

# **Environmental Education and Community Participation in Dayton's Bluff**



**Report #2/4 prepared for  
Dayton's Bluff Community Council,  
St. Paul, Minnesota**

**Prepared by:  
Hugh McElroy, Project Leader  
Dorian Hasselmann, Autumn Hubbell, Sara McCabe,  
Crystal Wold and Monica Zachay**

**University of Minnesota  
College of Natural Resources  
December 8, 2005**

## **Acknowledgements**

---

We thank everyone in the Dayton's Bluff community who made it possible to complete this project. We appreciate District #4 Community Organizer Karin DuPaul's help. She served as a valuable liaison, continually guiding us in the right direction to reach our goals. We would also like to thank the Dayton's Bluff Community Council for their willingness to work with us on this project and for graciously welcoming us into their community. Our appreciation extends to our instructors Dr. Kristen Nelson and Dr. Gary Johnson and to our teaching assistant Narayan Dhakal. These teachers provided us with the support and advice needed to delve into the project and due to their instruction, our project is a true accomplishment. We met many other people during the project that devoted their time and resources. Their contributions were invaluable. Specifically, we would like to thank:

Pete Bonk, Minnesota Conservation Corps  
Karen Clark, Indian Mound Park  
Andrew Collins, Dayton's Bluff Achievement Plus Elementary  
Jacob Dorer, Community Council President  
Mark Granlund, Community Garden  
Jody Griffin, Dayton's Bluff Community Recreation Center  
Linda LaBarre, Council member  
Nachee Lee, Council member  
Amy Middleton, Lower Phalen Creek Project  
Ruth Murphy, Community Design Center of Minnesota  
Sharon McCrae, Council member  
Stacy Opitz, Comunidades Latinas Unidas En Servicio (CLUES)  
Matt Reinartz, Park Stewardship  
Adam Robins, Eco Stewards  
Su Yang, Hmong American Partnership

## **Table of Contents**

---

List of Figures .....	ii
List of Tables .....	ii
Executive Summary .....	iii
Introduction.....	1
Vision Statement.....	1
Objectives .....	2
Methods.....	2
Site Description.....	2
Research Techniques .....	6
Findings.....	7
Environmental Education “Hot Spots” .....	7
Survey Results .....	10
Environmental Education Programs Current and Potential .....	11
Recommendations.....	13
Recommendation 1: Enhance Communication about Environmental Education Opportunities.....	14
Recommendation 2: Infuse Environmental Education into Existing Programs ..	16
Recommendation 3: Strengthen Networking between Existing Programs.....	17
Conclusions.....	19
References.....	20
Appendices.....	21

## **List of Figures**

---

- Figure 1. Map of Dayton’s Bluff within St. Paul, Minnesota
- Figure 2. Housing Types in Dayton’s Bluff, 2000
- Figure 3. Population Age Profile for Dayton’s Bluff, 2000
- Figure 4. Racial Diversity in Dayton’s Bluff, 2000 U.S. Census
- Figure 5. Map of Dayton’s Bluff Environmental Education “Hot Spots”

## **List of Tables**

---

- Table 1. Dayton’s Bluff District 4 Community Council Neighborhood Survey
- Table 2. Dayton’s Bluff Organizations and Programs with Environmental Education (EE) Opportunities

## **Executive Summary**

---

In September 2005, District #4 Dayton's Bluff Community Council agreed to work with the University of Minnesota's College of Natural Resources. Students in ENR 4195: Problem Solving and Planning in Natural Resources gathered relevant information to help assess the existing quality of the communities' park facilities, trail conditions, existing vegetation, and environmental education opportunities. The project vision was to enhance the quality of life in the Dayton's Bluff community by promoting education about and involvement in protecting and maintaining a healthy natural environment. This report inventories existing environmental educational programs within the Dayton's Bluff Community, as well as provides recommendations for enhancement of these opportunities.

To collect the necessary information, our group analyzed results from a survey administered by the Dayton's Bluff Community Council, assessed internet based research, and conducted interviews with community leaders and program personal. Data collected centered on the variety of programs offered, the demographics of community members, how program information was disseminated, and funding sources for the programs.

Dayton's Bluff offers many opportunities for environmental education, both in its physical features and established programs. Program leaders were pleased with their programs, but several common limitations existed, including insufficient funding and low participation rates. Many community groups provide environmental opportunities, with a strong focus on action projects that could expand to teach environmental concepts, while participants do their activities.

Recommendations for expanding the environmental education opportunities within Dayton's Bluff community include:

- Enhancing communication about environmental education programs
- Infuse environmental education into existing programs
- Strengthen networking between existing programs

## **Introduction**

---

Environmental education is an integral part of a sustainable community as it encompasses a wise use of natural resources, promotes civic engagement, and enhances the quality of life for community members. The recommendations of this report will provide tools for the community to integrate environmental education in their daily lives. To identify the opportunities for environmental education within Dayton's Bluff, we conducted an inventory of existing programs and assessed their future potential. The assessment served as a tool to identify strengths and potential risks based on the current conditions, as well as make recommendations to help maintain the strengths and mitigate the risks to a reasonable degree. The expressed views and concerns of community members were used to structure the report and guide the recommendations.

In the fall of 2005, senior students in the College of Natural Resources at the University of Minnesota conducted this study in collaboration with the Dayton's Bluff Community Council. As part of the curriculum for the course ENR 4195: Problem Solving and Planning in Natural Resources, students used the skills and expertise they had acquired to aid the Community Council in a project to support the District Plan goals by providing useful information and insights to the community regarding long term options for environmental education.

## **Vision Statement**

The Dayton's Bluff District #4 Community Council wishes to "encourage participation in and awareness of the Dayton's Bluff Community" (Dayton's Bluff Community Council, 2005). This desire for an active and responsive neighborhood serves as the framework for this project. The project's overall vision is to enhance the quality of life in the Dayton's Bluff community by promoting education and involvement in protecting and maintaining the natural environment. Promoting community cohesiveness and responsibility can aid in establishing a neighborhood dedicated to preserving, protecting, and maintaining their natural environment.

Environmental education is a vital component for reaching this vision. As one educator said, "Environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution" (Stapp, 1969). This type of education can be incorporated in any aspect of one's daily life, simply by helping people understand their natural environment. For example, utilizing green spaces and parks within the neighborhood or planting a garden in one's yard can both be ways people can appreciate and build a relationship with nature. Building upon this, we hope to help foster an awareness, understanding, and appreciation for the surrounding natural environment of the Dayton's Bluff neighborhood. By focusing on participation and involvement, we hope to support this community's capacity in building a sense of stewardship and pride in their natural environment.

## Objectives

We have developed the following objectives to guide the project for enhancing environmental education within the community:

- assess and inventory all programs, groups, and activities that currently contribute to environmental education.
- gather identified needs and opinions from community members about the environmental well-being of the neighborhood, and educational opportunities.
- make recommendations based on our findings for realistic steps to enhance the environmental awareness, participation, and pride surrounding the natural environment of Dayton's Bluff.

