



Environment and Natural Resources Trust Fund

2025 Request for Proposal

General Information

Proposal ID: 2025-034

Proposal Title: Creating Future Leaders in Outdoor and Environmental Leadership

Project Manager Information

Name: Ana Munro

Organization: North Hennepin Community College - Global and Cultural Studies Department

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Project Basic Information

Project Summary: Creating Future Outdoor & Environmental Leaders is a collaboration between K-12, higher education & outdoor organizations to increase environmental education, leadership, internship and career opportunities for underrepresented college and high school students.

ENRTF Funds Requested: \$345,000

Proposed Project Completion: June 30, 2028

LCCMR Funding Category: Environmental Education (C)

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

Narrative

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

This program will create 150 skilled outdoor and environmental leaders from underrepresented groups. Research shows that racial and underrepresented groups do not have equal access to the outdoors. Several barriers have been identified to wider connection to outdoor places, including lack of awareness and information, as well as lack of time, money, and/or access. These gaps are apparent in Minnesota, as highlighted in recent studies by the YMCA of the North and the University of Minnesota (2021) and the 2014 research by the Metropolitan Council. With an increasingly diverse U.S. population, equitable opportunity for connection with nature will prove critical for individual health and the wellbeing of the planet. Elementary students sometimes participate in activities at outdoor learning centers. However, this opportunity is often not available for high school and college students or, when it is, the costs are prohibitively expensive. This type of immersive, experiential, outdoor learning is very different to students' typical educational experience. The project is also an opportunity for high school students to participate in their first college courses, which creates a pathway for academic success for urban youth, and a pathway to outdoor education/internship/career opportunities with the relationship with the YMCA.

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 new outdoor & Environmental Leadership program will create a cohort of diverse youth leaders through experiential learning and career exploration with people in the field doing the work. We are intentionally working with staff in outdoor organizations whose employees represent our student cultural groups, including African, African American, Hmong, Latinx, Hmong and American Indian communities. The project is a collaboration between North Hennepin Community College, YMCA Camp Northern Lights, Three Rivers Park District, Minnesota DNR, Wilderness Inquiry, National Park Service, International Wolf Center, Save the Boundary Waters, Change Narratives, and five school districts; Robbinsdale, Edina, Brooklyn Center, Mounds View and Anoka Hennepin.

The program's goals are to:

1. Bring urban high school and college students into nature, build community & a stronger connection with mother earth
2. Engage students in environmental justice and education topics
3. Explore issues of equity, access, and inclusion in nature and outdoor spaces movements in Minnesota
4. Create academic, career and internship pathways in the outdoors for student participants through connections with people in the field
5. Create climate literacy among student participants through creation of their own climate change stories
6. Create a diverse, skilled workforce in the environmental education and outdoor recreation industry

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?

We protect what we love. Currently, Minnesota's young people do not have equal access to, or enjoyment of, our beautiful outdoor places and spaces. The outcomes are to

1. eliminate barriers in access for underrepresented college and high school students from Minnesota's natural resources
2. Increase historically excluded students' participation in efforts to protect and preserve our shared natural spaces and resources in Minnesota for current and future generations
3. Break down barriers in higher education, K-12, and outdoor education organizations to ensure equitable access, participation, and inclusion of all cultural and ethnic groups in outdoor spaces and outdoor education

Activities and Milestones

Activity 1: Environmental Justice and Nature Immersion Youth Cohorts 2025, 2026, 2027

Activity Budget: \$120,000

Activity Description:

GCST 1970 Environmental Justice and Nature Immersion is a collaboration between NHCC, the YMCA, Three Rivers Park District, the DNR and five K-12 school districts, which brings 40 urban college and high school students from the Brooklyn Park/Minneapolis area to Camp Northern Lights as part of an annual 8-week, 4 credit college program. This activity centers around environmental education through Community Building, Stewardship, Advocacy and Action. The activity is designed to bring under-represented students into a wilderness setting for immersive learning in and from nature, from each other, from NHCC, YMCA and Three Rivers staff, and from local community elders and activists. The activity aligns with YMCA's mission to support the transformation of equity and power in outdoor spaces. The goals are to engage urban high school and college students in environmental education topics and issues of equity, access, and inclusion in nature and outdoor spaces movements in Minnesota, and to create both academic and career pathways for student participants in the environmental education field. The activity centers on contemporary environmental justice issues, such as water quality, climate change, proposed pipelines through Minnesota tribal lands, food insecurity, and access for BIPOC and other marginalized groups to nature.

