



Environment and Natural Resources Trust Fund

M.L. 2025 Approved Work Plan

General Information

ID Number: 2025-019

Staff Lead: Tiffany Schaufler

Date this document submitted to LCCMR: June 13, 2025

Project Title: Teacher Field School - Phase 2: Increasing Impact

Project Budget: \$712,000

Project Manager Information

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Project Reporting

Date Work Plan Approved by LCCMR: June 24, 2025

Reporting Schedule: March 1 / September 1 of each year.

Project Completion: June 30, 2028

Final Report Due Date: August 14, 2028

Legal Information

Legal Citation: M.L. 2025, First Special Session, Chp. 1, Art. 2, Sec. 2, Subd. 05c

Appropriation Language: \$712,000 the first year is from the trust fund to the commissioner of natural resources for an agreement with Hamline University to continue the teacher field school program that trains teachers how to connect academic content with environmental stewardship, natural resource conservation, and outdoor recreation. This appropriation is also to pilot a train-the-trainer model for nature-based education practices.

Appropriation End Date: June 30, 2028

Narrative

Project Summary: Building on our successful LCCMR-funded, immersive, research-backed Teacher Field School, we expand the network of nature-based educators and pilot a train-the-trainer model to increase student learning and stewardship habits.

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

Minnesota's future depends on residents who value our natural resources. Youth connected to nature become adults who value and support natural resource investments. Nature-based education (NBE) helps teachers connect academic content with inquiry and meaningful stewardship, enhancing intellectual, physical and mental health (particularly for those most at risk); relevance; interdisciplinary connections; and educational outcomes; as well as conservation ethics. Teachers identify lack of knowledge, skills and confidence, grounded in gaps in professional development (PD), as barriers to NBE. Existing PD is often too short, narrow, and disconnected from standards. Evaluations of our pilot Teacher Field School (TFS) – nature-immersed weekend retreats to build capacity to employ NBE across the curriculum – were extremely positive with significant shifts in teachers' knowledge, competence and confidence, and uptake of NBE within the pilot school. With our current LCCMR grant, we are training 50+ Minnesota teachers in NBE. Demand is high – 196 applied for this year's cohort; 28 teachers from four schools were chosen for the first year. After MPR and national media coverage (attached), school districts from within MN and beyond have requested consultation. Clearly, Minnesota is a leader in this area. We must refine our model and increase our capacity to scale this work.

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.

With the success of, and demand for, our TFS, we address LCCMR priority C (indirectly BDEF) by 1) serving two additional cohorts, each of 28 teachers from Minnesota schools; 2) engaging TFS alumni and educational leaders to co-develop a "train-the-trainer" model to expand our reach; and 3) piloting the train-the-trainer model with a cohort of experienced nature-based educators. Teacher cohorts will have an immersive experience in NBE, building content knowledge, skills and confidence to integrate nature across their existing curriculum. Teachers will be guided in integrating NBE with new and existing Minnesota standards across ALL disciplines, many of which connect to Minnesota's unique environmental, social, and historical events that invite teachers to venture outdoors. Based on a US Dept of Education-funded model for preparing teacher-leaders at Hamline University, trainers will receive nature-immersed instruction in providing TFS cohort training. We are leveraging a multiplier effect: if each of 28 participating teachers has 25 students, together, they reach 700 students/year. The train-the-trainer model multiplies the effect and increases impact substantially: for example, if 12 trainers each train ten teachers in a year, those 120 teachers reach an additional 3000 students per year.

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?

1. Measurable increase in teacher and student understanding of and connectedness to nature, increasing natural resource conservation, protection, and stewardship dispositions and behaviors.
2. We will leverage partnerships to support 56+ teachers in addressing academic standards across the curriculum that directly connect students and teachers to issues specific to Minnesota's natural heritage and wildlife.
3. Teachers will demonstrate measurable increases in skills, abilities, and dispositions toward NBE, resulting in gains in student engagement and learning outcomes as well as connection to nature in Minnesota.
4. We will expand capacity for teachers across Minnesota through developing a statewide network

Project Location

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

Statewide

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

Statewide

When will the work impact occur?

During the Project and In the Future

Activities and Milestones

Activity 1: Year 1: Implement fourth TFS cohort, with emphasis on integrating academic standards and inclusion of diverse perspectives and community partners.

Activity Budget: \$234,128

Activity Description:

Objective: Plan for delivery, implementation, outcomes, and evaluation of Field School, with steps for mid-course corrections.

