



Environment and Natural Resources Trust Fund

M.L. 2024 Approved Work Plan

General Information

ID Number: 2024-091

Staff Lead: Tiffany Schaufler

Date this document submitted to LCCMR: June 7, 2024

Project Title: Restoring Land, Reviving Heritage: Indigenous Conservation - Phase 2

Project Budget: \$688,000

Project Manager Information

Name: Hannah Brithón

Organization: Belwin Conservancy

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Project Reporting

Date Work Plan Approved by LCCMR: June 20, 2024

Reporting Schedule: June 1 / December 1 of each year.

Project Completion: June 30, 2027

Final Report Due Date: August 14, 2027

Legal Information

Legal Citation: M.L. 2024, Chp. 83, Sec. 2, Subd. 05h

Appropriation Language: \$688,000 the second year is from the trust fund to the commissioner of natural resources for an agreement with Belwin Conservancy, in partnership with Anishinabe Academy and other urban Indigenous-based schools and youth programs, to continue to conduct native-led environmental education programming that incorporates ecology and Indigenous land traditions. This appropriation is also to restore and enhance habitat on permanently protected Belwin Conservancy lands using modern scientific standards and traditional ecological knowledge.

Appropriation End Date: June 30, 2027

Narrative

Project Summary: This project will restore healthy ecosystems and Indigenous cultural practices. Through expanded programming for preK-12th grade, urban Native students and families will reestablish enduring connections to land and culture.

Describe the opportunity or problem your proposal seeks to address. Include any relevant background information.

Belwin protects 1,500 acres of land in Afton, the ancestral home of the Wahpekute Dakota people, and reaches 200,000 people annually through programs, partnerships, and trails. Anishinabe Academy is a pre-K-5 Minneapolis Public School providing Dakota and Ojibwe culture and language enrichment for over 250 students.

Many urban Indigenous students have lost their connection to nature and traditional foodways and do not have a place outside of the city to practice and learn this aspect of their culture. Anishinabe Academy and Belwin have partnered to establish an education site to address this gap.

The site hosts four distinct habitats, creating an ideal setting for environmental education, cultural teaching, gardening, and habitat restoration that partners Belwin's experts with Indigenous knowledge. This program uses environmental education as an avenue to reconnect Anishinabe Academy students to Indigenous culture and nature, while establishing cooperative care for sensitive habitats.

After several years of this partnership, we see a growth opportunity. Additional urban Indigenous schools and programs are seeking connection to land, food, and medicine outside of the city. We can meet that need by expanding the program beyond elementary students and beyond one school, providing a place for deepened community connection to nature.

What is your proposed solution to the problem or opportunity discussed above? Introduce us to the work you are seeking funding to do. You will be asked to expand on this proposed solution in Activities & Milestones.

This project will deepen both organizations' knowledge of land management while restoring an ecologically significant area, providing environmental education to pre-K-12 students, and recovering this urban Indigenous community's access to nature.

In phase one, we established a site for pre-K-5 environmental education, traditional Indigenous teaching led by Native Elders, and cultural family programming. We also brought together Belwin's restoration experts and Indigenous restoration professionals to implement initial habitat restoration informed by both.

Piloted curriculum includes studying the ecological and cultural significance of:

- Impacts of bison on the prairie ecosystem, alongside Dakota and Ojibwe teachings
- Soil health for growing plant medicines and traditional Indigenous foods
- Water systems, specifically the St. Croix river and other MN waterways

Phase two will continue the established program and expand it to include other urban Indigenous-based schools and youth programs, including 6-12th graders. Expansion will also include hiring another staff member to focus on education programming and coordinate with new partners, increasing the number of field trips and events at the site, and continuing to build summer programming. This increased use of the site will include cultivating mentorship of elementary students by older students and provide a connection to cultural tradition for a wider community.

What are the specific project outcomes as they relate to the public purpose of protection, conservation, preservation, and enhancement of the state's natural resources?

By linking natural resource management, cultural heritage, and environmental education, we are restoring an ecologically significant area of land, while fostering multi-generational environmental stewardship and restoration of Indigenous culture.