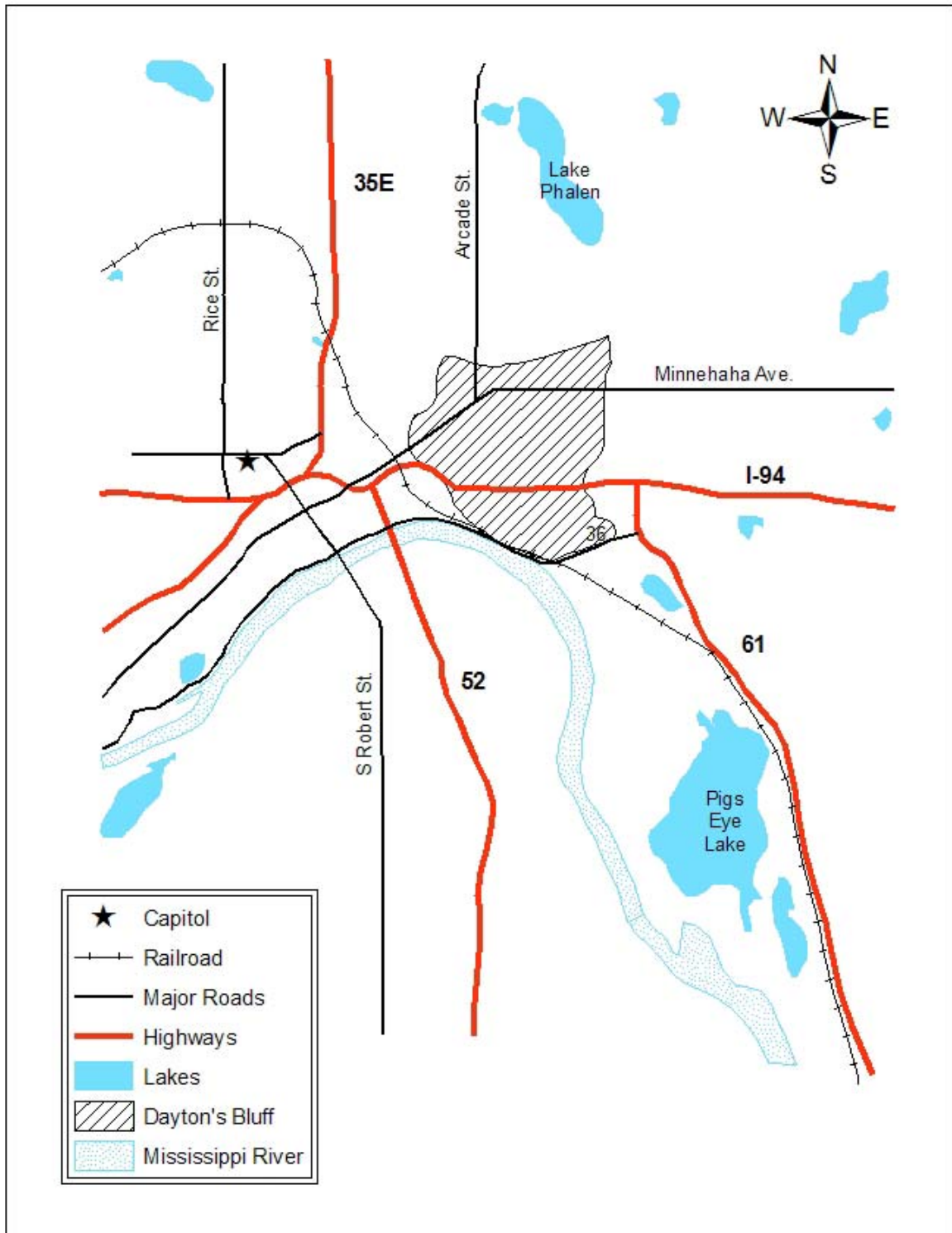
## Methods

---

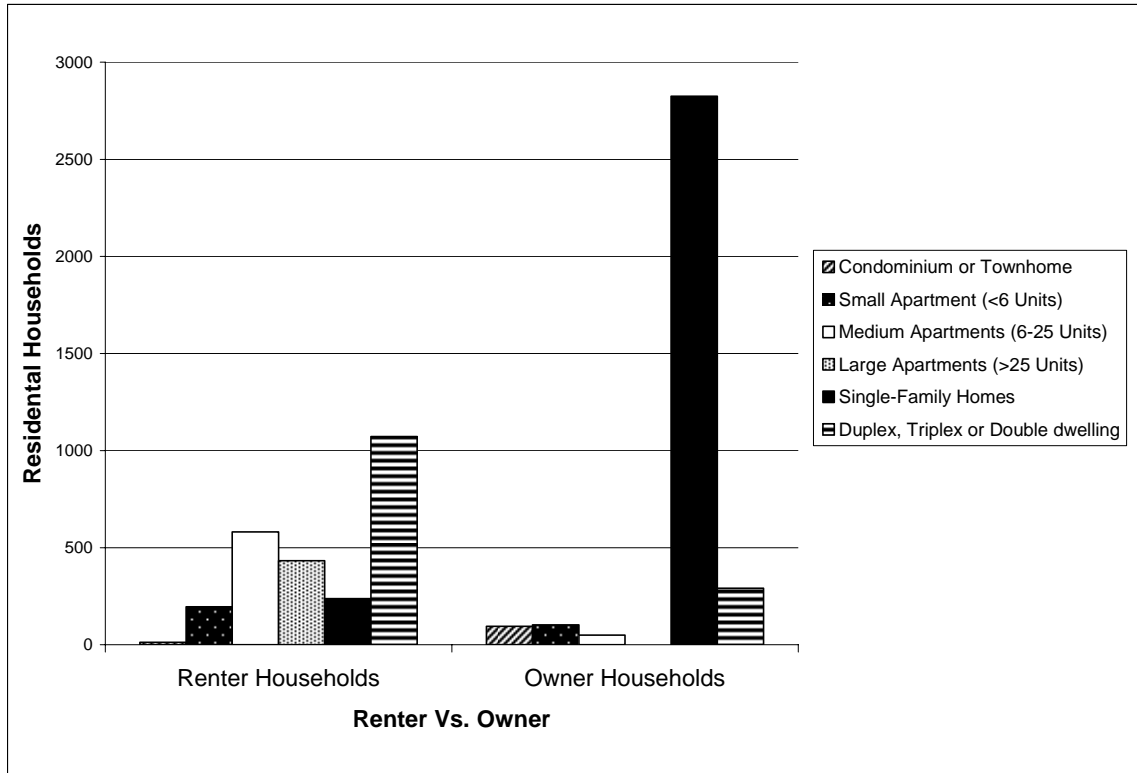
### Site Description

Dayton's Bluff District #4 is one of 17 districts in the City of St. Paul, Ramsey County, Minnesota. It is located east-northeast of downtown St. Paul, very near the state capitol. In relation to St. Paul's other districts; it is south of Payne-Phalen District #5, west of Sun Ray-Battle Creek-Highwood District #1, and southwest of Greater East Side District #2. The Dayton's Bluff neighborhood is bounded by the Bruce Vento Trail, which lies to the west and wraps around to the north, the Mississippi River on the southern border, and Johnson Parkway, approximately to the east (Figure 1).

Dayton's Bluff has a rich history with many historical sites and features still visible today. Because Dayton's Bluff is located close to the heart of St. Paul, developers took advantage of this desirable location in the community's early history. According to the Historic Dayton's Bluff Association, "The area is named after Lyman Dayton, an early pioneer real estate developer who owned extensive properties in the area beginning in the 1850s" (The Historic Dayton's Bluff Association, 2005). Many of the early developed sites can still be found in Dayton's Bluff such as Hamm's Brewery and Mansion Site, Swede Hollow Park, Indian Mounds Park, Third Street, and Carver's Cave. This rich history is also visible in the community's numerous historic houses, many of which boast unique architectural features such as ornamental carvings, trim, and decorative Victorian styles. In addition to these historic homes, Dayton's Bluff provides a mixture of housing options ranging from apartments and duplexes to single family homes (Figure 2).



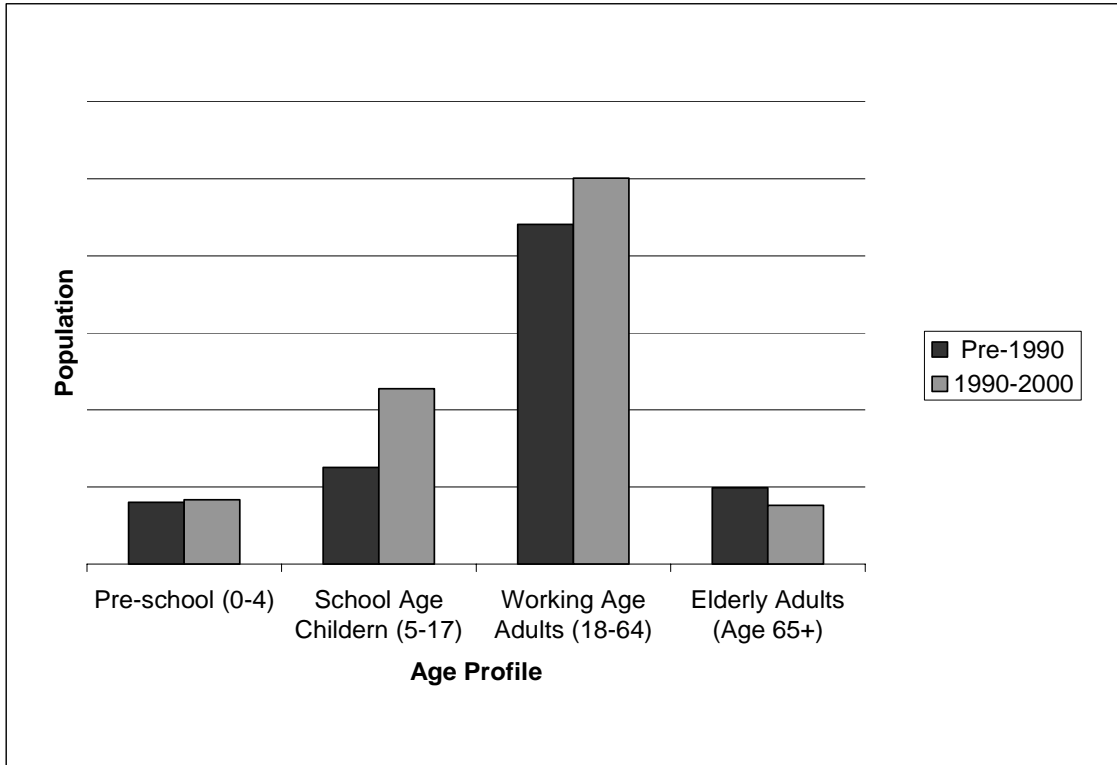
**Figure 1.** Map of Dayton's Bluff within St. Paul, Minnesota



**Figure 2.** Housing Types in Dayton’s Bluff, 2000

The area’s significant natural beauty, with its green bluffs and nearby river, made it an ideal site to settle for many early immigrants. Early in Saint Paul’s history, the Dayton’s Bluff neighborhood was home to Swedish settlers, many who lived near what was later named Swede Hollow. Over time, Dayton’s Bluff provided homes for waves of Polish and then Italian immigrants (Friends of Swede Hollow, 2002). Currently, the neighborhood boasts a mix of new immigrant cultures, with Asian and Latin American residents being the majority. The diverse community that exists in Dayton’s Bluff today is due to the contributions of the many immigrant cultures that have called this neighborhood home.

