

**Environment and Natural Resources Trust Fund
2014 Request for Proposals (RFP)**

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Project Title:

Trailblazers: District 196 Students Ensure Sustainable School Environments

Category: C. Environmental Education

Total Project Budget: \$ 1,876,026

Proposed Project Time Period for the Funding Requested: 3 Years, July 2014 - July 2016

Other Non-State Funds: \$ 0

Summary:

Over 4,000 students and staff each year will be empowered to work together on creative solutions for environmental problems and become practitioners of sustainable development on their local school campuses.

Name: Cathy Kindem

Sponsoring Organization: District 196 - Rosemount-Apple Valley-Eagan

Address: 3455 153rd Street W
Rosemount MN 55068

Telephone Number: (651) 423-7911

Email: cathy.kindem@district196.org

Web Address: _____

Location

Region: Metro

County Name: Dakota

City / Township: Rosemount-Apple Valley-Eagan

MP: 0613-2-234-proposa

Budget: 0613-2-234-bud

Qual: 0613-2-234-qualifi

Map: 0613-2-234-map-T

Resolution:

List:

| | | | |
|--------------------------|-------------------------|-----------------------------|-----------------|
| _____ Funding Priorities | _____ Multiple Benefits | _____ Outcomes | _____ Knowledge |
| Base | | | |
| _____ Extent of Impact | _____ Innovation | _____ Scientific/Tech Basis | _____ Urgency |
| _____ Capacity Readiness | _____ Leverage | _____ Employment | _____ TOTAL |



PROJECT TITLE: *Trailblazers: District 196 Students Ensure Sustainable School Environments*

I. PROJECT STATEMENT

District 196 desires to give elementary and middle school students’ opportunities to make strategic investments in environmental education through sustainable school projects. This project will address our current lack of environmental education connections into the daily curriculum. Our goal is that all fourth and sixth grade students will have access to a sustainable school project experience that would enable them to make informed decisions by working together on creative solutions for environmental problems and become practitioners of sustainable development. Over 3,800 students each year will be empowered to be part of the solution, starting today. Outcomes we aim to achieve are adapted from the *GreenPrint for Minnesota: State plan for environmental education, third edition*. By the end of the *Trailblazers for Sustainable School Environments* projects:

- (a) Students will demonstrate the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment.
- (b) Students will have the capacity to perceive and interpret the health of school environment systems and take appropriate action to maintain, restore, or improve the health of those systems.

The project will achieve these goals by allowing *Sustainable School Environment* teachers to work with each school and student class on developing a *Trailblazers for Sustainable School Environment Project*. Students will study sustainable practices and evaluate current practices in the school setting. Afterwards, each school group will select a project that will allow for the integration of sustainability learning into the rest of the school curriculum. Focuses of projects may include habitat enhancement, energy conservation, green technology, and sustainable lifestyles. Students will be involved in research, service learning projects, marketing and advertising their projects, and sharing results and findings with the school, our community, and state.

II. DESCRIPTION OF PROJECT ACTIVITIES

Activity 1: What is sustainability? Teacher Training

Budget: \$4,164

Professional development training will be offered to each fourth grade elementary teacher and STEM content middle school teachers (~150) on *Perspectives on Sustainability* and *What is Education for Sustainability?* These trainings will be 60-90 minutes in length, followed by continued coaching offered by the *Sustainable School Environment* teachers.

| Outcome | Completion Date |
|--|------------------------|
| 1. Teacher will understand the concept of sustainability and will develop an appreciation of education for sustainability. | July 2016 |
| 2. Teachers will understand how and plan ways to integration environmental education into their curriculum. | July 2016 |

Activity 2: Trailblazers for Sustainable School Environment Project

Budget: \$1,871,862

A project will be designed that will help students build a healthy future for their community for each school group participating. With the assistance of trained environmental education teachers (*Sustainable School Environment Teachers*), each student group will develop its own meaningful, coherent approach to improve curriculum and school campus ecology. Each project will link knowledge, inquiry, and action to help students be trailblazers for the community in using sustainability to catalyze



