

**Environment and Natural Resources Trust Fund  
2016 Request for Proposals (RFP)**

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**Project Title:**

**ENRTF ID: 094-C**

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

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**Category:** C. Environmental Education

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**Total Project Budget:** \$ 197,104

**Proposed Project Time Period for the Funding Requested:** 2 years, July 2016 to June 2018

**Summary:**

Improve the capacity of 1,250 students to be better stewards of the land in Minnesota by learning about Dakota Indian values and environmental principles through a standards-based experiential multi-media curriculum.

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**Sponsoring Organization:** Dakota Wicohan

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**Location**

**Region:** Statewide

**County Name:** Statewide

**City / Township:**

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**Alternate Text for Visual:**

Mni Sota Makoce: A Dakota Land Curriculum That Strengthens 1,250 Students Capacity to Be Good Stewards of the Environment

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



**Environment and Natural Resources Trust Fund (ENRTF)**

**2016 Main Proposal**

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

**I. 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 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, Perpich Center for Arts Education, 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.
- + 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.

With LCCMR funds, 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 LCCMR grant funds ends.

As the oldest cultural group in Minnesota, the Dakota offer a significant wisdom tradition about how to care for the environment. The Dakota worldview is based on the concept of *Mitakuye Owasin*, which literally means, “All My Relations.” The word for ‘earth’ in Dakota means ‘grandmother.’ 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. Dakota Wicohan’s *Mni Sota Makoce* curriculum was developed and tested thanks to Legacy funds administered by the Minnesota Humanities Center (MHC) and the Minnesota Historical Society (MHS). An intensive evaluation of our *Mni Sota Makoce* curriculum conducted in Fall 2014 at a middle school in southwestern Minnesota showed positive results for students and teachers. This project meets 2016 LCCMR environmental education funding priorities and we look forward to disseminating it to 1,250 learners with LCCMR support.

**II. PROJECT ACTIVITIES AND OUTCOMES**

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

**Budget: \$74,103**

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 materials so they can actively learn about and integrate Dakota values of caring for the land as a relative in their own lives and bioregions. They will be guided by trained teachers and facilitators. To support these facilitators, Dakota Wicohan will provide real-time feedback through emails, phone calls, and classroom visits. Students will learn about Dakota Indian environmental teachings. They will apply these teachings in their own lives and complete a final project. Past examples of student final projects include producing a video about the geological and cultural significance of the ancient granite in southwestern Minnesota. Students then presented their original video at two community gatherings reaching 100+. 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. Cohort 1 focuses on students in rural Minnesota. Cohort 2 will primarily engage students in the Twin Cities metro area.

<b>Outcome: 1,250 Students Can Actively Demonstrate Caring for our Relative the Land</b>	<b>Completion Date</b>
1. 375 students in Cohort 1 complete the <i>Mni Sota Makoce</i> curriculum.	12/31/2017
2. 875 students in Cohort 2 complete the <i>Mni Sota Makoce</i> curriculum.	06/30/2018



**Activity 2: Ensure Greatest Impact of Curriculum through Facilitator Preparation** Budget: \$70,808

Cross-cultural understanding is critical to effective delivery of the *Mni Sota Makoce* curriculum. But teachers can't teach what they don't know. With LCCMR support, Dakota Wicohan will offer an intensive cross-cultural environmental training workshop to transmit the confidence, knowledge, and capacity facilitators need to teach the new cross-curriculum well. We will contract with a graphic design firm to upload the training online. Then Dakota Wicohan will co-host the training in venues around the state. Our four (4) committed co-hosts are: Minnesota Valley History Learning Center, Minnesota Historical Society, Minnesota Humanities Center, and St. Cloud State University. Last, we will provide real-time support during the curriculum implementation through online teacher discussions, phone calls, and emails.

Outcome: 50 Facilitators Prepared to Teach Cross-Cultural Environmental Content	Completion Date
1. Develop a face-to-face teacher training for using <i>Mni Sota Makoce</i> with confidence, competence, and compliance with State Standards.	12/31/2016
2. Expand reach by adding an on-line training and ongoing support.	03/31/2017
3. Train 15 teachers with 2 educational partners in Year 1	06/30/2017
4. Train 35 teachers with 3 partners in Year 2	12/31/2017

**Activity 3: Evaluate and Report on Dakota Land Curriculum Impact** Budget: \$52,103

Evaluation is important to Dakota Wicohan. Leveraging our existing research partnership with UM-Morris, we will analyze an online student and teacher pre and post curriculum survey. Reports will demonstrate the impact on learner stewardship of the land and will help with future dissemination so that more Minnesotan students actively bring care and compassion for the environment into their communities and bioregions across the state.

