

1997 Project Abstract

For the Period Ending June 30, 1999

This project was supported by the 1997 Minnesota Laws, CH. 216, Sec. 15, Subd 13(E) by the Legislative Commission on Minnesota Resources from the Minnesota Trust Fund.

Project Title: PARTNERS IN ACCESSIBLE RECREATION &
ENVIRONMENTAL RESPONSIBILITY

Project Manager: Greg Lais

Organization: Wilderness Inquiry

Address: 1313 5th St. SE Box 84 Minneapolis, MN 55414

Web site address: www.wildernessinquiry.org

Legal Citation: ML 1997, [Chap. 216], Sec.[15], Subd.[13(e)].

Appropriation Amount: \$550000.00

Statement of Objectives:

1. Provide inclusive environmental education classroom instruction for 1000-1200 elementary level students to address state environmental education priorities in 6 - 12 Minnesota school districts.
2. Provide intensive leadership training to 350 selected high school students to enable them to serve as schoolwide "environmental stewardship mentors."
3. Involve 2,000 students, teachers and parents in "hands on" outdoor activities fostering: outdoor skills, environmental awareness, and stewardship.
4. Coordinate 6-12 environmental community service projects in Minnesota school districts.
5. Disseminate project results through statewide educational conferences, publications, and the SEEK network

Overall Project Results:

1. Provided inclusive environmental education classroom instruction for 2,113 elementary students in 9 school districts.
2. Provided intensive leadership training to 375 high school students.
3. Involved 2,916 individuals via workshops, weekend adventures and extended trips.
4. Coordinated 16 service projects in 9 school districts.
5. Disseminated project results through 23 conferences and via a homepage on the internet.

Project Results Use and Dissemination:

Twelve presentations were made which specifically addressed project results. Results are also available at the PARTNERS website. PARTNERS Lessons will continue to be taught in all 103 classrooms where the program was conducted.

Date of Report: July 1, 1999
Date of Workprogram Approval: May 27, 1997
Project Completion Date: June 30, 1999

LCMR Final Work Program Update Report

I. PROJECT TITLE: PARTNERS IN ACCESSIBLE RECREATION & ENVIRONMENTAL RESPONSIBILITY

Project Manager: Greg Lais
Affiliation: Wilderness Inquiry
Mailing Address: 1313 Fifth Street, SE., Box 84
Minneapolis, MN 55414
Telephone Number: (612)379-3858
E-Mail: glais@AOL.COM
Fax Number: (612)379-5972
Web site address: www.wildernessinquiry.org

Total Biennial Project Budget:

\$LCMR:	550,000	\$ Match:	0
-\$LCMR Amount Spent	550,000	-\$ Match Amount Spent	0
=\$LCMR Balance:	\$0	=\$Match Balance:	0

- A. Legal Citation:** ML 1997, [Chap.216], Sec.[15], Subd.[13(e)].
PARTNERS IN ACCESSIBLE RECREATION &
ENVIRONMENTAL RESPONSIBILITY
\$550,000

Appropriation Language: This appropriation is from the future resources fund to the department of natural resources for an agreement with Wilderness Inquiry for the second biennium to provide a statewide program of environmental education, outdoor recreation, and inclusion of people with disabilities and other minority groups.

- B. Status of Match Requirement:** N/A

II. Project Summary and Results:

PARTNERS will work cooperatively with over **3500 students, parents, and teachers in 6-12 Minnesota school districts** to provide program development assistance in both **environmental education** and **inclusive education** for students of all abilities. A combination of urban, suburban, and rural elementary and high schools will be selected to participate in the project.

Students served at each school will be representative of that school's population, with an emphasis on serving students with disabilities and people of color. Participating schools will serve as models for inclusive environmental education, consistent with the state goals for environmental education published in the *Green Print for Minnesota* by the Minnesota Department of Education in 1993.

Though not often considered together, **inclusive education** and **environmental education** are a natural match because both are non-competitive, systems-oriented, and emphasize diversity. Wilderness Inquiry's experience is that combining the two efforts enhances the effectiveness of both.