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change. Our school district will use the Sustainable Schools Project starter kit and curriculum as a guide to our work.

| Outcome | Completion Date |
|--|------------------------|
| <i>1. Students in fourth and sixth grade will demonstrate the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment by completing a Sustainable School Environment Project for their school each year.</i> | July 2016 |
| <i>2. Students have the capacity to perceive and interpret the health of their school environment systems and take appropriate action to maintain, restore, or improve the health of those systems.</i> | July 2016 |

III. PROJECT STRATEGY

A. Project Team/Partners

The main project team will consist of 4 *Sustainable School Environment* teachers with a strong background in environmental education and inquiry-based teaching strategies. These teachers will collaborate with the project manager, school staff at each building, students and community partners before, during, and after each *Trailblazers for Sustainable School Environment* project. These teachers will be responsible for providing professional development, designing integrated environmental education lessons, and working with students and staff to develop and implement the projects. During the projects, these teachers and the students will work with organizations currently invested in environmental education work. These curriculum and resource partners will include: DNR, Pollution Control Agency, Will Stegers Foundation, and the Jeffers Foundation. This initiative will also allow for partnerships to expand to Dakota County Technical College and the Sustainable Food Systems faculty as well as the U of MN Sustainability Education faculty. No organizational partners will receive money from the Trust Fund; the mentioned partners will be contributing time and resources.

B. Timeline Requirements

Step 1- July 2014: Hire Sustainable School Environment Teachers (*these teachers will develop the PD opportunities for district staff in order to begin the school projects and curriculum integration opportunities*)

Step 2 – Fall 2014: PD training on *Perspectives on Sustainability* and *What is Education for Sustainability?* (*teachers must be engaged in the work in order for environmental education to be integrated into the rest of the school curriculum*)

Step 3 – Fall-Summer 2014/15: *Trailblazers for Sustainable School Environment Project School Residencies* (*The Sustainable School Environmental Teachers will go to each school and develop and implement a student project. Also, document data for program outcomes, announce/highlight/celebrate student action steps to the community. Celebration will continue the project momentum and help students see the possibilities and opportunities within environmental challenges*)

Step 4: Repeat steps for Year 2 (2015-2016 and Year 3 (2016-2017) (*continuing the projects and adding new ones will allow for students to see sustainability is essential and the student learning can grow throughout the school experience*)

C. Long-Term Strategy and Future Funding Needs

The *Trailblazers: District 196 Students Ensure Sustainable School Environments Initiative* will impact over 4,000 students and staff each year. Over three years, the program will offer a spectrum of opportunities for students and staff to engage in an environmental education program that advances sustainability education while emerging environmental literate students. After the funding, this work will be completed by the teachers who would be trained and coached by the *Sustainable School Environment* teachers.

2014 Detailed Project Budget

Project Title: Trailblazers: District 196 Students Ensure Sustainable School Environments

IV. TOTAL ENRTF REQUEST BUDGET 3 years

| <u>BUDGET ITEM</u> | <u>AMOUNT</u> |
|--|----------------------------------|
| Personnel: Sustainable School Environment Teacher 1.0 FTE (paid to develop and facilitate professional development workshops, co-design and implement Trailblazers for sustainable school environment projects with ~3,900 student each school years. This will involve teaching lessons, meeting with partners, organizing project activities, and helping communicate project results to the community. 71% dollars toward salary, 29% dollars toward benefits, teacher contact (9 month), 2 positions) | \$615,954 a year x 3 = 1,847,862 |
| Contracts: | NA |
| Equipment/Tools/Supplies: School Environment Enhancement Supplies (it will vary from school to school - ex. plants, bird feeders, raised garden bed, new light bulbs) | 8,000 a year x 3 = \$24,000 |
| Acquisition (Fee Title or Permanent Easements): | NA |
| Travel: . | NA |
| Additional Budget Items: Professional Development Training on Education for Sustainability for ~150 teachers. Hourly rate is \$25.76 per teacher. | \$4,164 |
| TOTAL ENVIRONMENT AND NATURAL RESOURCES TRUST FUND \$ REQUEST = | \$1,876,026 |

