

No Child Left Inside Update

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Supervisor, Education and Skills Team

MN Conservation, Outdoor and Environmental Education History

- 1947 - Governor Youngdahl calls First Annual Conference on Conservation Education
- 1952 - First School Forest established at Blackduck
- 1969 - Environmental Education resources and positions established at DNR and DOE
- 1971 - Minnesota Environmental Education Council established
- 1977 - DNR puts emphasis on Outdoor and Hunter Education
- 1988 - Environment and Natural Resource Trust Fund approved by voters
- 1990 - The Environmental Education Act passes MN Legislature
- 1993 - A GreenPrint for Minnesota: State Plan for Environmental Education
- 2005 - *Last Child in the Woods* (Louv) launches Children and Nature movement
- 2013 - MN DOE Integrating Environmental and Outdoor Education Report
- 2016 - DNR creates Angler and Hunter Recruitment, Retention and Reactivation (R3) Grants and R3 Toolkit

I GIVE MY PLEDGE AS AN AMERICAN TO SAVE AND FAITHFULLY TO DEFEND FROM WASTE THE NATURAL RESOURCES OF MY COUNTRY—ITS SOILS AND MINERALS, ITS FORESTS, WATERS AND WILDLIFE.

FIRST ANNUAL CONFERENCE ON CONSERVATION EDUCATION

Thursday, May 8, 1947

At the Call of

GOVERNOR LUTHER W. YOUNGDAHL

Sponsored by

THE DEPARTMENT OF CONSERVATION

and

THE DEPARTMENT OF EDUCATION

Afternoon Conference—

Auditorium, State Office Building

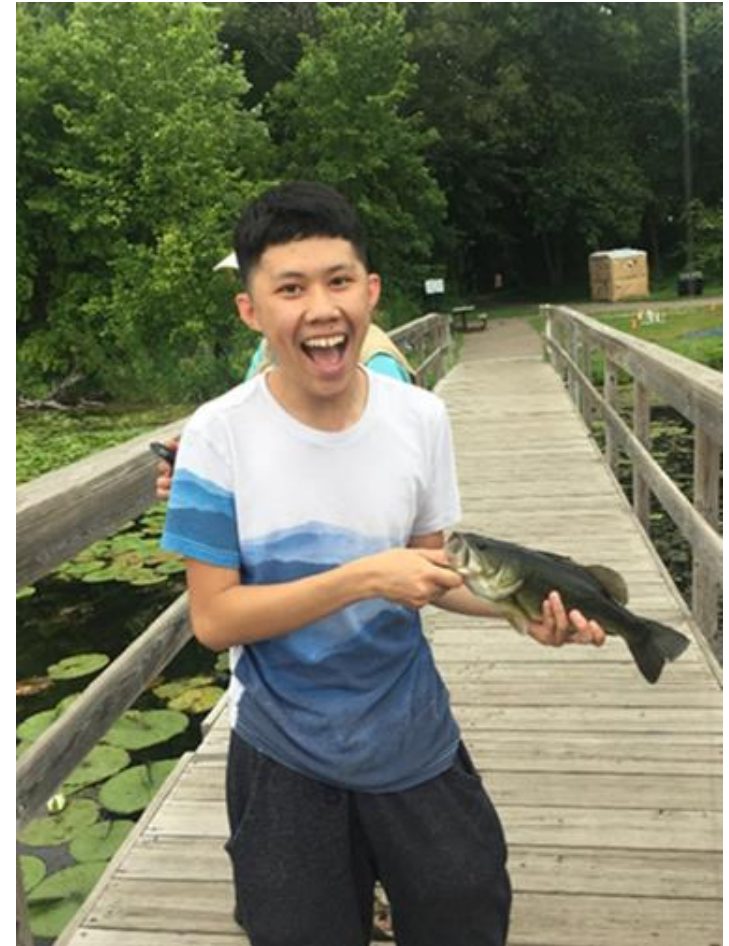
Evening Banquet—

Silver Room, Lowry Hotel

ST. PAUL, MINNESOTA

2019 - No Child Left Inside Grant Program

- \$1.2 Million Appropriation
- Category 1 - Natural Resources Education and Outdoor Recreation
 - \$500,000
 - Public entities and non-profits
- Category 2 - Fishing, Hunting and Shooting Sports Programs
 - \$500,000
 - Public school districts and tribal schools
- Category 3 - High School Fishing Leagues
 - Non-profit organizations operating high school fishing leagues or clubs



Consultation with Stakeholders

- Minnesota R3 Council
- Tribal Educators, MN Indian Affairs Council, and DNR regional contacts
- MN Children and Nature Connection
- MN Association for Environmental Education
- DNR Bass Species External Workgroup
- Representatives from Fishing Tournament Organizers
- DNR Education Staff



Phase 1 Mini Grants

- First-come, first-served, \$200,000 designated, 2 page application, \$5,000 maximum
- Opened for apps on Oct. 23, 2019 at 9:00 a.m. with six weeks notice
- 200 applications by 9:06 a.m., 340 by 2:40 p.m.
- Total of over 400 applications requesting over \$1.2 million
- 59 funded projects distributed by capita to six regions of state totaling \$233,707.13
- Average applicant rate of Free and Reduced Lunch = 39.7%
- 64% public schools, 30% non-profits, 20% were pre-schools
- 55% of requests were for equipment
- 40% at or on school grounds, most doing natural resource education classes outside
- Top recreation activities: angling, biking, shooting, cross-country skiing, snowshoeing