If funded, phase two of this project will:

- Improve habitat quality in Valley Creek and the surrounding watershed
- Foster a multi-generational and action-based conservation ethic in urban Indigenous families
- Create a deeper understanding of cultural heritage through a Native garden site
- Connect urban Native communities and Belwin with the goal of long-term care of the land and water

Project Location

What is the best scale for describing where your work will take place?

Watershed(s): Lower St. Croix River

What is the best scale to describe the area impacted by your work?

Region(s): Metro

When will the work impact occur?

During the Project and In the Future

Activities and Milestones

Activity 1: Anishinabe Academy Education Partnership

Activity Budget: \$400,496

Activity Description:

Students, families and community members from Anishinabe Academy and other urban Native schools will participate in Native-led programming at Belwin. Programming will expand to include students preK-12th grade, and will focus on land management techniques, Indigenous traditional ecological knowledge, Native gardening practices, ecology, astronomy, and Indigenous traditions tied to the land. Collaborative programming will include curriculum designed by local Indigenous ecology experts, Dakota and Ojibwe language experts, elders and educators, and Anishinabe Academy teaching staff. One example of this is a lesson based on the herd of bison that grazes Belwin’s prairie each summer. Families will connect the cultural significance of the animals to the ecological benefits they give to the entire prairie ecosystem. Another example is the assessment of the health of the soil and water before introducing sacred plant medicines and a Three Sisters garden to the site.

Curriculum experts at Anishinabe Academy have tied these lessons to MN state science, math, and social studies standards and incorporate them into yearly curriculum in the classroom. We will continue to measure outcomes through teacher assessment of students, tracking participation numbers in family field trips, and through talking circles that explore Tribal history, culture, values, and practices.

Activity Milestones:

Description	Approximate Completion Date
Hire Program Coordinator to assist with expansion of programming to include 6-12th grade students.	December 31, 2024
130 students from grades 3-5 will attend two standards-based, educational field trips, annually.	June 30, 2025
Families will participate in biannual family events focused on restoration and Native garden installation.	June 30, 2026
High School student mentors will lead Indigenous ecology activities during 3-6 annual elementary field trips.	June 30, 2027
Program expanded to include 6-12th graders attending Native schools, with 1-2 annual trips to site.	June 30, 2027

Activity 2: Habitat Enhancement

Activity Budget: \$287,504

Activity Description:

This parcel was severely degraded with a high density of buckthorn and other invasive species. Initial habitat restoration has already started thanks to previous funding by the ENRTF. Phase two of restoration will include enhancements to promote biodiversity and reduce erosion into Valley Creek and the downstream St. Croix River.

The floodplain forest work includes planting 1,000 shrubs and selecting specific shrubs to create eco patches. Eco patches are a 10x10 foot square with native plants and shrubs fenced to deter deer browsing. We will solarize the soil before installation to kill any invasive species in the eco patches.

We will enhance the upland prairie through interseeding and planting plugs, and conduct a prescribed burn in the final year of the grant. We will interseed grasses and forbs along the woodland edge, and plant plugs of species that are difficult to source or grow from seed. We will plant native trees and shrubs around the outer edge of the woodland to provide a wildlife buffer around the site.

Throughout the site, we will apply herbicide and mow each year to control invasive species regrowth. All plantings and seeding throughout the site will include culturally significant and desirable native species.

Activity Milestones:

Description	Approximate Completion Date
Eco-patch installation and solarization in the forested floodplain (17 acres).	December 31, 2024
Eco-patches and ecologically/culturally significant bare root shrubs installed in 17 acres of forested floodplain.	December 31, 2025
Frost inter-seeding completed in woodland edge and prairie sections (2 acres total)	December 31, 2026
100% of ecologically/culturally significant prairie plugs installed in collaboration with school and community partners.	June 30, 2027
Follow-up prairie and woodland treatments and invasive species removal	June 30, 2027

Project Partners and Collaborators

Name	Organization	Role	Receiving Funds
Laura Sullivan, Principal	Anishinabe Academy	Anishinabe Academy is a Minneapolis Public School that serves primarily Dakota and Ojibwe students. They exist to engage urban Indigenous students by integrating and reclaiming Native American identities, cultures and languages through authentic academic experiences. Our partnership began in 2018 and we hope to continue expanding it with this program.	Yes

Dissemination

Describe your plans for dissemination, presentation, documentation, or sharing of data, results, samples, physical collections, and other products and how they will follow ENRTF Acknowledgement Requirements and Guidelines.