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.	06/30/2018

**III. PROJECT STRATEGY**

**A. Project Team/Partners**

Dakota Wicohan will lead and manage the *Mni Sota Makoce* project. Since 2012, Dakota Wicohan's resource center has engaged more than 200 community members in Dakota language and lifeways classes, and connected over 1,000 Native and non-Native Minnesotans to educational trainings and resources. A talented team of Dakota educators will implement this project, including Darlene St. Clair, Associate Professor in Education and Director of Multicultural Resource Center at St. Cloud State University, and Dakota Wicohan's Planner, Teresa Peterson, who will complete her EdD in June 2015. St. Clair is an enrolled member of Lower Sioux Indian Community and Peterson is an enrolled member of Upper Sioux Dakota Community.

Subcontracting partners receiving LCCMR funds include: Minnesota Humanities Center, Minnesota Valley History Learning Center, St. Cloud State University, and UM-Morris.

In-kind services will be provided by the Minnesota Department of Education, Minnesota Historical Society, and Perpich Center for the Arts.

**B. Project Impact and Long-Term Strategy & C. Timeline Requirements**

Pilot study evaluation conducted by UM-Morris showed that students enjoyed *Mni Sota Makoce* and want more of it. Teachers noted increased student learner outcomes. 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. **This environmental education project meets 2016 LCCMR funding priorities as it is locally led, engages broad partners, and meets State Standards so teachers can integrate it into classrooms.**

## 2016 Detailed Project Budget

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

### IV. TOTAL ENRTF REQUEST BUDGET: \$197,104 for 2 years (July 2016 to June 2018)

<u>2016 Detailed Project Budget</u>	<u>AMOUNT</u>
<b>Personnel at Dakota Wicohan:</b> Glenn Wasicunna, Education Director, 0.1 FTE x \$60,000 in Yr 1 = \$6,000 and 0.1 FTE x \$63,000 in Yr 2 = \$6,300 = \$12,300; Nora Murphy, Communications Director, 0.20 FTE x \$60,000 in Yr 1 = \$12,00 and 0.20 FTE x \$63,000 in Yr 2 = \$12,600 = \$24,600; Dory Stands, Program Director, 0.20 FTE x \$40,000 in Yr 1 = \$4,200 and \$42,000 in Yr 2 = \$4,410 = \$8,610; Eileen O'Keefe, Contracts Manager, 0.10 FTE x \$42,000 in Yr 1 = \$4,200 and \$44,100 in Yr 2 = \$4,410. Subtotal Salary = \$53,910. Benefits for taxes, insurance, unemployment, FICA, etc are calculated at 23% or \$61,910 x 0.23 = \$14,239. Total Personnel is \$66,309.	\$ 66,309
<b>Professional/Technical/Service Contracts:</b> Project Coordinator: Darlene St. Clair, St. Cloud State, 20 hrs/month x 24 months x \$100/hr = \$48,000; Project Manager: Teresa Peterson, EdD, 10 hrs/month x 24 months x \$100/hr = \$24,000; Project Evaluator, Heather Peters, PhD, UM-Morris, \$18,000; Training Co-Hosts Receiving LCCMR Funds: Minnesota Valley History Learning Center (2 training x \$5,000 each = \$10,000); Minnesota Humanities Center (1 training x \$5,000 = \$5,000); St. Cloud State (1 training x \$5,000 = \$5,000) for a total of \$25,000; and Online Graphic Design Consultant: Smythe Graphics \$16,000 (will put to bid if required). Total Professional/Contract = \$126,000.	\$ 126,000
<b>Equipment/Tools/Supplies:</b> \$450/training workshop for hospitality & supplies x 5 workshops = \$2,200	\$ 2,200
<b>Acquisition (Fee Title or Permanent Easements):</b> NA	\$ -
<b>Travel:</b> 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 12 trips = \$1,695; and Hotel for for training workshops = \$90/night x 2 contractors x 5 workshops = \$900. Total travel = \$2,595	\$ 2,595
<b>Additional Budget Items:</b> <i>In this column, list any additional budget items that do not fit above categories. List by item(s) or item type(s) and explain how number was determined One row per type/category.</i>	\$ -
<b>TOTAL ENVIRONMENT AND NATURAL RESOURCES TRUST FUND \$ REQUEST =</b>	<b>\$ 197,104</b>

### V. OTHER FUNDS *(This entire section must be filled out. Do not delete rows. Indicate "N/A" if row is not applicable.)*

<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>	<u>Status</u>
<b>Other Non-State \$ To Be Applied To Project During Project Period:</b> <i>Dakota Wicohan will contribute \$9,855 in basic project costs to support this unique environmental education dissemination project at the rate of 5% of total direct costs. We will contributed general funds raised through individual donations and general operating grants from committed funders such as Otto Bremer Foundation.</i>	\$9,855	<i>Pending</i>
<b>Other State \$ To Be Applied To Project During Project Period:</b> NA	\$0	NA
<b>In-kind Services To Be Applied To Project During Project Period:</b> <i>In-kind contributors to this project are secured, including: Minnesota Historical Society (\$10,000 for training workshop development and technical support) and Perpich Center for Arts Education (\$12,000 for Barbara Cox support in teacher workshop development, delivery, and real-time teacher support)</i>	\$22,000	<i>Secured</i>
<b>Funding History:</b> NA	\$0	NA
<b>Remaining \$ From Current ENRTF Appropriation:</b> NA	\$0	NA

2014 PILOT  
EVALUATION  
FINDINGS\*

Students said:

“I want to do this curriculum again and in more classes.”

