professional Services for Acquisition										\$0		
NA										\$0		

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BUDGET ITEM												
Printing										\$0		
NA										\$0		
Travel expenses in Minnesota										\$0		
Contractor travel for training development and training workshops = 250 miles round trip between Twin Cities and Morton, MN (Dakota Wicohan and Minnesota Valley History Learning Center) x 0.565/mile x 26 trips = \$3,691; and Hotel for training workshops = \$90/night x 2 contractors x 5 workshops = \$900. Travel stipend for 56	\$2,173	\$2,173	\$0	\$1,073	\$1,073	\$0	\$2,802	\$2,802	\$0	\$6,048	\$6,048	\$0
Other										\$0		
NA										\$0		
COLUMN TOTAL* <u>Rounds to Total*</u>	\$49,476	\$49,476	\$0	\$48,387	\$48,387	\$0	\$99,137	\$99,137	\$0	\$197,000	\$197,000	\$0.00