Belwin plans to feature this project in our print and e-newsletters, both when phase two funding is first secured and near the completion of the ENTRF funding to highlight progress. We will also host continuous community events at the restoration and education site each spring and fall to introduce more community members to the project. Belwin will install signage at the site describing the partnership and acknowledging ENTRF funding.

Anishinabe Academy will keep and prepare a lesson plan library that will include handouts for students and families to access any time. This will provide students with an ongoing connection to the lessons. Any curriculum developed in conjunction with this project will be available to other schools and districts to use as a resource as well. We will make particular effort to share this information with Minneapolis Public Schools, St. Paul Public Schools, Stillwater Area Public Schools, and the Minnesota Department of Education.

Together, both organizations will also present educational resources at regional educational conferences, including Minnesota Indian Education Association (MIEA) and Understand Native MN's Educator's Academy, as well as share restoration findings with local conservation groups at minimum once a year throughout the duration of the project.

We will acknowledge the Environment and Natural Resources Trust Fund through use of the trust fund logo or attribution language on project print and electronic media, publications, signage, and other communications per the ENTRF Acknowledgment Guidelines.

Long-Term Implementation and Funding

Describe how the results will be implemented and how any ongoing effort will be funded. If not already addressed as part of the project, how will findings, results, and products developed be implemented after project completion? If additional work is needed, how will this work be funded?

Education programs with Anishinabe Academy and other schools and programs will continue for the long-term. After programs are firmly established, they will be funded by the school and other grantors, including private foundations and state and federal funds available for Indigenous-focused public school programming.

Together with Anishinabe Academy and Indigenous partners, Belwin will continue to manage the restored land to maintain appropriate plant diversity and low occurrence of invasive species. We will seek grant funding for additional restoration enhancements. Long-term maintenance of the land will be absorbed into Belwin's annual budget.

Other ENRTF Appropriations Awarded in the Last Six Years

Name	Appropriation	Amount Awarded
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Restoring Land, Reviving Heritage: Conservation Through Indigenous Culture	M.L. 2021, First Special Session, Chp. 6, Art. 6, Sec. 2, Subd. 05f	\$420,000
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Budget Summary

Category / Name	Subcategory or Type	Description	Purpose	Gen. Ineligible	% Benefits	# FTE	Classified Staff?	\$ Amount
Personnel								
Land Assistant/Specialist		Land restoration			15%	0.45		\$18,420
Operations Director		Oversee and conduct habitat restoration			22%	0.3		\$3,330
Program Director		Oversee Program Manager and Program Coordinator			18%	0.15		\$14,913
Program Manager		Manage contracting processes, development of education program, and grant administration			20%	3		\$209,508
Program Coordinator		Coordinate partnerships and programming with urban Native schools			20%	2.4		\$178,029
							Sub Total	\$424,200
Contracts and Services								
TBD	Professional or Technical Service Contract	Restoration Enhancement activities in the Woodland, Forested Floodplain and Prairie Sections: long-term forest health management, buckthorn removal maintenance and indigenous method of seeding/planting upkeep with culturally specific plant materials. Ongoing prairie maintenance and introduction of culturally significant and ecologically appropriate plant material.				1.5		\$161,000
TBD	Professional or Technical Service Contract	Indigenous elders and experts from the greater Native community in the Twin Cities, with localized Traditional Ecological Knowledge, to run specialized ecology programming year-round (Dakota star storytelling, etc.)				0.3		\$15,000
TBD	Professional or Technical Service Contract	Contracted work will include involving Native experts on food sovereignty and preserving Indigenous foodways. They will implement Indigenous garden/ecology programming at site with Anishinabe Academy and other Indigenous MPS students year-round.				0.6		\$16,500
Anishinabe Academy	Sub award	Anishinabe Academy and MPS teaching staff to facilitate summer learning, field trips, and				1.5		\$12,000