Activity Milestones:

| Description | Approximate Completion Date |
|--|-----------------------------|
| Cohort 4 Fall 2025 -planning, design, implementation and student recruitment of the Fall 2025 cohort | November 30, 2025 |
| Cohort 5 Fall 2026 planning, design, implementation and student recruitment of the Fall 2026 cohort | November 30, 2026 |
| Cohort 6 Fall 2027 -planning, design, implementation and student recruitment of the Fall 2027 cohort | November 30, 2027 |

Activity 2: Outdoor Program Leadership Cohorts 2025, 2026, 2027

Activity Budget: \$60,000

Activity Description:

Building on the foundational work of GCST 1970, this activity, also a collaboration with outdoor organizations, focuses on developing culturally relevant facilitation and leadership skills through participation and engagement in an outdoor, nature-based experiential learning program. This environmental education program will take place at YMCA Camp Northern Lights, Baker Outdoor Learning Center, or a similar outdoor learning facility. Students will explore and apply experiential learning models through an indigenous lens, such as Kolb's learning cycle, and outdoor program principles such as Challenge by Choice, Leave No Trace and Zero Waste, as they plan, organize and implement all aspects of the GCST 1970 program, including relationship-building with student participants, community partners, including local tribal nations such as Bois Forte, developing their relationship with and connection to outdoor spaces, exploring environmental justice issues through diverse cultural lenses and indigenous world views, marketing and PR for the program and program-related events, culturally relevant and appropriate outdoor programming, and the grant-writing and reporting process. Students will understand the power dynamics that have created the outdoor adventure gap for BIPOC people in Minnesota and beyond and, through real-world problem-solving, project-based research and hands-on learning, will design and implement strategies for eliminating this gap.

Activity Milestones:

| Description | Approximate Completion Date |
|-------------|-----------------------------|
|-------------|-----------------------------|

| | |
|---|-------------------|
| Outdoor Experiential program Leadership planning, design, implementation and student recruitment of Fall 2025 | November 30, 2025 |
| Outdoor Experiential program Leadership planning, design, implementation and student recruitment of Fall 2026 | November 30, 2026 |
| Outdoor Experiential program Leadership planning, design, implementation and student recruitment of Fall 2027 | November 30, 2027 |

Activity 3: Outdoor Leadership Internship Cohorts 2026, 2027, 2028

Activity Budget: \$80,000

Activity Description:

This Outdoor Leadership Internship enables historically underrepresented students to gain personal and practical experience in the environmental education field. The activity includes hands-on experience and training with local outdoor organizations such as Three Rivers, YMCA, Wilderness Inquiry, the DNR, the International Wolf Center, Friends of the Boundary Waters, and tribal organizations. This activity is designed to prepare students for transition from the classroom to the workplace through 180 hours of internship/practical work experience at an approved host site. Students will gain insights on various outdoor programs in Minnesota, and how organizations are actively addressing barriers in access and representation in the outdoor industry. Student interns will get hands-on experience in diverse aspects of outdoor programming, such as fish and wildlife, habitat restoration, nature in the community/neighborhood, youth development, community building, outreach, marketing, and outdoor recreation. The Outdoor Leadership training activity will help create a dynamic, diverse workforce of the next generation of leaders in the outdoor industry. Students will learn:

1. How to create and implement strategic plans to eliminate the adventure gap
2. How to create and implement culturally relevant programming in the outdoors
3. How to work and communicate with people from different cultural backgrounds outdoors