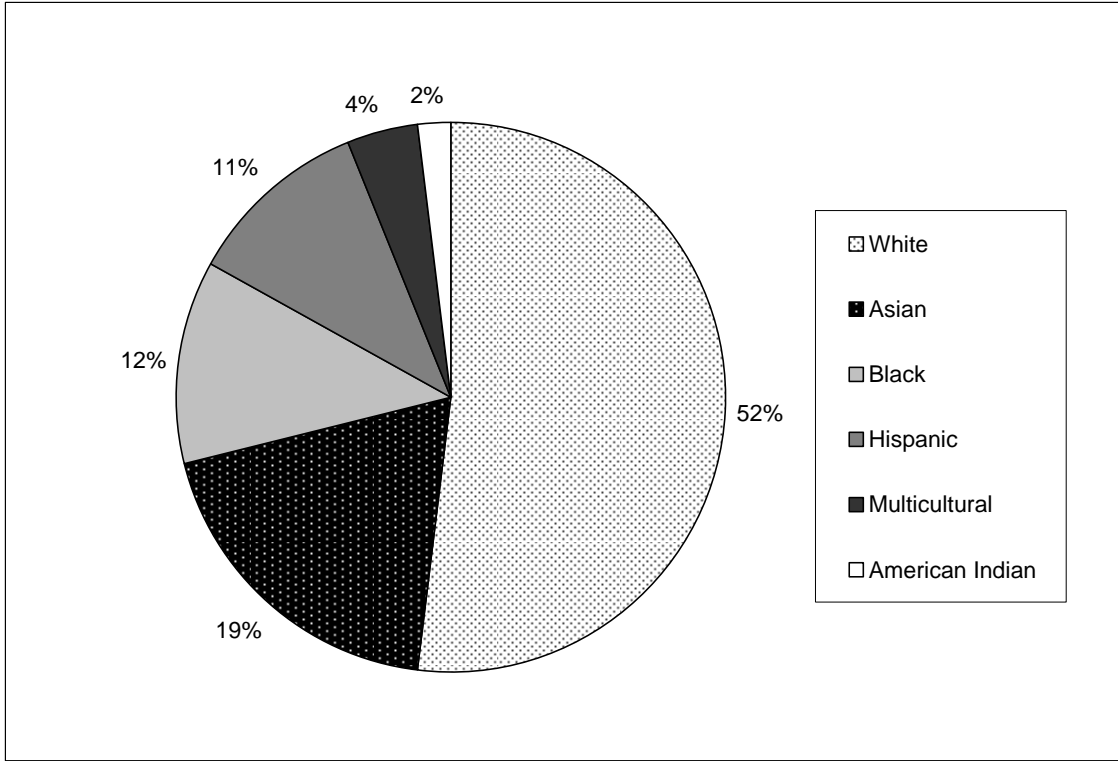
The current population of Dayton’s Bluff is 17,758, resulting from a 15% increase between 1990 and 2000 (Census Facts, 2000) (Figure 3). Asian, African American, Hispanic, and American Indian populations grew between 1990 and 2000 (Figure 4). Nineteen percent of the Dayton's Bluff population is comprised of people who have moved to the United States from other countries. Within the community, 28% of the residents speak languages other than English within their homes; the primary languages are Asian and Spanish origin (Census Facts, 2000).



**Figure 3.** Population Age Profile for Dayton’s Bluff, 2000

In addition to the changing diversity resulting from immigration, there has been a change in the residents in the Dayton's Bluff neighborhood each year based on the percent of rental property available. Slightly less than half of all residential households are considered rental properties (Figure 2). The increase in rental properties has contributed to a very dynamic neighborhood base.

Finally, many amenities are available to the public providing leisure space, educational opportunities, and recreational opportunities. These include the many historical sites as well as public parks, recreational facilities, and local community organizations. All of these are valuable resources for potential environmental education in Dayton’s Bluff.



**Figure 4.** Racial Diversity in Dayton’s Bluff, 2000 U.S. Census.

**Research Techniques**

To assess the existing environmental education programs in the Dayton’s Bluff neighborhood, information was gathered with multiple techniques, both quantitative and qualitative. Information was gathered from public meetings, personal interviews, site visits, and internet research.

**Public Meeting**

To better assess the current standing of environmental education in the Dayton’s Bluff area, the ENR 4195 students attended the Dayton’s Bluff Community Council meeting as an introduction to the views and opinions of the board members and citizens. This was a vital component to aid in understanding the views of the Board as well as their future visions for the Dayton’s Bluff community. On Monday, September 19, 2005, students of the College of Natural Resources attended the District #4 Community Council meeting. For the first hour the students and faculty observed the council as they moved through their agenda, addressing specific issues on the docket. Shortly after this the students and faculty introduced themselves to the Community Council, and explained the purpose of the project in detail. We then asked the committee to share their personal views and interests regarding vegetation management, trail management, parks and recreation, and environmental education. Following this activity, we broke out into specific groups with council members and citizens of Dayton’s Bluff, to speak with them particular interests. This was an excellent way to begin the project. It allowed us to develop potential focus areas while gaining contacts for future conversations.

## ***Interviews***

Interviews were used for gathering information and opinions about environmental education programs within Dayton's Bluff as well the community's perception of the existing quality of their surrounding environment. People interviewed included community members, community leaders, employees and volunteers of organizations that provide environmental education, and District #4 Council members. Interviews were done in person or over the telephone. Twenty three total interviews were conducted; six personal and seventeen telephone. During a personal interview, a time was set for students to meet with the interviewee; these meetings lasted approximately one hour. Telephone interviews were more focused on specific information, and these lasted approximately fifteen minutes. The interview technique was chosen based on the time availability of the interviewees. In both cases, the community members were asked their opinions and insights about the status of current environmental education programs within Dayton's Bluff, and what improvements they would suggest for environmental education. A questionnaire was developed to guide personal interviews and to ensure that each interviewer gathered the same type of data (Appendix A). The data collected from these questionnaires was then entered into a data inventory spread sheet. After compiling all the interview results, we analyzed the data to find any noticeable trends among them.

## ***Internet Research and Site Visits***

Internet research provides easily accessible sources of information. We conducted an internet survey to aid in assessing the current environmental education programs with web-based outreach for the Dayton's Bluff community, as well as gather information on historical references. In addition, we searched for comparable programs which may be offered in the greater Twin Cities area in an attempt to evaluate what has been successful for these programs within their communities. The internet was an excellent first resource for identifying locations and assessing information provided on environmental education and its current status. This information led to several site visits and interviews. Visits to neighborhood parks and trails, public schools, recreation centers, and community organizations were also completed. The information gathered at these site visits frequently directed our group to other programs and potential contacts of interest.

## **Findings**

---

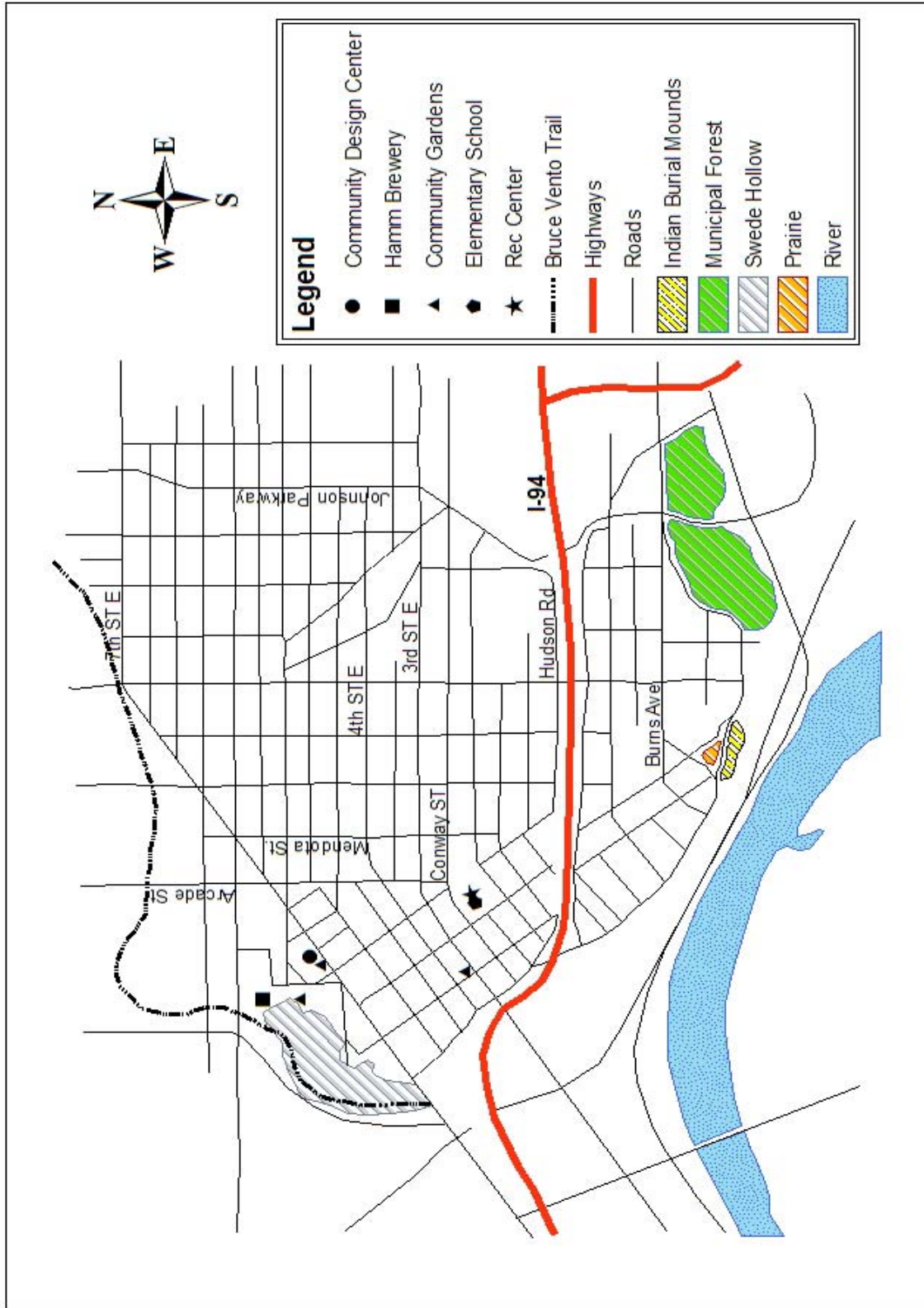
### **Environmental Education "Hot Spots"**