“It was good to learn the Dakota point of view.”

“I loved the stories about humans and animals.”

Teachers were more likely to:

+ Teach with confidence to new State Standards.

+ Use storytelling and find it effective in *increasing* learner outcomes.

\* Data from NIH-funded study by researchers from UM-Duluth and UM-Morris.



***Mni Sota Makoce:***  
**A Dakota Land Curriculum That Strengthens  
1,250 Students' Capacity to Be  
Good Stewards of the Environment**



**THE TOOL**

A Successful Multi-Media Experiential  
Dakota Land Curriculum



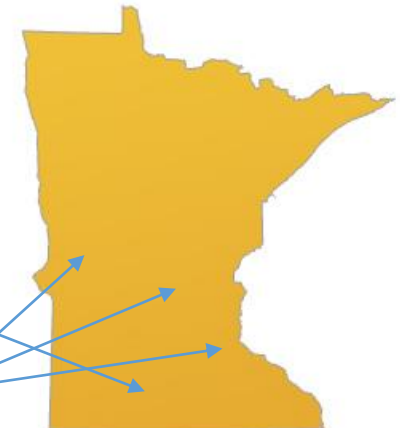
**CORE CURRICULUM MESSAGE**

The curriculum teaches students to care for the land like a relative.



**LCCMR DISSEMINATION**

1,250 Students Care More for the Land



**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.com](http://www.dakotawicohan.com).

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



**LEAD PERSONNEL:**

**DAKOTA LAND CURRICULUM THAT**

**STRENGTHENS 1,250 STUDENTS' CAPACITY TO BE GOOD STEWARDS OF THE ENVIRONMENT**

Dakota Wicohan is a 501-c-3 Non-Profit Cultural Resource Center in Rural Minnesota. Our Curriculum team includes the following professional staff. See [www.dakotawicohan.com](http://www.dakotawicohan.com).

- Darlene St. Clair (Iyekiyapiwin) (Lower Sioux) is an Associate Professor at St. Cloud State University where she teaches American Indian Studies and directs the Multicultural Resource Center. Her work focuses on several areas: Dakota Studies, the integrate of Native cultures, histories and languages into curricula and educational institutions, and the arts and cultural expressions of Native peoples. She organizes and teaches the yearly Native Studies Summer Workshop for Educators (NSSWE) and is a member of the planning team for the Anti-Racist Pedagogy Across the Curriculum (ARPAC) Project. She is Bdewakantunwan Dakota and an enrolled member of the Lower Sioux Indian Community in Minnesota. She will head up and coordinate this project, leading the workshop development, workshop implementation, teacher dissemination and support, and evaluation.
- Teresa Peterson (Upper Sioux) is a doctoral candidate in Education at UM-Duluth and the consulting Community Research and Planning Director at Dakota Wicohan, an educational nonprofit she helped found 12 years ago. The former Vice Chair of Upper Sioux, she has dozens of years of experience in education, leadership, and health. She will actively participate in co-designing the teacher training workshops and support network, co-leading the teacher trainings, and working on the project evaluation.
- Glenn Wasicunna (Sioux Valley), Education Director of Dakota Wicohan, is an elder, fluent Dakota speaker, and seasoned teacher, journalist, and author who will serve on the leadership team, contributing to all aspects of the project.
- Nora Murphy, Communications Director of Dakota Wicohan, is an experienced author and curriculum writer who will serve as the in-house point person for managing all aspects of the project—from scheduling the teacher trainings with the collaboration of statewide educational partners to assisting in data collection for the evaluation. She will also be in charge of managing the technical aspects of the teacher training and support network, coordinating the work of MHS and Smythe Graphics.

**Dakota Wicohan** is a Native non-profit founded in 2002 and previous recipient of Minnesota Legacy Funds used to write the *Mni Sota Makoce* curriculum. As a cultural resource center founded and led by Dakota people, Dakota Wicohan works to remember, reclaim, and reconnect Minnesotans to Dakota language and lifeways. The majority of our board, staff, and advisors are Dakota community members. For more information, please visit us at [www.dakotawicohan.com](http://www.dakotawicohan.com).

**Statewide Educational Collaborative Partners for Mni Sota Makoce Training & Dissemination:**

Minnesota Department of Education, Roseville, Indian Education, Dennis Olson  
Minnesota Historical Society, St Paul, Education & Outreach Departments, David Grabitske  
Minnesota Humanities Center, St Paul, Absent Narratives Training Workshop, Casey deMarais  
Minnesota Valley History Learning Center, Morton, Pauline Nickel (UM-SWRC)  
Perpich Center for the Arts, Golden Valley, Statewide Professional Development, Barbara Cox  
St Cloud State University, St Cloud, Multicultural Resource Center, Darlene St. Clair  
University of Minnesota-Morris, Morris, Center for Small Change and Dr. Heather Peters