PARTNERS will:

1. Provide **inclusive environmental education classroom instruction for 1000-1200 elementary level students** to address state environmental education priorities in 6-12 Minnesota school districts.
2. Provide **intensive leadership training to 350 selected high school students** to enable them to serve as schoolwide "environmental stewardship mentors."
3. **Involve 2,000 students, teachers and parents** in "hands on" outdoor activities fostering: outdoor skills, environmental awareness, and stewardship.
4. Coordinate **6-12 environmental community service projects** in Minnesota school districts.
5. **Disseminate project results** through statewide educational conferences, publications, and the SEEK network.

III. Progress Summary:

RESULT 1: PROVIDE INCLUSIVE ENVIRONMENTAL EDUCATION CLASSROOM INSTRUCTION FOR 1000-1200 ELEMENTARY LEVEL STUDENTS TO ADDRESS STATE ENVIRONMENTAL EDUCATION PRIORITIES IN 6-12 MINNESOTA SCHOOL DISTRICTS.

LCMR Budget:	\$192,500	Balance: \$00
Completion Date:	Year One:	June 30, 1998
	Year Two:	June 30, 1999

Number of Students Served:

Project Goal: Serve 1,000 -1,200 elementary students in 6-12 school districts

Status: 2,113 elementary students served in 9 school districts

Activity 1: Identify standards and develop inclusive environmental education programming.

Progress Summary: PARTNERS staff at Vinland Center obtained information from the Minnesota Department of CFL, the National Association of Environmental Education, environmental learning centers (ELC), and public and private schools to review environmental education standards, resources and curriculum materials.

Environmental issues addressed during PARTNERS programs were based on input from teachers, naturalists, environmental learning centers, organizations and community groups throughout the state. Program materials were modified so that they are inclusive of people of all abilities and backgrounds, can be integrated into current school curricula, meet a number of the grade level expectations and graduation standards for grade levels 2 through 7.

Eighteen inclusive environmental education programs have been developed. The programs were applied in 94 classrooms in ten schools. Lessons will continue to be taught in all classrooms. The topics for these programs were:

Mississippi River	waste management	land use
agriculture	water quality	Lake Superior ecology
water in our lives	animals of the north	northern water quality
northern land use	northern waste management	water dynamics
urban ecology	Minnesota's creatures	local ecology
Redwood River ecology	food chains and wildlife	recycling & waste mangement

PARTNERS staff at Vinland Center promote partnerships between schools and local environmental education resources in PARTNERS school areas. A comprehensive listing of cooperating agencies throughout the PARTNERS program can be found in Chart 1-1. Project WET, Project WILD, Project Learning Tree and Wonders of Wetlands have been instrumental partners in curriculum development through out the entire project.

**Chart 1-1
Spring 1999 Partnerships**

School / Location	Semester	Cooperating Agencies
Webster Open School Minneapolis	Fall 1997	Minnesota Historical Society, St. Anthony Falls Anoka County, Mississippi River Dam Office of Environmental Assistance DNR Land-O-Lakes
Marcy Open School Minneapolis	Spring 1998	Fort Snelling State Park Minnesota Historical Society, St. Anthony Falls Office of Environmental Assistance Devil's Lake Dam Project Schroeder Milk
Consolidated Catholic School Faribault	Spring 1998 Spring 1999	Bell Museum Raptor Center, University of Minnesota Thousand Friends of Frogs Rice County, Zoning & Planning Dancing Winds Farm Rice County Landfill & Recycling Center Cannon River Watershed Partnership Rice County, Waste Management Legacy Golf Course Rice County, Environmental Health Valley Creek Farm U of M, Dept. of Forest Resources, Jan Joannides
Minnesota State Academy for the Deaf Faribault	Spring 1998 Spring 1999	Bell Museum Raptor Center, University of Minnesota Thousand Friends of Frogs Rice County, Zoning & Planning Dancing Winds Farm Rice County Landfill & Recycling Center Cannon River Watershed Partnership Rice County, Waste Management Legacy Golf Course Rice County, Environmental Health Valley Creek Farm U of M, Dept. of Forest Resources, Jan Joannides