Dayton's Bluff's rich history has contributed to a community with a wide variety of environmental education "Hot Spots" within its borders (Figure 5). Running through the northwest quadrant of Dayton's Bluff is the Bruce Vento Trail, from 7<sup>th</sup> Street East in a northeasterly direction towards Johnson Parkway. This new trail provides the community with several miles of paved surface to recreate on, as well as opportunities to learn about Dayton's Bluff's natural resources. Some of these natural resources include the bluffs of the Mississippi River, prairie ecosystems, and forested wildlife habitat. The Bruce Vento Trail runs through portions of Swede Hollow Park which also lies within the northwest quadrant of Dayton's Bluff. The park's boundaries run

near 7<sup>th</sup> Street East, north to Minnehaha Avenue East, and west of Greenbrier Street to the Bruce Vento Trail. Swede Hollow has gained historical value in that it is one of the oldest places of successful immigration to St. Paul, giving it much potential for environmental education and interpretation (Twin Cities Public Television, 2005). To the northeast of Swede Hollow Park lies the historic Hamm's Brewery. During the 1860s, Theodore Hamm began brewing beer and later on built a mansion that overlooked Swede Hollow (Twin Cities Public Television, 2005). Unfortunately, the mansion burned down, but remnants still exist to this day.

An important environmental asset are the neighborhood's community gardens that can be found east of Swede Hollow Park and throughout Dayton's Bluff. These include children's gardens near 7<sup>th</sup> Street East and Hope Street, as well as 3<sup>rd</sup> Street North and Maria Avenue. These gardens are places for the community to come together to grow fresh produce and flowers. Youth involved with the Community Design Center get a chance to sell what they have grown. Adjacent to one of the children's gardens, just up 7<sup>th</sup> Street East, sits the Community Design Center itself. The center provides the community with many environmental education opportunities, which emphasize taking active roles to beautify their surroundings. Near the center of Dayton's Bluff, off of Conway Street and Bates Avenue, lies the Dayton's Bluff Recreation Center. This center offers after school programs with a potential for environmental education activities. Connected to the Recreation Center is the Dayton's Bluff Achievement Plus Elementary School, which has potential for the integration of more environmental education activities.

Another "Hot spot" is Indian Mounds Park, located at the southern end of Dayton's Bluff, off of Mounds View Boulevard. This park holds great historic value for this community. It contains the remnants of an ancient Dakota Indian burial ground. Today there are four remaining burial mounds within the park (Trimble, 2000). Within Indian Mounds Park, there is an area devoted to prairie restoration. This area contains native prairie plants representative of what portions of the original landscape looked like before the 1600s. Residents of Dayton's Bluff have the potential to use the prairie for great learning experiences related to the environment. Also, at the southern end of Dayton's Bluff, to the east of the prairie and Indian Mounds Park, there is a municipal forest. This area has not seen much development for recreation and its existence is little known around the community.



**Figure 5.** Map of Dayton's Bluff Environmental Education "Hot Spots".

## Survey Results

In the spring of 2005, Dayton's Bluff Community Council conducted a survey to ascertain the opinions of their community members. Approximately 1600 surveys were distributed to residents and business owners. Approximately 17% (241) of the surveys were returned and analyzed. The survey consisted of 37 questions. It listed community amenities, local government services, as well as overall quality of life issues.

Respondents were given a Likert Scale on which they would indicate the importance of that amenity, or service; 1 being unimportant, and a 5 being highly important. For the environmental education report, twelve topics were chosen that are relevant to environmental education (Table 1).

**Table 1.** Select Items From the Dayton's Bluff District 4 Community Council Neighborhood Survey, Spring 2005 (n=241)

	Importance to You					
	Low 1	2	<i>Percent</i> 3	4	High 5	No Response
<b>Quality of Life</b>						
Availability of diverse school opportunities	3%	5%	36%	25%	15%	17%
Quality of schools	7	17	37	16	5	19
Availability of cultural activities	8	19	37	17	5	15
Park and recreation facilities	7	12	30	29	12	10
Open spaces and green Areas	12	17	31	20	12	8
Historic preservation activities	8	17	38	23	6	9
Neighborhood pride	16	20	35	13	6	10
Beautification efforts of East 7 <sup>th</sup> street	9	20	41	16	4	10
<b>Crime Safety and Transportation</b>						
Pedestrian safety on neighborhood streets	10	18	42	18	6	6
Availability of transportation	8	7	29	30	18	8
<b>Housing and residential life</b>						
Image/Reputation as a residential area	20	30	28	10	3	10
Beautification efforts in the residential area	20	19	39	13	3	8

The top four concerns that survey respondents expressed pertaining to environmental education are:

- 48% expressed that availability of transportation is important or highly important
- 41% expressed that park and recreation facilities are important or highly important
- 40% expressed that the availability of diverse school opportunities is important or highly important
- 32% expressed that open spaces and green areas are important or highly important

Each of the response percentages are based on the number of people who responded to the question, as not all questions were answered by each survey respondent. Relating to the importance of diverse school opportunities, 17% of the survey respondents chose not to answer this particular question. One probable reason could be that these community members do not have children enrolled in the area schools. Another question that was skipped by a large percentage of the survey respondents was the one pertaining to parks and recreation facilities. The 10% of community members who chose not to answer this question did not use these facilities for one reason or another.

Given the demographics of the survey respondents, these results are somewhat skewed. According to the US Census approximately 28% of the community is either Asian or Latino, of the survey respondents, 13% were Asian or Latino. A disproportionate percentage of the survey respondents were Caucasian (69.3%), compared to the 58 % of the total residents (Census Facts, 2000).

## **Environmental Education Programs Current and Potential**

Among all the groups and programs, we found several noticeable trends in the environmental education programs that serve Dayton's Bluff residents (Table 2). Most of the programs are funded by both public and private means with a considerable number of volunteers. In addition, a few organizations such as the Community Design Center and Minnesota Youth Conservation Corps, offer wages to youth who participate in some programs. We also found that several of the organization staff expressed a desire for better advertising and marketing for their programs to increase support and participation. Jodi Griffin, director of the Dayton's Bluff Recreation Center, spoke of creating a better network between organizations, specifically among all the recreation centers of Saint Paul, to increase outreach efforts.

Some programs were characterized by having an emphasis on hands on outdoor recreation without always supplying the fundamental concepts underlying ecosystems and human interactions. Similarly, within the schools of Dayton's Bluff, basic environmental education is sometimes lacking due to time and resource constraints. Principal of Dayton's Bluff Achievement Plus Elementary, Andrew Collins, stated that the teachers already have to individually incorporate regular science curriculum into their tightly structured day, leaving little room for the integration of environmental sciences.