Tasks:

1. Establish program outcomes, teacher confidence and efficacy goals/expected gains, and team lead responsibilities.
2. Recruit initial cohorts of teacher teams (24-26 teachers; 3+ teachers per school), representing urban, suburban, and rural schools. Selection criteria include:
geographic and sociodemographic balance between urban and rural;
support and participation from school or district leadership because this increases likelihood for system change,
clear articulation of goals for integrating NBE into the existing curriculum.
Intentional recruitment of schools with high populations of underrepresented/marginalized communities.
3. PIs work with teams to create individualized support plans. Goals around culturally-sustaining practices that center students' lived experience and increase access to and enjoyment of natural resources will be translated into concrete steps to ensure smooth transition to NBE, and identification of NBE outcomes for individual teachers as well as teams and schools. This can help promote systems change as cohort members identify and articulate academic, social, and emotional outcomes for their students.
4. Launch student impact study to measure connectedness to nature and conservation mindsets.
5. Continue monitoring, through interviews and focus groups, teacher growth as stated in outcomes

Activity Milestones:

| Description | Approximate Completion Date |
|---|-----------------------------|
| Recruit and build cohort teams, establish team goals and roles, finalize design of retreat series | September 30, 2025 |
| Create peer-reviewed conference presentation or article to share findings from the TFS cohort to date | May 31, 2026 |
| 28 teachers complete year 1 cohort | May 31, 2026 |
| Conduct first retreat series and support teachers between retreats via work directly with team leads | June 30, 2026 |
| Research and evaluate impacts of retreats on teachers; launch student impact study | June 30, 2026 |

Activity 2: Years 2-3 Develop and Pilot a Train-the-Trainer Model to Extend Professional Development (PD) Capacity and Reach, Multiplying Impact on Students

Activity Budget: \$205,361

Activity Description:

Objective: Building on successful teacher leadership models and standards, we pilot a train-the-trainer model to expand capacity to provide Nature-based education (NBE) PD to hundreds of teachers, who in turn, reach thousands of students.

Tasks:

1. Recruit a small advisory group of prior Teacher Field School (TFS) cohort members and experienced nature-based educators to provide input.
2. Develop and refine a framework for a two-year PD teacher-leadership model to train nature-based educators who will contribute to the broader uptake of NBE across Minnesota. During year 2 we will train trainers in NBE PD principles and orient them to the TFS retreat series content and delivery approach. During year 3, trainers will conduct, with PI

support, the fifth TFS cohort (see Activity 3). Others will be supported in implementing self-designed PD in their local communities.

3. Recruit 12 teachers with NBE experience, prioritizing selection of prior TFS cohort members, as the first cohort of trainers.

4. Implement the first year of the train-the-trainer model.

5. Evaluate the success of the train-the-trainer model in enhancing trainers' NBE and PD knowledge and skills, administrator support, ideas for improvement.

6. Revisit student impact study to increase measures of MN natural resource stewardship, if needed.

Activity Milestones:

| Description | Approximate Completion Date |
|--|-----------------------------|
| Recruit advisory members, design train-the-trainer model | September 30, 2026 |
| Recruit and train first cohort of 12 trainers | May 31, 2027 |
| Conduct train-the-trainer program evaluation and refine student impact study | June 30, 2027 |
| Evaluate student impact study and analyze initial findings | December 31, 2027 |

Activity 3: Years 2-3 Support Nature-based Educator Trainers-in-Training in Conducting Fifth Cohort and Local PD

Activity Budget: \$272,511

Activity Description:

Objective: Successfully prepare trainers to multiply impact on teachers

Description:

Cohort recruitment and PD implementation will proceed much as it has in prior cohorts, but select participants of the train-the-trainer program will take the lead, with our PI team providing support and coaching. This phase results in a fifth trained cohort of 28 teachers (totaling 112 teachers between first LCCMR grant and this proposed LCCMR project), as well as a cohort of 28 trained facilitators that can increase the PI team's PD capacity and multiply our PD efforts throughout Minnesota.