		community events year round. This is a single source contract because teaching staff will be tied to the project throughout the school year. Continuity through the summer and weekend events will provide the best educational experience.						
							Sub Total	\$204,500
Equipment, Tools, and Supplies								
	Tools and Supplies	Sanitation Equipment for field trip use (biffs)	Year round contract for 1 regular and 1 ADA unit, plus winterization, for a total of 3 years.					\$14,000
	Tools and Supplies	Materials for culturally significant food preservation and Indigenous seed keeping techniques (Collection bags, material to weave baskets for prairie seed collection, racks for drying herbs/medicines/foods, kettle for making Cedar tea, etc.)	Introduce Indigenous food ways and preservation skills, using culturally appropriate materials and techniques, alongside environmental education curriculum					\$3,000
	Equipment	Rental tiller for garden	Till and install garden. Would rent for one day each year for two years.					\$1,200
	Tools and Supplies	Tribal varieties of plants and seeds	Planting in the garden and surrounding areas. Must use heirloom tribal varieties for cultural education.					\$4,500
	Tools and Supplies	Culturally significant ecology programming supplies	Commonly used Indigenous materials and objects to enrich ecological programming to teach about past and present cultural practices in Ojibwe and Dakota traditions (Beading for constellation projects, leather for drums, etc.)					\$5,000
	Equipment	Outdoor education supplies - Sit upons / folding chairs and/or moveable benches for site	Equipment to create movable outdoor learning spaces for talking circles and ecology lessons, in absence of formal building on the program site					\$1,400
	Tools and Supplies	STEAM Technology Devices - Classroom sets	Telescopes to be used in lessons on Dakota star storytelling; Handheld cameras + GPS devices for site exploration, plant identification, and photo point documentation	X				\$5,500

	Equipment	Snow gear for students	Extra snow boots, hats/mittens, and coats for students without access to cold weather gear during winter programming and ecology lessons						\$2,300
	Tools and Supplies	Solar-powered lights (\$75 per light for a total of 4 lights)	Lights for increased safety and security during evening outdoor activities						\$300
								Sub Total	\$37,200
Capital Expenditures									
								Sub Total	-
Acquisitions and Stewardship									
								Sub Total	-
Travel In Minnesota									
	Other	Buses for students and families (\$500/bus per trip. 10 trips per year for three years.)	Field trip transportation from Anishinabe Academy to Belwin Conservancy for environmental education field trips and cultural family events.						\$19,000
	Other	Travel for presentations and site visits to community partners	Program Coordinator mileage for visits to Indigenous community partners for education programming planning sessions.						\$2,000
								Sub Total	\$21,000
Travel Outside Minnesota									
								Sub Total	-
Printing and Publication									
								Sub Total	-
Other Expenses									
		Minnesota Indian Educator's Association (MIEA) conference presenter's fee (\$350 per conference	Annual state-wide conference to present to fellow Indigenous						\$1,100

		attendee, one attendee per year; one conference per year)	educators about project findings and shareable learning models.					
							Sub Total	\$1,100
							Grand Total	\$688,000

Classified Staff or Generally Ineligible Expenses

Category/Name	Subcategory or Type	Description	Justification Ineligible Expense or Classified Staff Request
Equipment, Tools, and Supplies		STEAM Technology Devices - Classroom sets	<p>Technology will be used in programming to teach students specialized Indigenous knowledge regarding star formations and storytelling traditions (telescopes), as well as restoration concepts such as plant identification and photo point documentation (GPS & cameras). These concepts are crucial for the development of this partnership to include 6-12th grade students and the ongoing, collaborative nature of our restoration management with the students and families of Anishinabe Academy and new partners. This funding will directly address the gap we have experienced over the first three years of the partnership in students' ability to weave together traditional ecological knowledge and modern technology - a crucial skill set for Indigenous learners today. These devices will also unlock the ability to expand our lesson plans for students in 3rd-5th grade as they learn out on the land, and facilitate more robust sharing of their findings with classmates, families and other schools interested in similar pedagogies.</p>