**Table 2 Dayton's Bluff Organizations and Programs with Environmental Education (EE) Opportunities**

Organization/Program Name	Contact Name	Age Group	EE Staff	Partners	Participation	Challenges	Program Advertisement	Other Information
Dayton's Bluff Achievement Plus Elementary	Andrew Collins	Elementary students	N/I	CDC, MSU, MCC	Very diverse	Not enough time for EE	N/I	N/I
Dayton's Bluff Recreation center	Jodi Griffin	All ages	1 full time/3 part time	Rec. check, extended day prog.	Very diverse	Low participation	Flyers, pamphlets	Willing to do more EE
Community Design Center	Ruth Murphy	High school	N/I	Local high schools	Very diverse	Funding	Recruit through schools, flyers	N/I
Minnesota Conservation Corps	Pete Bonk	Youth and adults	Paid students	Local high schools	Unsure	Statewide program	High school career centers	No recruitment
Metro State University	Evelyn Rolloff	College	N/I	N/I	N/I	N/I	N/I	N/I
Comunidades Latinas Unidas En Servicio	Stacy Opitz	All ages	N/A	N/A	N/A	N/A	N/A	No EE programs, community establishment programs
Hmong American Partnership	Su Yang	All ages	N/A	N/A	N/A	Not enough funding	N/A	Willing to do EE
Lower Phalen Creek Project	Amy Middleton	All ages	7 Primary staff	DNR, CDC, City of St. P.	N/I	N/I	Articles in local news papers	N/I
Children's Gardens	Ruth Murphy, Karen Dupaul	Mainly 9-12 <sup>th</sup> grade	Paid students	CDC, local high schools	Very diverse	Not enough funding	Collaboration with schools	N/I
Park Stewards	Matt Reinartz	Varies	Volunteer	Various sponsors	Diverse; churches, boy scouts, schools	N/I	Website, job fairs, notify districts	Equipment provided by city, labor is volunteer

\*N/I = No Information, N/A = Not Applicable

Dayton's Bluff is a very diverse community, and minority involvement in environmental education programs illustrated several trends. We found one such trend in organizations that devoted their energies to minority communities such as Hmong American Partnership and Comunidades Latinas Unidas En Servicio (CLUES). These organizations placed less emphasis on environmental programs, due to other amenities desired by those citizens who utilize their services. Stacy Opitz, public relations director of CLUES, stated that many members of the Latino community expressed the need for more basic programs addressing adequate housing, health care, and employment. These needs oftentimes take precedence over energies spent on environmental education programs. This should not be misinterpreted as a lack of interest on the part of these minority communities for environmental education. There are high levels of participant diversity in environmental education programs offered by some organizations, minority communities are receptive to and active in these programs. This can be seen in the high levels of diversity among community programs offered by organizations such as the Community Design Center and Dayton's Bluff Recreation Center. According to Ruth Murphy, Director of the Community Design Center, the high level of diversity among the participants of these programs is what makes them such a valuable component of what the Community Design Center has to offer. What can be taken from these findings is that organizations that service minority communities specifically do not find environmental education a priority. However, there is interest in environmental education among these minority communities, as illustrated by their active participation in other, more environmentally focused, organizations.

Additionally, there is good youth participation, but low adult and family participation. Jodi Griffin expressed that the Dayton's Bluff Recreation Center offered several adult and family programs, but noticed low participation and found it difficult reaching this target audience.

## **Recommendations**

Dayton's Bluff is a unique District located in the heart of a big city with an appetite for art, history, culture, and entertainment. The area has a diverse mix of nationalities, neighborhoods, and charming parks. The three largest parks, Indian Mounds, Swede Hollow and the Bruce Vento Nature Sanctuary, are proof of hard work and accomplishment in reclaiming natural areas. This friendly atmosphere and vibrant city has provided local community members a home with an old world charm. The incredible history of Dayton's Bluff has brought a sense of community pride. This is a neighborhood is that has many opportunities for community members to become involved. Through organizations, clubs, and groups, Dayton's Bluff Community Council hopes to provide and "promote recreational, housing, educational, economic, and social opportunities that improve

the quality of life within the Dayton's Bluff area" (Dayton's Bluff Community Council, 2005). Building upon the existing qualities found in Dayton's Bluff, while also utilizing our findings, we have developed the following recommendations. Realistic steps have been suggested to enhance the environmental awareness, participation, and pride surrounding the natural environment of Dayton's Bluff.

*Recommendation 1: Enhance Communication about Environmental Education Opportunities*

*Recommendation 2: Infuse Environmental Education into Existing Programs*

*Recommendation 3: Strengthen Networking between Existing Programs*

Enhancing the quality of life in the Dayton's Bluff community can be achieved by promoting education and involvement in protecting and maintaining the natural environment. We offer recommendations that will compliment this vision and provide tools to attain it.

## **Recommendation 1: Enhance Communication about Environmental Education Opportunities**

One of the main subjects brought up while conducting interviews and comparing programs was the issue of participation. Many of the program leaders interviewed were concerned about the participation levels in activities and programs within their organizations. One way to increase participation would be to enhance communication about the programs by improving advertising strategies. Communication can become more effective in the following ways: placing environmental education information in the community newspaper, translating this information into several languages, utilizing website potential, creating a city-wide program guide, and increasing personal recruitment efforts.

District #4 currently offers *The Dayton's Bluff District Forum*, a local newspaper delivered to residents via mail and posted on the Dayton's Bluff website. It can also be picked up at a variety of locations in the neighborhood. Published monthly, it highlights upcoming events, community profiles, and local news stories. This paper provides an opportunity to inform residents about significant environmental education opportunities and to increase awareness about environmental issues. Currently the paper is available in English. Twenty-eight percent of the Dayton's Bluff community members primarily speak a language other than English (Census, 2000). These individuals could be better informed about community events and environmental education opportunities if the environmental education information was presented in a language they are most proficient in. This could also create a stronger sense of community among all the residents, if they feel a special effort is being made to get them involved in Dayton's Bluff's events. Of those who are proficient in another language, 18% speak an Asian language, Hmong being predominant, and 8% speak Spanish. For this reason, we recommend making part of the *Dayton's Bluff District Forum* available in these two languages as well as English. The expense of translating the whole paper into two additional languages could be costly. If this is the case, we

propose starting with only half of a page dedicated to a calendar of environmental opportunities or issues in the three languages mentioned. Divided in three columns, the first column could be translated in Hmong, then in English, and finally Spanish. This calendar of events in three languages could also be very beneficial for schools and local organizations.

Translating languages does include risks because mistakes can be made in translation, leading to miscommunication. We do not want this to happen in the *Dayton's Bluff District Forum*, so we suggest the translation be done by proficient bilingual individuals. Due to the many multilingual residents of Dayton's Bluff, volunteers could easily translate portions of the newspaper. This would be the best option because it would create a sense of involvement among community members. However, one issue with depending on volunteers is the time commitment translation would require. It may be difficult to find community members who could devote the amount of time necessary.

One method to overcome the challenge of finding available translators can be found at SDL International, a leading online globalization company with the most powerful translation engine on the market today (SDL International, 2005). However, since SDL International does not offer Hmong translation, another online resource is Applied Language Solutions (ALS). This company offers both Spanish and Hmong translation services at a competitive price (ALS, 2005). They are committed to providing high quality, accurate, and quick service to users.

Another way of advertising environmental education events and issues is via email or the internet. The Dayton's Bluff website could offer a registry or mailing list for people interested in receiving information about environmental education opportunities. The Community Calendar could be updated to show all program activities with the date, location, and time. Any environmental workshops or training opportunities could also be placed on this calendar. By placing more information on the website, the community would have several ways to locate information about local opportunities.

A more specific example for enhancing communication would be to expand the Section #5 Recreation Center program guide. Currently, St. Paul's recreation centers are divided into six sections. Dayton's Bluff Recreation Center is part of Section #5, along with Arlington, Phalen, Duluth and Case, Margaret, and Wilder Recreation Centers. These six centers send out one site-specific brochure of programs to residents who live in Section #5. Jody Griffin, Director of Dayton's Bluff Recreation Center, suggested creating a combined program guide with all the Sections of St. Paul represented. Switching from individual Section brochures to a city wide program guide could help reach more residents, informing them of environmental education opportunities throughout the entire city, rather than only in their neighborhood.

Another tool to improve communication would be to strengthen recruitment efforts. Multilingual brochures of program information could be distributed door to door by volunteers. Additionally, these volunteers could simply visit residents, inviting them to local events. This type of personal recruitment offers a simple method of promoting environmental activities with little financial cost to the organizations. The methods presented in this recommendation, about improving communication, will benefit organizations offering environmental education by promoting community participation and increased environmental awareness.

## **Recommendation 2: Infuse Environmental Education into Existing Programs**

There are many excellent programs already offered in the Dayton's Bluff Community, but one potential way to add more environmental content to these programs is through volunteer interpreters. Volunteer park interpreters could inform people about the natural history of the areas, as well as bringing the people's history to life. Interpreters could give guided tours of the area, adding to community members' sense of pride, while informing outside visitors about the rich history and natural areas. This could be accomplished by creating internship job opportunities with local Universities' Environmental Education undergraduate programs, or advertising positions on the District #4 Community web page, or even as an add in the District Forum. This would be a cost effective approach to adding to environmental education throughout the community, while providing excellent work experience to students preparing for a career in environmental education.

There are training programs offered for residents who may be interested in becoming a naturalist or interpreter. One such program is the Minnesota Master Naturalist program offered through the University of Minnesota in partnership with the Bell Museum and Department of Natural Resources (Appendix B). In this particular program, members of the general public can take courses on issues in natural resources (Minnesota Master Naturalist, 2005). These programs provide the necessary training and tools to become a naturalist without going back to school for a degree. One potential draw back for people interested in this program would be finding the time to attend the training sessions. In addition, there may be a fee associated with attending some of these programs that could further deter people.