Tasks:

1. With support, selected trainers-in-training recruit 4-5 teams of K-6 teachers (28 max).
2. With support, trainers-in-training hold preparatory conversations with each team to create individualized support plans that identify NBE goals for individual teachers, the teacher teams, and schools.
3. With support, trainers-in-training implement retreat series and support teachers between retreats.
4. PI team meets with trainers-in-training to debrief each retreat.
5. PI team supports other trainers-in-training to develop and implement local PD offerings.
6. Administer pre-intervention teacher survey assessing NBE practices, skills, confidence and nature connectedness pre- and post-retreats, supplemented with focus
7. Disseminate TFS findings and share stories through conference presentations, publications, and local/international media outreach

Activity Milestones:

| Description | Approximate Completion Date |
|---|-----------------------------|
| With support, trainers-in-training recruit and build first cohort of 28 teachers including teacher team leads | June 30, 2027 |
| Trainers-in-training and PI Team finalize retreat design, procure needed supplies, and conduct retreat series | June 30, 2028 |
| PI team provides ongoing support to trainers-in-training | June 30, 2028 |

| | |
|---|---------------|
| Continue evaluation and assessment, conduct outreach and continue dissemination | June 30, 2028 |
|---|---------------|

Project Partners and Collaborators

| Name | Organization | Role | Receiving Funds |
|--------------------|--|--|-----------------|
| Dr Cathy Jordan | University of Minnesota | Director of Leadership & Education at the Institute on the Environment and Professor of Pediatrics, University of Minnesota; Consulting Research Director, Children & Nature Network. Jordan will oversee the evaluation of this project, provide theoretical and evidence-based grounding for the NBE model, and serve as co-teacher during retreats. | Yes |
| Dr Carrie Jennings | Freshwater | Dr. Jennings is Director of Research and Policy at Freshwater Society. She will co-teach retreats, helping teacher participants develop landscape literacy, interpret the environmental history of the land, and understand the connections between land use and water quality. | Yes |
| Dr Kate Pound | Freshwater | Dr. Pound is a geology professor who works with pre- and in-service teachers to build earth science content knowledge and pedagogy in field settings. She will work with teachers at the Field School to build understanding of earth processes and help them integrate NBE, inquiry, and Minnesota standards into curriculum. | Yes |
| Dr Hillary Barron | Bemidji State University | Dr. Barron, descendent of the White Earth Band of Ojibwe, is biology faculty at Bemidji State University. Her research focuses on creating equitable and culturally responsive science learning. She co-developed the MN Ethnic Studies academic standards. For this project, she will advise on aligning NBE with Ethnic Studies state standards. | Yes |
| Lyz Jaakola | Fond du Lac Tribal and Community College | Lyz Jaakola, an enrolled member of the Fond du Lac band of Lake Superior Ojibwe, teaches Music, American Indian studies, and Media Production at Fond du Lac Tribal and Community College. She will work with teachers to integrate nature-based and arts-based approaches across the curriculum, grounded in traditional ecological knowledge. | 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.

We intend to conduct regular outreach to local and regional media to share our story. We are working on academic articles to describe our project and findings to date, and intend to submit the articles to research association conferences and teacher education journals. We are continuing to compile all of our teaching notes, lessons, activity plans and outlines with the intention of creating a teacher toolkit that can be shared widely. This work will be made easier with our teacher-leadership cohort as part of their work will be to help us compile curriculum. We are exploring the possibility of creating a website. The Environment and Natural Resources Trust Fund will be acknowledged in every instance, through use of the Trust Fund logo as well as attribution language. This includes print and electronic media, publications, signage, slide presentations and other communications per the ENRTF 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?

Teacher teams will be supported in implementing NBE, and in coaching and supporting colleagues at their schools during their cohort year and in the year following cohort participation. Our team will support trained trainers in implementing local PD. Program evaluation findings will be published and shared with teachers across Minnesota. Our team will use lessons learned to coordinate with Hamline to further expand and institutionalize the Teacher Field School; financial barriers to participation in a permanent Field School due to tuition and travel costs will be offset by successful fundraising efforts conducted by program partners or other collaborations.