Phase 2 Larger Grants

- Competitive, up to \$1 million available, 6 page application, \$49,999 maximum
- Deadline to apply Jan. 9, 2020, six weeks notice
- 220 applications requesting over \$5 million
- Average request: \$23,118
- 34 funded projects distributed to six regions of state totaling \$639,289.17
- Average expected impact: 581 youth/ application
- Type of applicant - nonprofits (51%), public schools (33%), and other public entities (16%)
- Similar locations and activities as Phase 1
- 2/3rds of applicants pledged a match of 50% or more



Take A Ways, Thoughts and Recommendations

- Good response from tribal organizations and many projects working with diverse communities
- By far, most requests for Category 1
- Category 2 and 3 - money still left
 - eligibility requirements an issue - schools, HS fishing leagues/clubs only
 - Mini grants appear to be more feasible for schools
 - Open up to non-profits, after school, non-formal education programs
- Youth Only - allow adults and families
- Capital equipment, trails, maintenance are big needs to address
- Matching funds - priority, but are not requiring
- Economic benefit
- Staffing and administration - 1 FTE to manage to date



Thank You!

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Hello Representative Becker-Finn (Jamie) & Anna,

I hope this note finds you both well and staying healthy!

Thanks again for offering me and other Minnesotans the opportunity to testify in support of HF 76, “No Child Left Inside 2.0,” earlier today. First, I wanted to include below my full-length, original testimony for this legislation:

“Thank you, Rep. Becker-Finn, Chairman Hansen, and Committee members. My name is Matthew Young, and I was honored and privileged to serve for a two-year term from January 2019-December 2020 as the Advocacy & Equity Committee Chair of the Board of Directors for the Minnesota Association for Environmental Education (MAEE). I am here to advocate in support of funding HF 76 No Child Left Inside 2.0 at \$2 million.

As someone passionate about environmental education in Minnesota, I want to share some findings from a 2019 University of Minnesota-Duluth study about the positive impacts of environment-based education on cognitive health & mental well-being for secondary students. These are impacts which can arguably shape a lifetime of learning for students involved.

As study author Eva Robinson notes, ‘Environment-based education, with its interdisciplinary use of skills and its focus on experiential learning, offers a pathway to meet psychological needs and to elicit & sustain academic self-regulation and intrinsic motivation.’ Robinson also cites how educator Linda Hoody further suggests that ‘capitalizing on a child’s intrinsic interest in the natural world and actively engaging that child in the educational process would create an enthusiastic learner for a lifetime.’

Later in her study, Robinson shares some of her findings while interviewing high school students from northern Minnesota. As one 10th grade student shared with Robinson about his environment based education, ‘This is hands on. If we were learning about ice fishing at our old school, they would have just told us about it. Here, we would go ice fishing and then dissect the fish..I love the outdoors and hunting, so I’m doing a project about jerky production. I’m testing the moisture level by weighing it before and after it goes in the oven.’

As Robinson highlights in the study, ‘students were not passive recipients of knowledge but instead applied their learning through hands-on, purposeful, and individualized experiences. Learning occurred through a dynamic and supportive partnership between adults and adolescents. Students had the opportunity to break traditional social boundaries with peers and community members. Students were empowered to personally define and achieve success.’

To vote on funding No Child Left Inside 2.0 with \$2 million in funding would ultimately provide educators an outlet to connect Minnesota students with their natural communities. I urge this Committee to hear today’s testimony and to pass No Child Left Inside 2.0 so that the whole Minnesota Legislature can hear its merits and build stronger environmental and educational futures for Minnesotan generations to come.”

I’m also including below a link to the original 2019 Master’s Thesis by Eva Robinson cited in my testimony:

https://conservancy.umn.edu/bitstream/handle/11299/216277/Robinson%2c%20Eva_Redacted.pdf?sequence=1&isAllowed=y

Thanks again for this opportunity and here's to passing No Child Left Inside 2.0 out of Committee and out of the Minnesota Legislature!

Cheers & In Solidarity,
Matthew Young



MN House Environment & Natural Resources Finance and Policy Division

**Testimony in support of HF76: Creation of an
outdoor recreation grant account**

February 19, 2021

Sarah Milligan-Toffler, President & CEO



Children
& Nature
Network

Childhood has moved indoors

Over the last few generations, childhood has moved indoors, leaving kids disconnected from the natural world. This worldwide trend has profound implications for children's healthy development—and the future of our planet.

Today's kids spend up to:

90% *of their time indoors*

50 hours/week
in front of a screen





Outdoor Recreation Economy is Vital to a Healthy MN

- MN's Outdoor Recreation Industry makes up 2.4% of state's GDP (\$9.1 billion)
- Declining participation in the outdoors by children and youth--1.4% drop across the U.S. between 2017 and 2019. Early reports show that COVID has exacerbated this problem, with children spending even more time indoors and in front of screens.
- Low-income children and Black, Latinx and Asian/SE Asian children have lower rates of outdoor participation their peers of other races.



Children
& Nature
Network



Nature has the power to make children healthier, happier, and smarter



THANK YOU!