Another way to introduce environmental education into existing programs would be through the schools. For instance, the Dayton's Bluff Achievement Plus School uses educational aids such as the rain garden and recycling program, to incorporate environmental education into the science curriculum. The school also has an environmental committee composed of teachers that work to add environmental education into the schools' curriculum and day-to-day operations. These teachers may only need occasional workshops to keep up to date on issues and new ideas surrounding environmental education. SEEK, or Sharing Environmental Education Knowledge, is an interactive directory of environmental education resources created by the Minnesota Office of Environmental Assistance (MN

OEA) (Appendix C). This organization provides free workshops to train instructors in the best methods of teaching environmental education programs (SEEK, 2005). In addition, MN OEA offers many free online resources to guide environmental educators. They also offer online environmental education resources for multilingual learners, including programs that have been translated into Hmong and Spanish (MN OEA, 2005).

Organizations with a focus on outdoor activities, such as the Recreation Center or the Garden Club, could find ways to integrate environmental education into their activities-based programs. The Dayton's Bluff Recreation Center could show environmental movies in its theatre, or even invite programs such as those offered by the Raptor Center to give talks to after school children. The Raptor Center is part of the University of Minnesota's College of Veterinary Science. Focusing on the rehabilitation of injured raptors, the Raptor Center provides outreach programs highlighting birds, conservation and the environment by bringing live raptors to schools and organizations. Other examples of organizations or agencies that provide environmental education programs offsite include the Ramsey County District Watershed (Appendix D), the Science Museum of Minnesota (Appendix E), and the Como Zoo, among others.

Development of an environmental education booster club founded by parents, teachers, and community members, may be able to lead a variety of efforts. A booster club, through membership dues or sales of concessions could support extra curricular activities for students such as field trips to the Science Museum, Minnesota Zoo, or other potential environmental activities that require funding. An excellent resource to help with these ideas and many others can be found in Eco Education, a non profit environmental education organization based out of St. Paul (Appendix F). Eco Education is dedicated to making environmental education pertinent to urban learners.

### **Recommendation 3: Strengthen Networking between Existing Programs**

Strengthening the network between community organizations that offer environmental education opportunities would improve overall consistency of the Dayton's Bluff programs and minimize overlap. It would allow each organization to demonstrate their strengths as well as compensate for any limitations by taking advantage of another program's capacities. In turn, this networking pools community resources to supply each organization with the necessary tools to become an essential part of a collaborative community structure with environmental education as its platform. Networking allows those groups who provide environmental education opportunities to be more closely linked, allowing for better communication of existing programs as well as collaborative development of additional ones.

One way to build this collaborative network would be to establish bi-annual meetings for organizations listed in Table 2. Leaders from each organization could serve as representatives. Gatherings could be initiated by the Dayton's Bluff Community Council. These meetings would be a time to share ideas, pool resources for community programs, develop new programs, coordinate marketing, and simply offer support.

Building on this network, a single representative could take their programs to community organizations that do not necessarily offer environmental education opportunities. This is important in reaching the community members less able or likely to attend programs in a traditional environmental education site. For example, the Community Design Center could potentially offer programs at CLUES or Hmong American Partnership, where there are currently no environmental education programs offered. In addition, these programs could be taught in Hmong and Spanish by members of these organizations. Recommendations such as multilingual educators and programs would be more attainable with a collaborative network in place.

Another way to increase networking and encourage participation would be to hold a community wide exposition presenting the environmental opportunities to Dayton's Bluff residents. The exhibit could be hosted by local environmental education organizations, including local businesses and organizations extending to city wide agencies that service the Dayton's Bluff community. A good example of an exhibit based in the Twin Cities is the Living Green Expo, held annually at the Minnesota State Fairgrounds (Living Green Expo, 2005). It provides businesses and organizations that have a vested interest in appealing to environmentally conscious residents of the Twin Cities a place to find out about their products and programs. This is an excellent way to educate residents about how to maintain a sustainable environment. A similar expo, on a much smaller scale, could potentially be held in Dayton's Bluff. This expo would focus on neighborhood opportunities for environmental education. For example, it could focus on economical ways to save money on heating costs, recycling difficult materials, and developing a healthy lifestyle. It could be sponsored by community businesses and organizations that have a desire to promote living in a healthy environment in Dayton's Bluff.

## **Conclusions**

---

Expanding existing environmental education opportunities and creating stronger partners between program and community leaders can improve the overall quality of life for the Dayton's Bluff community. Enhancing environmental education within the community will contribute to community pride, as well as foster greater understanding of the community's diverse and rich cultural diversity, along with a stronger appreciation for its natural areas.

The recommendations in this report are based on the existing quality of environmental education programs and information from community leaders. Environmental education is one tool that can help to facilitate community pride and involvement for Dayton's Bluff

## References

---

- Applied Language Solutions. *Translation Services*. 2005. Applied Language Solutions. Retrieved November 23, 2005:  
[http://www.appliedlanguage.com/translation\\_services.shtml](http://www.appliedlanguage.com/translation_services.shtml)
- Dayton's Bluff Community Council. 2005. *About Us*. Dayton's Bluff Community Council. Retrieved October 09, 2005:  
[http://www.daytonsbluff.org/about\\_us.html](http://www.daytonsbluff.org/about_us.html)
- Eco Education. 2005. *About Us*. Eco Education. Retrieved November 5, 2005:  
<http://www.ecoeducation.org/index.html>
- Friends of Swede Hollow. 2002. *Brief History of Swede Hollow*. Dayton's Bluff Community Council. Retrieved October 24, 2005:  
<http://www.daytonsbluff.org/old/FOSH.html>
- Living Green Expo. 2005. *Benefit from a Healthy, Sustainable Life*. Living Green Expo. Retrieved November 23, 2005: <http://www.livinggreen.org/>
- Minnesota Master Naturalist. 2005. *Minnesota Master Naturalist-Welcome Page*. University of Minnesota. Retrieved November 8, 2005:  
<http://www.minnesotamasternaturalist.org/index.php>
- Office of Environmental Assistance's Environmental Education Unit. 2005. *Environmental Education*. Minnesota Office of Environmental Assistance. Retrieved November 23, 2005: <http://www.moea.state.mn.us/ee/index.cfm>
- SDL International. 2005. *Professional Translation and Localization Services*. SDL International. Retrieved November 23, 2005: <http://www.freetranslation.com/>
- Sharing Environmental Education Knowledge. 2005. *Minnesota's Interactive Directory of Environmental Education Resources*. Minnesota Office of Environmental Assistance. Retrieved November 23, 2005: <http://www.seek.state.mn.us/>
- Stapp, William B., et al. 1969. "The Concept of Environmental Education." *Environmental Education* 1(1): 30-31. Reprinted in Hungerford, 2005: 21.
- The Historic Dayton's Bluff Association. 2005. *Historic Dayton's Bluff Driving Tour*. Retrieved November 7, 2005:  
<http://www.daytonsbluff.org/old/HistoricDBDrivingTour.html>
- Trimble, Steve. 1996. *A Short History of Indian Mounds Park*. Retrieved October 30, 2005: [www.daytonsbluff.org/old/AShortHistoryofMoundsPark.html](http://www.daytonsbluff.org/old/AShortHistoryofMoundsPark.html)
- Twin Cities Public Television. 2005. *Lost Twin Cities 2: Swede Hollow*. Twin Cities Public Television. Retrieved October 30, 2005:  
[www.ktca.org/lostcity/swede.html](http://www.ktca.org/lostcity/swede.html)
- Wilder Research Center. 2002. *Findings*. Wilder Research Center. Retrieved: November 7, 2005:  
[http://www.wilder.org/fileadmin/user\\_upload/research/findings7-02.pdf](http://www.wilder.org/fileadmin/user_upload/research/findings7-02.pdf)

## **Appendices**

---

Appendix A: Interview Information Data Sheet

Appendix B: Minnesota Naturalist Homepage

Appendix C: Minnesota Office of Environmental Assistance Homepage

Appendix D: Ramsey County District Watershed Homepage

Appendix E: Science Museum of Minnesota Homepage

Appendix F: Eco Education Homepage

Appendix G: Contact Information

# Appendix A: Interview Information Data Sheet

Date: \_\_\_\_\_  
Interviewer's Name: \_\_\_\_\_

## General Information:

Organization/Group Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone Number/s: \_\_\_\_\_

Web Site: \_\_\_\_\_

## Program Information:

Name of Program: \_\_\_\_\_

Time/Date of Meetings:

\_\_\_\_\_

Age Group: \_\_\_\_\_

Fees Involved: \_\_\_\_\_

Program Goals and Purpose: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Participation (Who comes? E.g. Minorities?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Source of Funding: \_\_\_\_\_

\_\_\_\_\_

Is the program in collaboration with another organization? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff (How many? Expertise?): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How is the program advertised? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are the risks involved with the program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Notes:

## **Appendix B: Minnesota Naturalist Homepage**

### **Welcome to the Minnesota Master Naturalist Homepage!**

The Minnesota Master Naturalist Program is a volunteer program that trains adults about Minnesota's natural resources, teaches how to educate others, and provides opportunities to do conservation projects.