V. OTHER FUNDS

| <u>SOURCE OF FUNDS</u> | <u>AMOUNT</u> | <u>Status</u> |
|---|---------------|---|
| Other Non-State \$ Being Applied to Project During Project Period: | NA | <i>Indicate: Secured or Pending</i> |
| Other State \$ Being Applied to Project During Project Period: | NA | <i>Indicate: Secured or Pending</i> |
| In-kind Services During Project Period: | NA | <i>Indicate: Secured or Pending</i> |
| Remaining \$ from Current ENRTF Appropriation (if applicable): | NA | <i>Indicate: Unspent? Not Legally Obligated? Other?</i> |
| Funding History: | NA | |

Trailblazers: District 196 Students Ensure Sustainable School Environments

School Environments Impacted...24

School District 196 Map

Mouse over a location on the map to view information on that site

Elementary Schools

- 1 Deerwood
- 2 Echo Park
- 3 Greenleaf
- 4 Highland
- 5 Northview
- 6 Oak Ridge
- 7 Parkview
- 8 Pinewood
- 9 Red Pine
- 10 Rosemount
- 11 Shannon Park
- 12 Southview
- 13 Thomas Lake
- 14 Westview
- 15 Woodland

Magnet Schools

- 16 Cedar Park - Science, Tech., Engineering and Math
- 17 Diamond Path - International Studies
- 18 Glacier Hills - Arts and Science

Middle Schools

- 20 Black Hawk
- 21 Shannon Park
- 22 Dakota Hills
- 23 Falcon Ridge
- 23 Rosemount
- 24 Scott Highlands
- 25 Valley