Activity Milestones:

| Description | Approximate Completion Date |
|---|-----------------------------|
| Outdoor Leadership Internship Cohort 2025 | June 30, 2025 |
| Outdoor Leadership Internship Cohort 2026 | June 30, 2026 |
| Outdoor Leadership Internship Cohort 2027 | June 30, 2027 |

Activity 4: Dream Big: the Future of Place-based Learning in Minnesota Annual Environmental Education and Leadership Summit

Activity Budget: \$30,000

Activity Description:

There are many people and organizations doing good work in different parts of our state to bring more access and opportunities to outdoor learning for our young people. However, currently, there is no state-wide movement that brings together all these entities. Dream Big is an annual summit to bring individuals, organizations, and policy makers together for a weekend of community building and knowledge sharing. The goals of this summit are:

- To bring community together from Education, Legislators, State Agencies, Tribal Nations, Outdoor Learning Centers, Non-Profits, and Community Members
- Acknowledge and address the current equity gap in outdoor learning and the lack of representation among staff
- Discuss the results of our state-wide survey for Minnesota State students to identify their current relationship with nature and what some of the gaps might be in accessing the outdoors
- Share the projects we are working on and find opportunities for collaboration

- Discuss and uncover funding sources to support this work
- Dream about the future and find a good path for the next ten years

Network, collaborate, and create and grow models of success

Activity Milestones:

| Description | Approximate Completion Date |
|---|-----------------------------|
| Dream Big: Future of Place-based Learning in Minnesota Annual Environmental Education and Leadership Summit 2 | April 30, 2025 |
| Dream Big: Future of Place-based Learning in Minnesota Annual Environmental Education and Leadership Summit 3 | April 30, 2026 |
| Dream Big: Future of Place-based Learning in Minnesota Annual Environmental Education and Leadership Summit 3 | April 30, 2027 |

Activity 5: Camping, Canoeing, Creativity and Careers in the Great Outdoors

Activity Budget: \$24,000

Activity Description:

This week-long summer camp at Baker Outdoor Learning Center engages underrepresented and historically excluded youth in outdoor activities, career exploration, and the opportunity to learn from tribal leaders. Students will fish and bird with the DNR, participate in canoeing, archery, rock climbing and art, photography, and nature writing with Three Rivers Park District staff, and enjoy field trips to the Shakopee Mdewakanton Sioux Community Cultural Center and Cedar Creek, the University of Minnesota Science Ecosystem reserve, where they will learn about buffalo. Students will explore barriers in access to nature and the outdoors in Minnesota and how organizations and tribal communities are working to create more outdoor opportunities. Students will also explore ecosystems and care-taking of Mother Earth from Indigenous perspectives. Students will also have the opportunity to complete the National Outdoor Leadership Schools Wilderness First Aid Training.

Activity Milestones:

| Description | Approximate Completion Date |
|--|-----------------------------|
| Camping, Canoeing, Creativity and Careers in the Great Outdoors 2025 | June 30, 2025 |
| Camping, Canoeing, Creativity and Careers in the Great Outdoors 2026 | June 30, 2026 |
| Camping, Canoeing, Creativity and Careers in the Great Outdoors 2027 | June 30, 2027 |

Activity 6: International Association of Experiential Education and Minnesota Association of Environmental Education Conference Attendance and Participation

Activity Budget: \$21,000

Activity Description:

Student participants and staff mentors from the Outdoor and Environmental Leadership program will plan, attend and participate in 1. the annual International Association for Experiential Education Conference, which takes place in the fall, and 2. the annual Minnesota Environmental Education Conference. This includes designing and submitting a conference proposal, registering, attending all daily scheduled conference activities, participating in our presentation (if selected), and sharing our work with other conference attendees. Students will also have the opportunity to learn about education, career, and internship opportunities throughout the United States and internationally. This provides students with further opportunities to develop and demonstrate their leadership and communication skills, gives historically excluded students a voice and platform at state and national conferences, and propels Minnesota’s commitment to

outdoor education for all students forwards. This will also help us share our model of success for eliminating barriers in access to nature and the outdoors and creating a diverse cohort of skilled outdoor and environmental leaders.