#### ***Who can be a Master Naturalist?***

Any adult who is curious and enjoys learning about the natural world, shares that knowledge with others, and supports conservation. Minnesota Master Naturalists are a motivated group of fun and interesting people.

If you enjoy hiking, bird watching, following tracks or identifying wildflowers, you'll love being a Master Naturalist. Anyone who appreciated the outdoors can be a Master Naturalist: teachers, retired professionals, nature guides, hunters, eco-tour operators, farmers and ...YOU!

#### ***Through the Master Naturalist Program you will:***

- Support conservation efforts throughout Minnesota.
- Join a statewide network of trained volunteers in environmental education, interpretation and service.
- Increase the Minnesotan's understanding and appreciation of the natural world.

#### ***Learn about Minnesota's three ecosystems.***

The program offers three courses, locally taught, that correspond to Minnesota's three major ecosystems:

- Big Woods, Big Rivers-starting in Fall 2005
- Northwoods, Great Lakes-starting in 2007
- Prairies and Potholes-starting in 2006

#### ***Study the outdoors and make a difference.***

A Master Naturalist completes a 40-hour, hands-on course with expert instructors and fellow learners, studying natural history, environmental interpretation, and conservation stewardship. Participants receive detailed course manuals and certification of accomplishment. Final certification comes with the completion of 40 hours of volunteer service.

#### ***What is the cost?***

Each course is \$200.00 and includes course manuals, and supplies.

*How do I become a Master Naturalist Instructor?*

If you are an environmental or science educator who would like to offer Master Naturalist courses at your facility, you can have your staff trained to offer the courses at your site!

Source: <http://www.minnesotamasternaturalist.org/index.php>

## Appendix C: EE Resources for Educators and Community Members



**A GreenPrint for Minnesota, Second Edition** offers guidance to individuals, organizations and agencies that deliver or support environmental education (EE) in Minnesota.

The GreenPrint is designed to foster and expand partnerships to produce and provide EE programs and materials to Minnesota citizens. Implementation of the GreenPrint will increase environmental literacy and provide Minnesotans with the knowledge and skills to become active and engaged citizens to help keep our communities healthy and vital.

This second edition of the GreenPrint — the state plan for environmental education — comes out of the first comprehensive assessment and review of the original GreenPrint that was published in 1993. Members of the state's **Environmental Education Advisory Board (EEAB)** and staff from the **Minnesota Office of Environmental Assistance** worked to update the GreenPrint, conducting regional and audience-based focus groups and a statewide EE survey.

Copies of the **GreenPrint, Second Edition** can be freely downloaded at the website, copied and distributed, with appropriate credit to the **Minnesota Office of Environmental Assistance** and the **Minnesota Environmental Education Advisory Board**.

### Order a printed copy

Education Clearinghouse  
Minnesota OEA  
520 Lafayette Rd N # 200  
St. Paul, MN 55155-4100  
651-215-0232  
800-877-6300 (Minn. only)  
[clearinghouse@moea.state.mn.us](mailto:clearinghouse@moea.state.mn.us)

Source: [http://www.seek.state.mn.us/eemn\\_d.cfm](http://www.seek.state.mn.us/eemn_d.cfm)

### **Greening School Grounds: Creating Habitats for Learning**

[www.greenteacher.com/orderbooks.html](http://www.greenteacher.com/orderbooks.html)

A series of articles on natural outdoor spaces for schools, sharing perspectives on childhood needs for outdoor exploration and connection to nature. Offers several ideas for schoolyard projects including insect gardens, tree nurseries, bird-watching areas, vegetable gardens and natural plant succession areas. Also offers suggestions for connecting the outdoor classroom to common curriculum subjects. To purchase (\$21.95), call **Green Teacher** at 416-960-1244 or email [info@greenteacher.com](mailto:info@greenteacher.com).

### **Building Our Children's Future**

[Center for Resourceful Building Technology](#), 1996

An intensive, interdisciplinary green building curriculum guide for K-12 schools, but most appropriate for high school students. Focuses on understanding sustainability and the built environment with lessons in language arts, math, science, social studies and visual arts. The curriculum costs \$10; Call CRBT at 406-549-7678 or e-mail [crbt@ncat.org](mailto:crbt@ncat.org).

### **Schoolyard Habitats | [www.nwf.org/backyardwildlifehabitat/](http://www.nwf.org/backyardwildlifehabitat/)**

The National Wildlife Federation provides the basics for implementing a schoolyard habitat program, and incorporating outdoor habitats into cross-curricular learning. Lists activities for subjects such as math, science, language, art, technology and social studies, as well as links to related education programs for K-12 schools.

### **Green Schools Energy Project: A step-by-step manual**

Youth for Environmental Sanity, 1998

The how-to guide explains organizing, planning and implementing school energy-saving projects, and includes facts on energy use and related environmental effects. The manual is free for download at [www.yesworld.org](http://www.yesworld.org). To order a printed copy, call 877-293-7226 (\$10).

### **Blueprint for a Green School** (Jayni Chase, Scholastic, Inc., 1995)

This book covers several green building components in schools, such as water and energy conservation, waste reduction and recycling, indoor air quality, and sustainable gardening. A useful resource for projects in existing school buildings. Also provides a thorough guide to environmental education materials for teachers. Order from Scholastic, Inc., 800-325-6149, ISBN 0-590-49830-4 (\$26).

Source: <http://www.moea.state.mn.us/ee/greenschools.cfm>

# Minnesota's interactive directory of environmental education (EE) resources



[Browse Resources](#) - customize your search of the SEEK Resource Directory.

---



[Calendar](#) - stay up-to-date on EE events and opportunities.

---



[Regional Pages](#) - explore the EE resources in your area of Minnesota.

---



[In the Classroom](#) - find information on graduation standards, EIC, Scope & Sequence, and more.

---



[Minnesota EE](#) - see how EE works in MN: *A Greenprint for Minnesota*.

---

## **Introduction to SEEK**

Welcome to SEEK (Sharing Environmental Education Knowledge) a place to find Minnesota resources for environmental education.

The SEEK directory works as a clearinghouse for all types of environmental education resources, from articles to lesson plans, from performances to displays, and many more. These resources come from a variety of organizations throughout Minnesota, including schools and colleges, government agencies, libraries and businesses.

Abstracts of each resource have been placed into the SEEK directory, where you can locate them by using SEEK's search function. If the resource corresponds to your needs, you can obtain it, either directly, if has a World Wide Web connection, or indirectly by writing or calling the organization that listed it.

Training is available both for people wishing to learn how to use SEEK to find resources and for potential contributors who have resources they would like to list in the directory.

The SEEK directory is constantly evolving. Our contributors are adding new resources to the directory and calendar continually. We are looking for new resources, announcements to include in the news and calendar and for new connections in the explore area.

Please send questions, comments, recommendations, or reference to possible omissions or errors to:

**SEEK Coordinator**

888-668-3224 or 651-215-0256

520 Lafayette Rd. N.

St. Paul, MN 55155-4100

Source: <http://www.seek.state.mn.us/>

## Appendix D: Ramsey County District Watershed Homepage



### Public Involvement & Education (PIE)

The Public Involvement and Education Program has a [long range vision and implementation strategy](#). In ten years, 5<sup>th</sup> grade students will be voting citizens; we want the overall "watershed stewardship" concept throughout our communities to evolve and grow with them.

The District has many [educational resources](#) available to help the citizenry in our District become watershed stewards. The District is directly involved in [area schools](#), coordinating environmental learning and service projects with teachers.

The District also wants to keep the public aware of [educational events](#) they can attend, as well as stewardship projects that are taking place in our District. We also want to give people an opportunity to work with us as [volunteers](#) at schools, events or restoration sites and gain valuable experience while building community stewardship connections.