Other ENRTF Appropriations Awarded in the Last Six Years

| Name | Appropriation | Amount Awarded |
|--|--|----------------|
| Teacher Field School: Stewardship through Nature-Based Education | M.L. 2022, , Chp. 94, Art. , Sec. 2, Subd. 05a | \$500,000 |

Budget Summary

| Category / Name | Subcategory or Type | Description | Purpose | Gen. Ineligible | % Benefits | # FTE | Classified Staff? | \$ Amount |
|---------------------------------------|---------------------|--|---|-----------------|------------|-------|-------------------|------------------|
| Personnel | | | | | | | | |
| | | | | | | | Sub Total | - |
| Contracts and Services | | | | | | | | |
| University of Minnesota | Subaward | For TFS team member C Jordan. Program development, teach evidence base, evaluate project, supervise graduate student or evaluator research. \$131,651 will go to personnel, including fringe and benefit | | | | 3.3 | | \$131,651 |
| Freshwater | Subaward | TFS Team members K Pound (40% FTE 83,200 in yrs 1, 2, 3= 249,600) and C Jennings (5%FTE 10,400 in yrs 1, 2, 3 = 31,200). Planning professional development content, developing materials, performing standards review, and on-site leadership, mentoring, and presentations. Mileage for both approx \$1930. | | | | 0.75 | | \$282,730 |
| Lyz Jaakola | Service Contract | Native educator to co-lead 3 of 5 retreats yrs. 1 and 3; advise on train the trainer model development with respect to traditional ecological knowledge. Based on a rate of \$100/hr over approx 70 hours in years 1-3. | | | | 0 | | \$7,000 |
| Hillary Barron | Service Contract | Consult on alignment with state academic standards and traditional ecological knowledge. Based on an honorarium payment amount for time spent consulting. | | | | 0 | | \$1,000 |
| | | | | | | | Sub Total | \$422,381 |
| Equipment, Tools, and Supplies | | | | | | | | |
| | Tools and Supplies | To be purchased by TFS team Jordan, Jennings, Pound, and Born for use at retreats. Daypacks with teaching gear and supplies etc. Field guides or other resources, and incidentals. Years 1-3 | Corresponding to Activity 1, Milestones 1 and 4, as well as Activity 3, Milestones 2 and 3; activities including establish, plan, and facilitate NBE retreats. Incidental needs that may arise during retreats, teacher toolkits of materials for 28 teachers in each of two cohorts, | | | | | \$24,588 |

| | | | | | | | | |
|-------------------------------------|-----------------------|--|--|--|--|--|------------------|-----------------|
| | | | years 1 & 3. Materials will be used by all teachers, used at every retreat of each series. Many "consumable" materials will be kept by teachers (field journals, colored pencils, water bottles, bug spray, etc.) and other materials (field guides, compasses, etc. will be re-used in future years) | | | | | |
| | Tools and Supplies | Supplies budget, trainers, yr 2; Approx \$833/trainer x 12 trainers = 10,000 | Corresponding to Activity 3, Milestones 1, 2, 3. Funds for trainers to purchase "non-consumable" supplies relevant to their PLCs for their use in facilitating NBE cohorts. Exact items will vary depending on site needs. Funds are discretionary and MAY include field supplies, books, or other materials for PLCs within allowable expense guidelines. materials will belong to schools and PLCS, NOT individual teachers or trainers. | | | | | \$10,000 |
| | | | | | | | Sub Total | \$34,588 |
| Capital Expenditures | | | | | | | | |
| | | | | | | | Sub Total | - |
| Acquisitions and Stewardship | | | | | | | | |
| | | | | | | | Sub Total | - |
| Travel In Minnesota | | | | | | | | |
| | Miles/ Meals/ Lodging | Mileage to program sites- PI: retreats, ELC, school site visits (\$.67/mi for each of 3 years): Y1 approx 657 mi; Y2 & Y3 approx 457 mi each) Total 1,571 mi @ .67/mi = \$1,053. | Hamline/Born Travel expense reimbursement | | | | | \$1,053 |
| | | | | | | | Sub Total | \$1,053 |
| Travel Outside Minnesota | | | | | | | | |