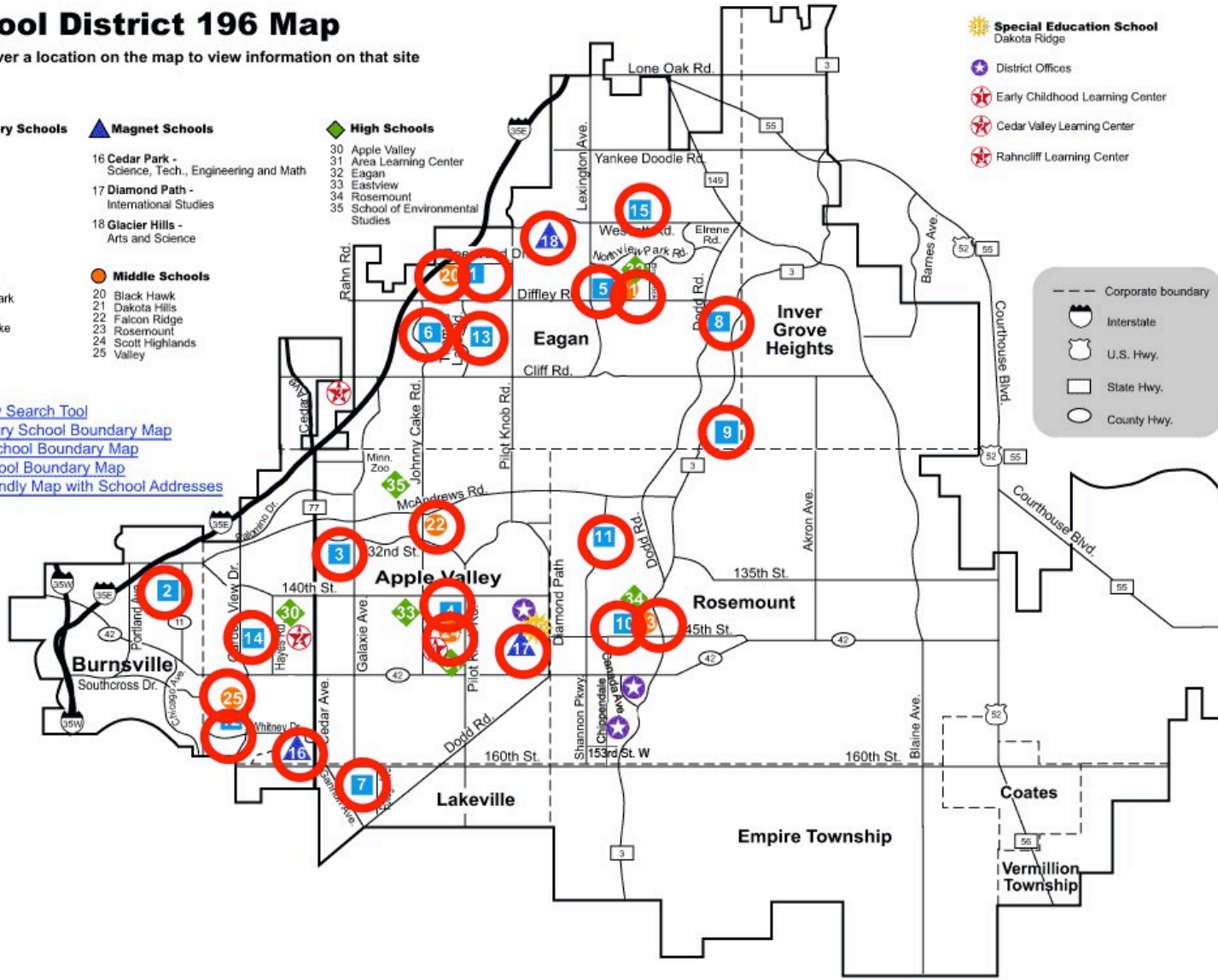
High Schools

- 30 Apple Valley
- 31 Area Learning Center
- 32 Eagan
- 33 Eastview
- 34 Rosemount
- 35 School of Environmental Studies

- Special Education School
Dakota Ridge
- District Offices
- Early Childhood Learning Center
- Cedar Valley Learning Center
- Rahnciff Learning Center

- Corporate boundary
- Interstate
- U.S. Hwy.
- State Hwy.
- County Hwy.

- [Boundary Search Tool](#)
- [Elementary School Boundary Map](#)
- [Middle School Boundary Map](#)
- [High School Boundary Map](#)
- [Print Friendly Map with School Addresses](#)





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Project Manager Qualifications & Organization Description

Project Manager Qualifications

The project director qualified to manage the project is District 196's Innovative Educational Programs Coordinator, Dr. Cathy Kindem. She will oversee the proposal activities for articulation of practices throughout the district along with support for curriculum writing. Kindem has a passion for environmental and STEM education. Her research and teaching focus on developing science teacher enthusiasts, inquiry-based teaching methods, STEM curriculum integration, and questioning techniques. Dr. Kindem has been recognized for her leadership in science education. She is the recipient of the 2010 Sylvia Shugrue Award for Elementary School Teachers sponsored by the NSTA for interdisciplinary, inquiry-based science teaching and the 2011 Medtronic Foundation Elementary Science Teacher of the Year Award, presented by the Minnesota Science Teacher Association for excellence in science teaching. Most recently, Dr. Kindem was selected as a 2012 Minnesota Finalist for the Presidential Award for Excellence in Science Teaching. She is a passionate advocate for STEM and environmental education, is an innovative leader of change, and has the skill set necessary to manage a project of this magnitude. #

Organization Description

Independent School District 196 is a state and nationally recognized E-12 public school district located in the south suburban Twin Cities, conveniently accessible to both Minneapolis and St. Paul. Also known as the Rosemount-Apple Valley-Eagan Public Schools, District 196 serves approximately 28,000 students in early childhood programs through 12th grade and is Minnesota's fourth largest school district. The 110 square mile district boundary includes all or part of seven cities - Rosemount, Apple Valley, Eagan, Burnsville, Coates, Inver Grove Heights and Lakeville - and rural Empire and Vermillion townships. District 196's mission is "Educating our students to reach their full potential".

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