Non ENRTF Funds

Category	Specific Source	Use	Status	\$ Amount
State				
			State Sub Total	-
Non-State				
In-Kind	Belwin Conservancy	Admin costs associated with running this program. One staff at 3% FTE for 3 years.	Secured	\$14,800
In-Kind	Anishinabe Academy	Admin costs associated with running this program. Two staff at 2% FTE for 2 years.	Secured	\$10,000
In-Kind	Anishinabe Academy	Curriculum Development. One staff at 3% FTE for 2 years.	Secured	\$6,300
In-Kind	Anishinabe Academy	Licensed Teachers to supervise field trips and do classroom instruction. Four staff at 5% FTE for 2 years.	Secured	\$42,800
In-Kind	Anishinabe Academy	Food for field trips and family events. Provided out of general operating money from the school or through another grant if secured.	Secured	\$5,000
Cash	Shakopee Mdewakanton Sioux Community	Curriculum development for Anishinabe Academy field trips and culturally significant materials for classroom work.	Potential	\$10,000
Cash	Minneapolis Educator Leadership Grant	Supplementing cost of field trips, program supplies, and instruction experts.	Potential	\$10,000
			Non State Sub Total	\$98,900
			Funds Total	\$98,900

Acquisition and Restoration

Parcel List

Name	County	Site Significance	Activity	Acres	Miles	Estimated Cost	Type of Landowner	Easement or Title Holder	Status of Work
Valley Creek (VC) 9 and 10	Washington	Floodplain forest, upland forest, prairie, and trout stream. Land is situated on a stretch of Valley Creek, a regionally significant trout stream with spawning brown, rainbow, and brook trout.	Restoration	18	0.12	\$220,000	Private	Parcel would stay under Belwin Conservancy ownership.	In Progress
Totals				18	0.12	\$220,000			

Restoration

1. Provide a statement confirming that all restoration activities completed with these funds will occur on land permanently protected by a conservation easement or public ownership.

All restoration activities completed with these funds will occur on land permanently protected by a conservation easement. Belwin has many permanently protected areas. The area we are proposing to restore is protected under a conservation easement with the Minnesota Land Trust.

2. Summarize the components and expected outcomes of restoration and management plans for the parcels to be restored by your organization, how these plans are kept on file by your organization, and overall strategies for long-term plan implementation.

This restoration parcel is divided into four main categories: streambed, floodplain forest, prairie, and woodland edge.

The streambed is in need of a full engineering and regulatory evaluation to determine if there is a need for restoration. The evaluation will include a review of the regulatory floodplain in the area and a field assessment of stream stability. It will take into account how the proposed upland restoration may affect overall stream stability, as well as agency requirements, permitting needs, and environmental review needs. This evaluation will give us planning level costs and a timeline and summary of how stream restoration could achieve our goals of improving the overall stream habitat.

The floodplain forest was heavily dominated by buckthorn up until 2023 when it was mowed with a forestry mower. We are currently in the first phase of restoration (funded by ENRTF) and will complete this initial restoration by June 30, 2024. Phase two of restoration will focus on habitat enhancement that includes promoting an understory of southern terrace forest shrubs, grasses, sedges, and forbs, and culturally significant plants that are ecologically appropriate. We plan to install eco patches, which consist of a 10x10 foot square with a native tree or shrub in the middle, surrounded by native plantings or seeding. To create an opening and control the invasive reed canary grass, we will install solar mats on top of the patch to solarize and kill the reed canary grass before planting. Planned enhancements to the understory will include planting native trees and shrubs to take the place of the buckthorn, and monitoring new plants for deer browse and invasive competition. We will continue to manage buckthorn in this area with spot herbicide treatments of any woody invasive regrowth.