| | | | | | | | | |
|---------------------------------|--|--|--|--|--|--|------------------|-----------|
| | | | | | | | Sub Total | - |
| Printing and Publication | | | | | | | | |
| | | | | | | | Sub Total | - |
| Other Expenses | | | | | | | | |
| | | <p>Stipend- cohort teachers: \$1625 per teacher in years 1 and 3. 56 teachers x \$1625 = 91,000. Mileage reimbursement-Teachers: Y1: 28 teachers to 4 retreats at 80 miles rnd trip each = 8960 mi x \$.67/mi = \$6003, PLUS 28 teachers traveling 200 rnd trip mi. to Osprey Wilds = 5600 mi x \$.67/mi = \$3752; \$6003 + \$3752=\$9755. Y3: 28 teachers to 4 retreats at 80 mi rnd trip = 8960 mi x \$.67/mi = \$6003, PLUS 28 teachers traveling 200 mi rnd trip to Osprey Wilds = 5600 mi x \$.67/mi = \$3752; Y3 mileage = \$6003 + \$3752 = \$9755,. Total: \$91000 (stipends) + 9755 (mileage Y1) + 9755 (mileage Y2) =\$110,510</p> | <p>Stipend covers teachers' time to attend retreats, planning sessions etc. and may be used for personal or professional purpose at the teachers' discretion. Teachers: travel expense reimbursement</p> | | | | | \$110,510 |
| | | <p>Stipend-Guest instructors, advisors.\$250 per guest instructor for 5 guest instructors (\$1,250) in Y1, 2, 3 (\$3750); \$250 for 5 train the trainer advisors in yr. 2 (\$1,250/year for five advisors) = \$3,750 + 1250= 5000. Mileage, guests and advisors \$.67/mi: Y1= 5 individuals @80 mi = 400 mi. Y2 = 5 individuals @80 mi=400 mi Y3 = 5 individuals @80 miles = 400 mi Total 1,200 mi @.67/mi=\$804. Total: \$5000 (stipends) + \$804 Mileage =\$5804</p> | <p>Guest instructors/advisors will have expertise in areas relevant to each TFS cohort and MAY include specialists such as school admin/principals, special education professors, naturalists, garden educators, scientists, etc. Guest instructors/advisors will provide an outline of their contribution and will be expected to provide resources to share with the TFS participants. Guests and advisors: Travel expense reimbursement</p> | | | | | \$5,804 |
| | | <p>Stipend, Train the trainer participants.\$2000 per participant for 12 participants = \$24,000 per year in years 2 & 3, total of \$48,000. Y2: 12 trainers to 4 retreats at 80 mi rnd trip each (12x4x80) = 3840 mi x \$.67/mi = \$2752, PLUS 12 trainers traveling 200 mi rnd trip to Osprey Wilds (2400 mix \$.67/mi = 1608) \$2752 = 1608 = \$4360 PLUS PLUS 4 trainers to 4 retreats at 80 mi rnd trip, 4 x 80 x 4 = 5120 mi x \$.67/mi = \$3430 and 4 trainers traveling 200 me rnd</p> | <p>Participants will be selected via an application review by TFS team members. Trainers will be selected based on statement of commitment, plan for implementation, support from school admin, demonstrated success and expertise with NBE, ability to reach high numbers of teachers and willingness to support via mentorship role. Participants will be expected to</p> | | | | | \$52,896 |

| | | | | | | | | |
|--|--|--|--|---|--|--|-------------|-----------|
| | | trip to Osprey Wilds (800 mi x \$.67/mi) \$536; TOTAL: \$48000 + \$4360 + 536= =\$52,896 | contribute to dissemination of results by assisting with classroom observation, interviews and other data collection techniques. Participants will also submit written documentation of their journey as trainers which will include PD plans, outlines and outcomes, curriculum resources, outreach plans, and summary of results. | | | | | |
| | | Trainer and Team lead discretionary fund. One-time payment of \$300 per trainer for year 3 (\$300 per trainer x 12 trainers). One-time payment of \$250 per team lead (5 team leads x 250 = \$1250 per year in years 1 and 3, total of \$2,500). Trainer | Commensurate with Activity 3, Milestone 3: To support professional development and community of practice activities initiated by team leads/schools to occur within schools or districts. Expenses MAY include supplies or other materials acquired or created for PLCs created by trainers, within allowable expense guidelines. All materials purchased will belong to the schools, NOT the individuals. | | | | | \$6,100 |
| | | Principal Investigator course release-Two, 4-credit course releases or stipends in each academic year: 2025-26, 26-27, and 27-28.Course releases are equivalent to 10% of the PI's salary of \$74,895, approx \$7,489/course release | This "course buyout" expense confirms HUs commitment to assigning other professors to PIs existing course load, and guarantees HU will allow time in PI schedule away from regular duties in order to focus on TFS project, reporting and administration. | X | | | | \$56,168 |
| | | OSPREY WILDS facility rental expense for one, three-day rental in Ys 1, 2, 3. Total \$7500x3=\$22,500 | OSPREY WILDS Facility rental expense for one, three-day rental in Ys 1, 2 & 3. Total = \$7500 x 3 = \$22,500. Fee includes three classrooms, campfire ring, food and lodging for participants and TFS program team. | X | | | | \$22,500 |
| | | | | | | | Sub Total | \$253,978 |
| | | | | | | | Grand Total | \$712,000 |