Activity Milestones:

| Description | Approximate Completion Date |
|---|-----------------------------|
| AEE and MAEE Conference Attendance and Participation 2025 | November 30, 2025 |
| AEE and MAEE Conference Attendance and Participation 2026 | November 30, 2026 |
| AEE and MAEE Conference Attendance and Participation 2027 | November 30, 2027 |

Activity 7: Web App for Connecting Students with people, jobs, and internships during and beyond their participation in Outdoor and Environmental Leadership

Activity Budget: \$10,000

Activity Description:

We propose to develop a web application aimed at enriching outdoor education, leadership skills and connection among our students, as well as staff. This application will act as a critical educational resource, enabling students access to programs, activities, internships, educational and career pathways that promote engagement with nature and instill environmental stewardship during and beyond their participation in the OEL program. With role-based access, the application will offer customized functionalities for students, professors, and outdoor organizations. Students will have the ability to create profiles, engage with program-related activities and document their educational journey, and access internships and job opportunities from host site/partner organizations. Professors will be able to track student progress and extract valuable insights from an analytics dashboard.

Our development approach will focus on creating an intuitive and user-friendly design to maximize student participation. By gathering essential data on student activities, responses, and advancements, we can fine-tune environmental educational content based on real-time feedback. The professors' analytics dashboard is designed to illuminate significant trends, response rates, and opportunities for enhancing the curriculum. We are dedicated to establishing a robust infrastructure to ensure a seamless and dependable user experience, which encompasses reliable hosting, database management, and consistent technical

Activity Milestones:

| Description | Approximate Completion Date |
|--|-----------------------------|
| Finalize initial design and workflow. Deploy a prototype to collect preliminary feedback | January 31, 2025 |
| Develop and implement secure authentication processes. Define and set up distinct roles for students | February 28, 2025 |
| Build and launch the survey functionality. Enable response storage for subsequent analysis | March 31, 2025 |
| Design and program the analytics dashboard for educators and Integrate interfaces for monitoring engagement | March 31, 2025 |
| Enhance the dashboard with sophisticated analytics capabilities. Fine-tune features based on user interaction insights | April 30, 2025 |
| Execute comprehensive user testing. Resolve identified issues to optimize app performance and experience | April 30, 2025 |
| Maintain and update the app regularly. Adapt and evolve the platform to align with needs | December 31, 2025 |

Project Partners and Collaborators

| Name | Organization | Role | Receiving Funds |
|-------------------------|--|--------------------|-----------------|
| Daniel O'Brien | YMCA of the North Camp Northern Lights | Executive Director | Yes |
| Jessica Allen | Three Rivers Park District | Supervisor | Yes |
| Erika Rivers | Wilderness Inquiry | Executive Director | Yes |
| Jothsna Harris | Change Narratives | Executive Director | Yes |
| Danami Maurice-Champion | Bair Stories | Director | Yes |

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?

The project is implemented through monthly planning collaboration meetings between NHCC, school districts, community partners, and students. We have articulation agreements with 4-year institutions (BSU, Mankato, UMD, Hamline) so students can continue their environmental education degrees. We created an Outdoor Leadership Internship class that starts Spring 2025, providing hands-on learning and career exploration experiences for students at statewide host sites. We have created a disaggregated survey to assess the impact of these programs on students' learning, connection to place, and educational attainment. We are exploring ongoing funding for this work through the Minnesota State system and outside grant funding.

Project Manager and Organization Qualifications

Project Manager Name: Ana Munro

Job Title: Program Coordinator of Outdoor and Environmental Leadership

Provide description of the project manager's qualifications to manage the proposed project.

I have 20 years' experience teaching outdoor experiential programs in the US, UK, France and New Zealand, including leading trips for more than 30 days in remote, wilderness areas. I have written and implemented more than 20 grants in Minnesota, successfully reported grant expenses and staff time, and ensured project goals are met and properly reported.