[Schools and Youth](#)

[Education Program Strategy](#)

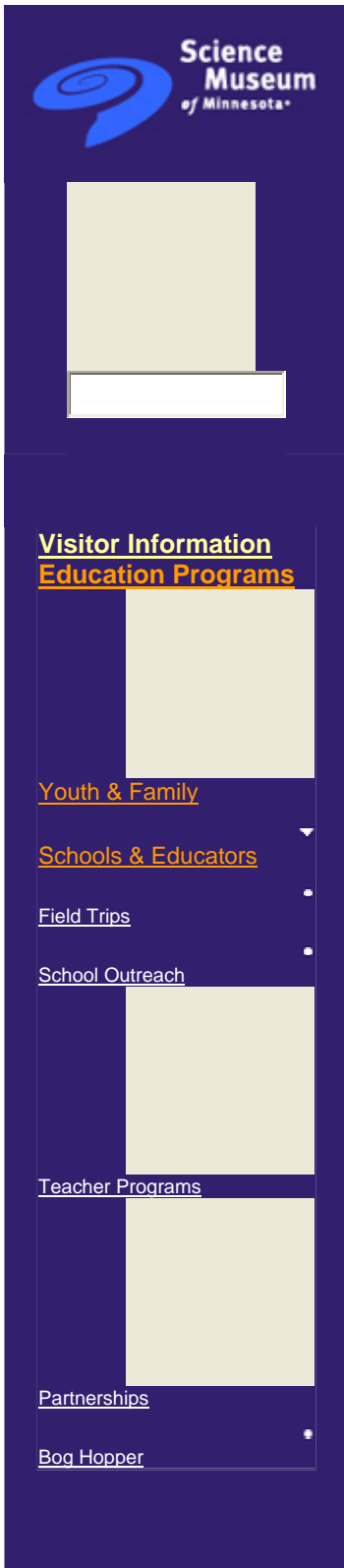
[District Educational Resources](#)

[Events and Volunteer Opportunities](#)

[How To Get Involved](#)

Source: <http://www.rwmwd.org/>

## Appendix E: Science Museum of Minnesota Homepage



### School Outreach

**Energize** your science curriculum by bringing our **Assemblies, Residencies, Museum Trunks and Teacher Materials** to your school!

#### Assemblies

are dynamic, larger-than-life, 50-minute demonstrations which introduce students to the fun of science while teaching core concepts.

#### Residencies

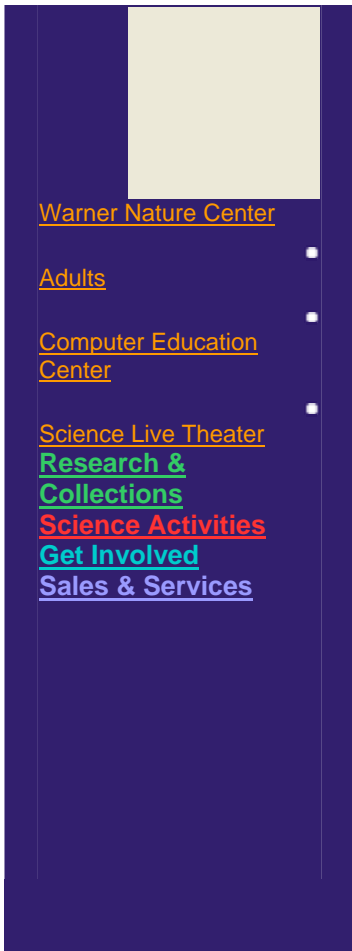
last one to five days and allow students to solve challenges, explore their environment, and apply science concepts to their daily lives through hands-on, classroom-based sessions.

#### Museum Trunks

are packed with artifacts, specimens, replicas, background information, audiovisual materials, activities, resource materials, and an operator's manual, bringing a distinctive, interactive learning opportunity into the classroom.

#### Teacher Materials

are resources for educators to use in the classroom. When you buy one of our teacher packets you'll have hands-on activities on a variety of science-related topics at your fingertips.



[Home](#) | [En Español](#) | [Contact Us](#) | [Privacy Statement](#) | [Legal Notice](#) | [Museum Accessibility](#) | [Employment](#)

© 2005 Science Museum of Minnesota

Source: <http://www.smm.org>

## Appendix F: Eco Education Information



### PROGRAMS



Eco Education has a variety of program offerings for schools with particular emphasis on 5th-12th grades in Minneapolis and Saint Paul, Minnesota.

[Model Schools in Urban Environmental Education](#) is an award-winning program in which a unique partnership with Eco Education provides schools with a two-year interdisciplinary environmental education model that leads students from knowledge to action and combines the benefits of both the *City Connections* and *Urban Stewards* programs.

[City Connections](#) is an urban environmental education curriculum set in the real-world context of Minneapolis and Saint Paul. With *City Connections*, students build content knowledge in social studies and science, and develop citizenship and problem-solving skills using their own neighborhoods as a context. *City Connections is offered to schools that serve grades 5-7 in Minneapolis and St. Paul.*

[Urban Stewards](#) is a service-learning program that provides students with real world opportunities to identify and address environmental issues in their communities. The emphasis of this program is on youth empowerment, advanced development of citizenship and problem-solving skills, and fostering community involvement. *Urban Stewards is offered to schools that serve grades 5-12 in Minneapolis and St. Paul.*

[Eco Outreach](#) is a speaker network that brings experienced environmental educators, naturalists, and scientists into schools to spark students' curiosity about the environment. *This program is offered to groups of all ages (typically preK-12 schools, scout troops, summer camps, etc.) in the seven county metro area of Minneapolis and St. Paul. Please inquire for programs outside of those counties.*

***Eco Education***  
***509 Sibley Street, Suite 375***  
***Saint Paul, MN 55101***  
***651.222.7691 tel***  
***651.222.3425 fax***

For more information about donations or financial contributions, please contact either Kathy Kinzig or Brinkley Prescott.

For more information on becoming part of our Community Partners Network, please contact Monica Cuneo.

For more information about our *City Connections*, Urban Stewards, and Model Schools programs, please contact either Sarah Riddle or Christopher Feider.

For more information about Eco Outreach programs or Eco Outreach speaker opportunities, please contact Rebecca Oberton.

For more information about our mission, program goals, strategic direction and partnerships, please contact Kathy Kinzig.

For other general inquiries, please contact: [info@ecoeducation.org](mailto:info@ecoeducation.org)

Source: <http://www.ecoeducation.org/index.html>

## **Appendix G: Contact Information**

### **College of Natural Resources**

Skok Hall  
2003 Upper Buford Circle  
St. Paul, MN 55108  
Phone: 612-624-1234  
Fax: 612-624-8701  
cnr-info@umn.edu

### **Community Design Center**

731 East 7<sup>th</sup> Street  
Saint Paul, MN 55106  
Contact: Ruth Murphy  
Phone: 651-228-7073

### **Comunidades Latinas Unidas En Servicio (CLUES)**

797 East 7<sup>th</sup> Street  
Saint Paul, MN 55106  
Phone: 651-379-4200  
Fax: 651-292-0347

### **Dayton's Bluff Achievement Plus Elementary**

262 Bates Ave.  
Saint Paul, MN 55106  
Principal: Andrew Collins  
Phone: 651-293-8915  
Andrew.Collins@spps.org

### **Dayton's Bluff Community Council**

798 East 7th Street  
Saint Paul, MN 55106  
Community Organizer: Karin DuPaul  
Phone: 651.772.2075  
Fax: 651.774.3510  
info@daytonsbluff.org

### **Dayton's Bluff Community Recreation Center**

800 Conway St.  
Saint Paul, MN 55106  
Director: Jody Griffin  
651.793-3885  
jody.griffin@ci.stpaul.mn.us

**Eco Education**

509 Sibley Street, Suite 375  
Saint Paul, MN 55101  
Phone: 651-222-7691  
Fax: 651-222-3425  
info@ecoeducation.org

**Hmong American Partnership**

1075 Arcade Street  
Saint Paul, MN 55106  
Phone: 651-495-9160  
Fax: 651-495-1699  
hapmail@hmong.org

**Indian Mounds Park: Park Permit Office**

1100 No. Hamline Ave.  
Saint Paul, MN 55108  
Phone: 651-632-5111  
Fax: 651-632-5115  
karen.clark@ci.stpaul.mn.us

**Lower Phalen Creek Project**

925 Payne Ave. Suite 201  
Saint Paul, MN 55101  
Project Manager: Amy Middleton  
Phone: 715-483-1414  
amiddle@centurytel.net

**Minnesota Conservation Corps**

2715 Upper Afton Road  
Suite 100  
Maplewood, MN 55119  
Central District Manager: Brian Miller  
Phone: 651-209-9900 x19  
Fax: 651-209-9901  
brian.miller@conservationcorps.org

Youth Programs Manager: Pete Bonk  
Office Phone: 651-209-9900 x11  
Cell: 612-306-8656  
pete.bonk@conservationcorps.org

**Minnesota Office of Environmental Assistance**

520 Lafayette Road North Floor 2  
St. Paul, MN 55155  
Phone: 651-296-3417 or 800-657-3843  
ee@moea.state.mn.us

**Minnesota Zoo**

13000 Zoo Boulevard  
Apple Valley, MN 55124  
Phone: 952-431-9200, 1-800-366-7811  
24-hour information line: 952-431-9500  
Fax: 952-431-9300  
info@mnzoo.org

**Park Stewards**

25 West Fourth Street #300  
Saint Paul MN 55102  
Contact: Matt Reinartz  
Phone: 651-292-7405  
Fax: 651-266-6430

**Saint Paul Parks and Recreation**

25 West Fourth Street #300  
Saint Paul MN 55102  
Director: Bob Bierscheid  
Phone: 651-266-6400  
Fax: 651-266-6378

**Science Museum of Minnesota**

120 West Kellogg Boulevard  
Saint Paul, MN 55102  
Phone: 651-221-9444 or 800-221-9444  
Fax: 651-221-4777  
info@smm.org

**The Raptor Center**

1920 Fitch Avenue  
St. Paul, MN 55108  
Phone: 612-624-4745  
raptor@umn.edu