Expected outcomes for restoration of the woodland area are:

- Maintain less than 25% cover of woody invasive species and 10% herbaceous invasive species
- Promote an understory composed of appropriate southern terrace forest shrubs, grasses, sedges and forbs

Prairie restoration work will be tailored to the site's newly installed prairie that will have only two seasons to grow before this grant period begins. During each growing season, we will complete mowings and targeted herbicide sprays as needed to control invasive species that attempt to establish in the new prairie. When the prairie is more well-established near the end of the grant period, we plan to complete a prescribed burn and install prairie plugs to augment and enhance the overall restoration. For the plugs, we will choose culturally significant plants and plants that typically have a harder time growing from seed or are difficult to source or purchase as seed.

Expected outcomes for the restoration of the prairie area are:

- Maintain cover of warm season grasses such as big bluestem, Indian grass, little bluestem, switchgrass and side oats grama
- Promote at least 10% cover of appropriate southern mesic prairie forbs to enhance species richness
- Maintain less than 10% cover of woody invasive species and less than 25% cover herbaceous invasive species

Woodland edge habitat surrounds the prairie in the uplands. We will remove some hazard trees and thin the canopy where needed to allow for better regeneration of desirable species. Restoration will also include planting new trees to

fill gaps and create a wildlife buffer between our program site and neighboring properties. We will apply herbicide to both woody and herbaceous invasives to control regrowth. The project work will be complete with a frost interseeding along the woodland edge to promote shade tolerant woodland understory species.

Belwin Conservancy has land management plans for all of our nearly 1,500 acres. These plans are based on the needs of each parcel and are reviewed periodically and before any major restoration project. Restoration projects are prioritized based on ecological significance, public use, and funding. After we complete initial restoration on an area, we update the management plan for needed restoration enhancements and ongoing maintenance.

3. Describe how restoration efforts will utilize and follow the Board of Soil and Water Resources “Native Vegetation Establishment and Enhancement Guidelines” in order to ensure ecological integrity and pollinator enhancement.

- Belwin staff have read and follow the guidelines in all restoration projects.
- We will complete major cutting on frozen ground to limit soil disturbance.
- We will make every effort to reduce or avoid the use of chemicals in this restoration project and will only use herbicides when other methods would not be effective.
- When needed, we will time herbicide treatments to limit the non-target damage to native plants and pollinators.
- We will include the highest level of diversity in species appropriate for the site when planting and seeding.
- For all plant material used in the restoration processes, we will use yellow tag seed and plants sourced as close to the site as possible.

4. Describe how the long-term maintenance and management needs of the parcel being restored with these funds will be met and financed into the future.

Belwin employs a staff with over 50 combined years of experience caring for natural resources. The long-term maintenance and management of our land is an established and funded part of our organization, with a 52-year track record of managing our lands back to health.

After restoration enhancements on this parcel are complete, Belwin staff, the school community, and volunteers will monitor the land to evaluate the success and inform long-term management needs. We rely on a community of people to help us monitor and assess our land for restoration success. Belwin staff will monitor the area several times each year and Anishinabe Academy students and families will be visiting the land often, taking measurements, and assessing restoration objectives (see section 6 below). We also often have volunteers, other educational groups, and scientists do projects on our land, walk trails, conduct bird counts, and generally use the area. All of these parties are asked to report back to Belwin what they see or measure so we can adjust our management plan to address any continuing restoration needs.

Although we need outside funding to complete initial restoration and restoration enhancements, Belwin is able to fund the long-term maintenance with our general operating budget. Our annual budget is funded through a combination of grants, individual donations, earned income, and endowment. A healthy native landscape requires less care than a non-native landscape, and that stability helps our organizational budget and goals.

5. Describe how consideration will be given to contracting with Conservation Corps of Minnesota for any restoration activities.

Upon execution of the grant contract, we will notify the Conservation Corps. We will also notify them of any RFPs we put out for restoration activities. Belwin has done this regularly in the past and will carefully consider proposals by the Conservation Corps among any other proposals we receive.

6. Provide a statement indicating that evaluations will be completed on parcels where activities were implemented both 1) initially after activity completion and 2) three years later as a follow-up. Evaluations should analyze improvements to the parcel and whether goals have been met, identify any problems with the implementation, and identify any findings that can be used to improve implementation of future restoration efforts at the site or

elsewhere.