I am certified in Wilderness First Aid, a WI Master Naturalist, and an active member of the National Society of Experiential Education and the International Association for Experiential Education. I am a Doctoral Candidate at St Cloud State University, researching the impact of short-term nature immersion programs on academic success and student identity. I am the 2023 MN Environmental Educator.

Since COVID, I have explored how to get students outside in nature and reconnected with each other in healthy ways, strengthening existing partnerships and relationships with leaders in the outdoor fields from the YMCA, Three Rivers, National Parks Service, Wilderness Inquiry and tribal organizations. I have researched place-based learning in Minnesota through visiting sites such as outdoor learning centers, national parks, YMCA locations, and university programs/sites. I co-founded the Minnesota State Initiative Connecting Students to Place: Gidibendaagozim in akiing/Gidinawedaamin aki we are part of the land/the land is a part of us, a multi-campus collaboration between NHCC and Bemidji State University to connect more students to place. This is heart work for me! I am very passionate about the importance of

making sure all Minnesotans have equal access to nature and the outdoors, and that we create more connections, understandings, and relationships with the land from diverse perspectives.

I am collaborator and have a decade of experience coordinating immersion programs at NHCC, where I schedule, attend and participate in monthly planning meetings, design agendas and keep minutes, and interact with students.

Organization: North Hennepin Community College - Global and Cultural Studies Department

Organization Description:

North Hennepin Community College's mission is engaging students, changing lives. NHCC creates opportunities for students to reach their academic goals, succeed in their chosen professions, and make a difference in the world. Our organization's vision is: Opportunity without limits, learning without end, and achievement beyond expectation. NHCC has 55 % students of color, 50 % first generation and 64 % underrepresented students.

Global and Cultural Studies is a robust, dynamic, multi-disciplinary department that brings the diverse cultures and communities represented at North Hennepin Community College into our classrooms.

Our Department: For the past 15 years, our innovative department has been an incubator for new courses, degree programs, certificates and collaborative partnerships with other institutions, including higher education, K-12, American Indian Education programs and tribal nations across the state.

Recent new offerings include; Environmental Justice, Nature Immersion and Outdoor Leadership Program, Outdoor Leadership Internship, American Indian and African American Immersion experiences, Community Organizing and Leadership courses, Ethnic Studies A.A Degree, Racial Justice and Social Transformation Certificate, StoryTelling, Diversity, Equity and Inclusion Certificate and Internship Program and our world-recognized Aikido program.

Our Students say that our classes are life changing experiences and student graduates are in leadership positions throughout the state.

Budget Summary

| Category / Name | Subcategory or Type | Description | Purpose | Gen. Ineligible | % Benefits | # FTE | Classified Staff? | \$ Amount |
|---|--|--|---------|-----------------|------------|-------|-------------------|-----------------|
| Personnel | | | | | | | | |
| Outdoor and Environmental Education Program Coordinator | | Cordinate all aspects of the Outdoor and Environmental Education Program, including design, planning, implementation, student recruitment and marketing | | | 0% | 0.3 | | \$27,000 |
| Student worker | | Student worker to assist with work tasks, project organization delivery | | | 0% | 0.3 | | \$23,000 |
| | | | | | | | Sub Total | \$50,000 |
| Contracts and Services | | | | | | | | |
| Dahlia Jones | Professional or Technical Service Contract | Song writing and music performance to connect students with nature | | | | 0.3 | | \$7,500 |
| TBD | Professional or Technical Service Contract | American Indian elder provides indigenous teachings and relationship to the land from an Indigenous perspective | | | | 0.3 | | \$7,500 |
| TBD | Professional or Technical Service Contract | Stipend for African / African American environmental education/ sustainability expert to accompany 5-day trip as a mentor and leader | | | | 0.3 | | \$7,500 |
| Bair Stories | Professional or Technical Service Contract | Creating Digital Story/Short documentaries of activities | | | | 0.3 | | \$30,000 |
| National Parks Service | Professional or Technical Service Contract | NPS superintendant attends and participates in the annual program as a mentor and career guide for students. This stipend covers their costs of travel and any overnight ccommodation in Minneapolis prior to or after the program | | | | 0.3 | | \$3,000 |
| TBD | Professional or Technical Service Contract | Ojibwe tribal member will provide teachings about the cultural significance of wolves and the relationship between wolves and people from an Ojibwe perspective | | | | 0.3 | | \$4,500 |