School / Location	Semester	Cooperating Agencies
Bagley Elementary Bagley	Fall 1998	Listrom Disposal Service U of M, Dept. of Forest Resources, Jan Joannides Metropolitan Council Thousand Friends of Frogs DNR, Non-Game Wildlife, Katie Haus Lake Itasca State Park Education Staff Headwaters Science Center Wolfwood Ranch International Wolf Center Clearwater County, Environmental Services Clearwater County, Extension, Al Rasmussen Polk County Incinerator Clearwater County Recycling Center Farm by the Lake Balgey City Clerk Office Clearwater Soil and Water Conservation District Ann Skoe, Bemidji area Environmental Educator Pat Olden, Raptor Educator
Homecroft Elementary Duluth	Fall 1998	Hartley Nature Center EPA, Phil Munson Split Rock Lighthouse Education Staff Jay Cooke State Park Lake Superior Center Metropolitan Council Office of Environmental Assistance Western Lake Superior Sanitary District Wolfwood Ranch International Wolf Center
Sweeney Elementary Shakopee	Spring 1999	Thousand Friends of Frogs Metropolitan Council Office of Environmental Assistance Minnesota Valley National Wildlife Refuge Richardson Nature Center Raptor Center, University of Minnesota
Longfellow Humanities Magnet St. Paul	Spring 1999	Como Zoo Raptor Center University of Minnesota Horticultural Extension Service (Ramsey County) Master Gardeners, Jan Wolbe and Bud Sinny Audubon Society, St. Paul Merriam Park Citizens Council Eco Education
West Side Elementary Marshall	Spring 1999	City of Marshall, Environmental Services Redwood Cottonwood Rivers Conservation Association The Marshall Independent International Wolf Center Thousand Friends of Frogs Lyon County Soil and Water Conservation District

School / Location	Semester	Cooperating Agencies
Plymouth Middle School Plymouth	Spring 1999	DNR Riverbend Nature Center Hennepin Parks Walnut Creek National Wildlife Refuge, IA Landscape Alternatives Nursery

Problems Encountered:

None

Activity 2: Identify 6 - 12 elementary schools within Minnesota to be PARTNERS schools.

Progress Summary: PARTNERS elementary schools were identified through distribution of promotional brochures, networking with ELCs and other community groups, participation in various education related conferences, and word-of-mouth. PARTNERS program brochures and applications were sent to teachers interested in the program. In total, 18 applications were received.

Schools selected have had a diversity of students - some with disabilities and some without. Specific disabilities of students have been: cerebral palsy, learning disability (LD), emotional and behavior disability (EBD), deaf, hard of hearing, limited vision, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), limited mobility, and leukemia (chronic illness).

**Chart 1-2a
Percentage of Students with Disabilities**

School / Location	Percentage of Students with Disabilities
Webster Open School Minneapolis	21%
Marcy Open School Minneapolis	25%
Consolidated Catholic School Faribault	18%
Minnesota State Academy for the Deaf Faribault	100%
Bagley Elementary Bagley	15%
Homecroft Elementary Duluth	14%
Sweeney Elementary Shakopee	22%
Longfellow Humanities Magnet St. Paul	37%
Plymouth Middle School Plymouth	25%
West Side Elementary Marshall	31%

Vinland staff have completed PARTNERS programs in the following elementary schools:

**Chart 1-2b
Completed PARTNERS Elementary School Programs**

School / Location	Semester	Teachers	Themes	Students per Theme	Students per School
Webster Open School Minneapolis	Fall 1997	Mahoney Dudley	Mississippi River	48	48
Consolidated Catholic School Faribault	Spring 1998	Smisek VanZuilen	Agriculture	44	188
		Miller Skluzacek	Water Quality	44	
		McClellan Roach	Land Use	50	
		Thomas Worshum	Waste Management	50	
Minnesota State Academy for the Deaf Faribault	Spring 1998	Holmes Barish D. Blume Carlson	Land Use	32	66
		Gonzalez	Agriculture	11	
		Barish M. Blume	Waste Management	12	
		Johnson Reuvers Deshotel	Water Quality	11	
Marcy Open School Minneapolis	Spring 1998	Gayette Grey Hyman MacGuire Dotty Scoggins	Mississippi River	150	150
Homecroft Elementary Duluth	Fall 1998	Paccotti Rogers Asleson	Waste Management & Recycling	75	178
		Kent Hill Erickson Peterson	Lake Superior Ecology	104	