We will evaluate restoration success by establishing photo points, and testing water and soil quality. Students and staff at Anishinabe Academy will complete basic water and soil quality testing, and may also add other measurements as part of their science curriculum. Belwin will keep this data year after year and document how it is collected so we can assume responsibility for the data collection if needed.

The photo monitoring will be done by Belwin staff. We will develop a photo monitoring program on this parcel similar to the monitoring we do for other areas of our land. We will select 1-3 photos points within the management unit, mark them with a post and record the GIS coordinates. We will take photos from those points in the same direction with the same camera (if possible) at the same time each year. Because spotted knapweed and European buckthorn are two of the most problematic species in the area, we plan to take the photos in June when the spotted knapweed is in flower, and again in October when the density of buckthorn in the understory is readily apparent.

Attachments

Required Attachments

Map

File: [e94c0857-b39.pdf](#)

Alternate Text for Map

The visual shows two maps - a large view of all of Belwin's land holdings, nearly 1,500 acres of land located in Afton and West Lakeland Township, MN. The holdings are not all contiguous, but are all in the same general area. The small map shows the program site....

Financial Capacity

File: [7b3f20cc-3fd.pdf](#)

Board Resolution or Letter

Title	File
Belwin Conservancy Board Letter & Resolution	5b00d3f6-533.pdf

Supplemental Attachments

Capital Project Questionnaire, Budget Supplements, Support Letter, Photos, Media, Other

Title	File
Division of Indian Work Letter of Support	cf6b29a6-56f.pdf
Anishinabe Academy Letter of Support	6a79c8d9-556.pdf
Minneapolis Public Schools - Superintendent Letter of Support	87df71fe-8bd.pdf

Difference between Proposal and Work Plan

Describe changes from Proposal to Work Plan Stage

A few substantive changes were made between the proposal and work plan stage of our project to reduce from the requested budget of \$765,000 to the approved amount of \$688,000:

We decreased budget line items within 'Equipment, Tools and Supplies' and 'Professional/Technical Contracts' to increase the Program Coordinator salary in accordance with updated roles and responsibilities after conversations with our school partner. We also combined two separate Education Contract lines into one that will focus primarily on implementing food sovereignty teachings within the programming. This is no longer a sub award, but instead will be a regular contract that will go through a bidding process to identify the contracting party.

We also made the decision to eliminate Activity 3 - Valley Creek Stream Assessment and postpone these activities to a future date. Our contracted restoration work was also reduced overall to meet budget restrictions, however all necessary restoration work will still be completed over the next three years in accordance with state restoration evaluation standards.

Additional Acknowledgements and Conditions:

The following are acknowledgements and conditions beyond those already included in the above workplan:

Do you understand and acknowledge the ENRTF repayment requirements if the use of capital equipment changes?

N/A

Do you agree travel expenses must follow the "Commissioner's Plan" promulgated by the Commissioner of Management of Budget or, for University of Minnesota projects, the University of Minnesota plan?

Yes, I agree to the Commissioner's Plan.

Does your project have potential for royalties, copyrights, patents, sale of products and assets, or revenue generation?

No

Do you understand and acknowledge IP and revenue-return and sharing requirements in 116P.10?

N/A

Do you wish to request reinvestment of any revenues into your project instead of returning revenue to the ENRTF?

N/A

Does your project include original, hypothesis-driven research?

No

Does the organization have a fiscal agent for this project?

No

Does your project include the pre-design, design, construction, or renovation of a building, trail, campground, or other fixed capital asset costing \$10,000 or more or large-scale stream or wetland restoration?

No

Do you propose using an appropriation from the Environment and Natural Resources Trust Fund to conduct a project that provides children's services (as defined in Minnesota Statutes section 299C.61 Subd.7 as "the provision of care, treatment, education, training, instruction, or recreation to children")?

Yes

Do you certify that background checks are performed for background check crimes, as defined in Minnesota Statutes, section 299C.61, Subd. 2, on all employees, contractors, and volunteers who have or may have access to a child to whom children's services are provided by your organization?

Yes