| | | | | | | | | |
|---------------------------------------|--|--|---|--|--|-----|------------------|-----------------|
| Change Narratives | Professional or Technical Service Contract | Students from Outdoor leadership program will participate in 90-minute facilitated Climate Change Story telling workshops and create their own climate change story. Students will share their story with audiences in the schools, the community, and Three Rivers Park District locations. | | | | 0.3 | | \$3,000 |
| TBD | Professional or Technical Service Contract | We propose to develop a web application aimed at enriching outdoor education and leadership skills among our students. This application will act as a critical educational resource, enabling access to surveys and activities that promote engagement with nature and instill environmental stewardship. With role-based access, the application will offer | | | | 0.2 | | \$10,000 |
| | | | | | | | Sub Total | \$73,000 |
| Equipment, Tools, and Supplies | | | | | | | | |
| | | | | | | | Sub Total | - |
| Capital Expenditures | | | | | | | | |
| | | | | | | | Sub Total | - |
| Acquisitions and Stewardship | | | | | | | | |
| | | | | | | | Sub Total | - |
| Travel In Minnesota | | | | | | | | |
| | Miles/ Meals/ Lodging | Exclusive use of Camp Northern Lights for Fall 2025, Fall 2026 and Fall 2027 cohorts | Food, accommodation and YMCA staff programming for 2025, 2026 and 2027 cohorts | | | | | \$54,000 |
| | Miles/ Meals/ Lodging | Accommodation, food and Three Rivers staff time at Baker Outdoor Learning Center 2025 and 2026 and 2027 | Bring underrepresented students to Baker Outdoor Learning Center for weeklong summer camp | | | | | \$15,000 |
| | Other | 3 x Round trip transportation from Minneapolis to YMCA Camp Northern Lights for 1970/2970 program | 56 passenger round trip bus, cost is \$6000 per trip | | | | | \$18,000 |
| | Conference Registration | MAEE 2025, 2026, and 2027, 10 participants for each conference | Student participants and staff mentors from the Outdoor and Environmental Leadership: K-12 and higher education | | | | | \$9,000 |

| | | | | | | | | |
|---|--|---|--|--|--|--|----------------------|------------------|
| | Miles/ Meals/ Lodging | | collaboration will plan, attend and participate in the MAEE conference | | | | | |
| | Conference Registration Miles/ Meals/ Lodging | Dream Big Annual Conference for 80-100 people 2025, 2026, 2027 | Dream Big is an annual summit to bring individuals, organizations, and policy makers together for a weekend of community building and knowledge sharing around environmental education. This will cover food, accommodation, programming and shared transportation from the Twin Cities to Osprey Wilds or a similar Outdoor Learning Center | | | | | \$30,000 |
| | Other | Programming at local outdoor sites such as Three Rivers Parks Locations with naturalists. 3-4 per year for 100-1200 people | Connects participants to each other, local nature, and staff working in those places | | | | | \$3,000 |
| | Miles/ Meals/ Lodging | Transportation costs for students without access to a car to participate in internships at host sites where there is no public transportation | Students often have no access to transportation and therefore are unable to participate in internship opportunities in Three Rivers, YMCA camp locations, state parks, etc. This funding would remove that barrier | | | | | \$6,000 |
| | | | | | | | Sub Total | \$135,000 |
| Travel Outside Minnesota | | | | | | | | |
| | Conference Registration Miles/ Meals/ Lodging | Student participants and staff mentors from the Outdoor and Environmental Leadership: K-12 and higher education collaboration will plan, attend and participate in the AEE conference | Students will also have the opportunity to learn about education, career, and internship opportunities throughout the United States and internationally. This provides students with further opportunities to develop and demonstrate their leadership and communication skills, gives historically excluded students a voice and platform at state and national conferences, and propels Minnesota's commitment to outdoor education for all students forwards, | | | | | \$15,000 |
| | | | | | | | Sub Total | \$15,000 |