Classified Staff or Generally Ineligible Expenses

| Category/Name | Subcategory or Type | Description | Justification Ineligible Expense or Classified Staff Request |
|----------------|---------------------|--|---|
| Other Expenses | | Principal Investigator course release- Two, 4-credit course releases or stipends in each academic year: 2025-26, 26-27, and 27-28. Course releases are equivalent to 10% of the PI's salary of \$74,895, approx \$7,489/course release | This course buyout censures HU will preserve PI's time to focus exclusively on grant activities and allows HU to engage other faculty to teach regular courses that PI would normally teach. |
| Other Expenses | | OSPREY WILDS facility rental expense for one, three-day rental in Ys 1, 2, 3. Total \$7500x3=\$22,500 | remote location of site requires food and lodging in order to have adequate time at the program site. Expense also includes time with an on-site naturalist, campfire, hike and other team-building activities important to coalesce the groups. Participants spend an extended period at this retreat and use the time to do a "deep dive" into the curriculum and unit planning as well as developing system-level change maps. |

Non ENRTF Funds

| Category | Specific Source | Use | Status | \$ Amount |
|-----------|-----------------|-----|---------------------|-----------|
| State | | | | |
| | | | State Sub Total | - |
| Non-State | | | | |
| | | | Non State Sub Total | - |
| | | | Funds Total | - |

Total Project Cost: \$712,000

This amount accurately reflects total project cost?

Yes

Attachments

Required Attachments

Visual Component

File: [e1c7e436-3b9.pdf](#)

Alternate Text for Visual Component

Arrows indicating an influx of teachers to the Field School, and arrows extending out from the Field School demonstrating teachers teaching students and colleagues. A second illustration shows the "multiplier effect" of teachers reaching more students and colleagues after completing a Train the trainer model...

Supplemental Attachments

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

| Title | File |
|--|----------------------------------|
| Letter of Support Edina Public School/Rieckenberg | 384d6a56-3c1.pdf |
| Letter of Support Osprey Wilds/Wood | e0dbc459-6f0.pdf |
| Letter of Support Bemidji/Barron | 4a657ce8-02b.pdf |
| Screenshot-Teacher Field School page-Hamline | 940ae6e5-135.pdf |
| MPR media coverage of TFS | 9d1a4634-a29.pdf |
| Children and Nature network article about TFS | a83404ee-e9e.pdf |
| Map of schools that responded to first TFS call for applicants | 2ebd39d6-023.pdf |
| Letter of Support U of MN SPA | a4df3640-b41.pdf |
| Letter of Support North American Association for Environmental Education | be2a92ae-595.pdf |
| Letter of Support Freshwater | 68603803-8d2.pdf |
| Letter of Support-Jaakola | 4b0edc75-042.pdf |
| Letter of Support Belwin/SPPS | 3fe5c2f8-094.pdf |

Difference between Proposal and Work Plan

Describe changes from Proposal to Work Plan Stage

We have worked hard to revise our program plan and budgets to achieve the goals stated in our proposal. Since we will be receiving less funding than requested, we have reduced the amount available for several line items while preserving the integrity of the project.

We reduced our trainer stipends from \$2500/teacher to \$2000/teacher, which represents a savings of \$12000 over the course of the project. Further, we reduced our cohort teacher stipend amount from \$2000 to \$1625/teacher, for 28 teachers over two years. This results in a savings of \$14000 over the course of the project. We reduced the trainer supply budget from \$28,000 to just \$10,000 and will approach local vendors to see about getting donations for teacher supplies. We also removed a \$4000 expense listed to support conference presentations, which was not an allowable expense.

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 understand that travel expenses are only approved if they 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 understand the Commissioner's Plan applies.

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")?

No

Provide the name(s) and organization(s) of additional individuals assisting in the completion of this project:

Donald Long, Hamline University

Do you understand that a named service contract does not constitute a funder-designated subrecipient or approval of a sole-source contract? In other words, a service contract entity is only approved if it has been selected according to the contracting rules identified in state law and policy for organizations that receive ENRTF funds through direct appropriations, or in the DNR's reimbursement manual for non-state organizations. These rules may include competitive bidding and prevailing wage requirements

Yes, I understand