| | | | | | | | | |
|---------------------------------|--|--|---|--|--|--|--------------------|------------------|
| Printing and Publication | | | | | | | | |
| | | | | | | | Sub Total | - |
| Other Expenses | | | | | | | | |
| | | Entrance into cultural centers | Entrance fees to tribal cultural centers such as Bois Forte Heritage Center, Hočokata Ți Cultural Center, etc, so that student participants learn more about Indigenous hisotry, culture, and conenction to and relationship with, the land. | | | | | \$4,000 |
| | | Wilderness First Aid Training | Prepare for the unexpected in this hands-on introduction to wilderness medicine program.NOLS is a nationally recognized trainer of Wilderness First Aid. Students will have the opportunity to gain this valuable 2-day certification, which literally saves lives. | | | | | \$15,000 |
| | | Entrance fees Ely International Wolf Center | This will enable stdents to see real wolves and participate in the education programs offered on site by wolf center staff | | | | | \$2,000 |
| | | Food for community building events throughout the program for student participants | Meals/snacks during outdoor learning programs at Three Rivers locations and community events (btwee 50 and 200 participants per event) | | | | | \$15,000 |
| | | Scholarships for student participants | These scholarships would help cover the credit costs for students (\$900 for a four credit class). | | | | | \$36,000 |
| | | | | | | | Sub Total | \$72,000 |
| | | | | | | | Grand Total | \$345,000 |

Classified Staff or Generally Ineligible Expenses

| Category/Name | Subcategory or Type | Description | Justification Ineligible Expense or Classified Staff Request |
|---------------|---------------------|-------------|--|
|---------------|---------------------|-------------|--|

Non ENRTF Funds

| Category | Specific Source | Use | Status | Amount |
|------------------|--|--|----------------------------|------------------|
| State | | | | |
| Cash | faculty and staff salary | faculty and staff salary (nhcc) | Secured | \$100,000 |
| Cash | school district staff costs | school district liasions and staff costs/ time | Potential | \$75,000 |
| | | | State Sub Total | \$175,000 |
| Non-State | | | | |
| In-Kind | Three Rivers provides fee reductions, staff time and assists with transportation | Sites, staff, transportation | Potential | \$50,000 |
| In-Kind | YMCA provides fee reductions, staff time | accommodation and program costs, staff time | Pending | \$100,000 |
| | | | Non State Sub Total | \$150,000 |
| | | | Funds Total | \$325,000 |

Total Project Cost: \$670,000

This amount accurately reflects total project cost?

Yes

Attachments

Required Attachments

Visual Component

File: [e10167c0-cde.pdf](#)

Alternate Text for Visual Component

flier...

Supplemental Attachments

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

| Title | File |
|--|-----------------------------------|
| Links to Media | ba7b5500-034.docx |
| Photo 1 | c0f44c67-1ea.jpe |
| Photo 2 | 72792893-c19.jpe |
| Letter of Support YMCA Camp Northern Lights | aa4615ed-a02.docx |
| Student testimony | 9862fd1d-c4c.pdf |
| Student Testimonies Cohort 1 (2022) | 7a42b6bf-b55.docx |
| Letter of Support Three Rivers | 82a01953-f0e.docx |
| Letter of Support Anoka Hennepin American Indian Education Program | 8b8e3c79-f52.pdf |
| GCST 1970 Itinerary | f1898f83-7d5.docx |
| Letter of Support Wilderness Inquiry | b6be0764-43a.pdf |
| Teacher Testimony | a21666fb-44d.docx |

Administrative Use

Does your project include restoration or acquisition of land rights?

No

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

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

n/a