School / Location	Semester	Teachers	Themes	Students per Theme	Students per School
Bagley Elementary Bagley	Fall 1998	Olsen Berg	Animals of the North	57	372
		Foley Weerts Lake	Northern Waste Management	57	
		Drahos Bachar Strandlien	Northern Water Quality	74	
		Swanson Moen Bletz Merschman	Northern Land Use	93	
		Jones Paulson	*Water Quality - BELL 2/3	45	
		Hayes Cage	*Water Quality - BELL 4/5	46	
Consolidated Catholic School Faribault	Spring 1999	Tricker Skluzacek	Minnesota's Creatures	48	179
		VanZuilen Glynn	Agriculture	46	
		Roach	Waste Management	47	
		Smisek	Land Use and Development	38	
Minnesota State Academy for the Deaf Faribault	Spring 1999	Lee Vigessa	Waste Management	30	63
		Johnson Pauley D. Blume Madson	Water Dynamics	14	
		Barish Warwick M. Blume Gonzalez	Minnesota's Creatures	30	

School / Location	Semester	Teachers	Themes	Students per Theme	Students Per School
Longfellow Humanities Magnet St. Paul	Spring 1999	Ross Peterson Thompson	Urban Ecology	84	84
Plymouth Middle School Plymouth	Spring 1999	Vadnais	Local Ecology	156	156
Sweeney Elementary Shakopee	Spring 1999	Lucht Girdner Johnson Smith Tallman Jenks	Water in Our Lives	150	290
		King Cates Boyden Stave Larsen Menden	Food Chains and Wildlife	140	
West Side Elementary Marshall	Spring 1999	Remme Schauman Stores Moon Volker Dahl	Redwood River Ecology	149	317
		Fleck Bensen Soupir Bell Grabau Dulaf Dammen	Minnesota's Creatures	168	
Total Students Served					2113

*BELL is a focus group of classes on environmental issues within Bagley Elementary. Students in second through fifth grades may choose to participate in BELL classes.

**West Side Elementary: An eight unit course, Redwood River Ecology, was implemented for fourth grade. In addition, a two unit section was presented on wolves and frogs for third grade students.

Problems Encountered:

None

Activity 3: Provide inclusive environmental education at each PARTNERS school.

Progress Summary: A variety of methods are used to conduct lessons including: hands-on, field based, experiential and service learning. All PARTNERS curricula are modified as necessary to make accommodations for students with disabilities. School teachers and PARTNERS staff routinely fill out evaluations for PARTNERS lessons and meet to discuss ways to improve the lessons.

Lessons were carried out during intensive visits to each school. Programs include 10 - 12 hours of instruction per class, field trips and service learning centered around a selected environmental theme. All spring 1999 schools received eight to ten visits per classroom during a one month program.

Field trips and guest speaker for spring 1999 schools were:

Chart 1-3
Spring 1999 Field Trips and Guest Speakers for PARTNERS Elementary Schools

School	Theme	Presentation or Location	Number of Students
Sweeney Elementary	Water in Our Lives	Visit: Minnesota Valley Wildlife Refuge	150
	Food Chains and Wildlife	Visit: Richardson Nature Center Presentation: Raptor Center	140
Longfellow Humanities Magnet	Urban Ecology	Visit: Harriet Alexander Nature Center Presentation: Raptor Center Presentation: Como Zoo	84

Problems Encountered:

None

Activity 4: Plan development for ongoing inclusive environmental education for PARTNERS schools.

Progress Summary: All materials used to conduct the PARTNERS programs are assembled into a "trunk", which is left with each school. This project resource package contains inclusive environmental education curricula, programs and resources so that the teachers can continue to provide inclusive environmental education in their classrooms. To help ensure the sustainability of each program, efforts were made to keep expenses low for field trips and guest speakers. Partnerships with community resources also present opportunities for future school financial assistance. Students who participated in PARTNERS elementary school program also received a memento of the project. Binoculars were distributed to encourage students to continue exploring the world around them during school and home activities. Notebook folders and pencils were used for journaling about PARTNERS lessons and other nature focused activities. Sample binoculars, notebook folder and pencil are included with the attachments to this report.

Teachers are asked to complete a program evaluation form at the end of the inclusive environmental education program. These evaluations ask the teacher to comment on the overall program including all lessons; service learning projects, field trips, guest speakers and additional activities. The evaluations illustrated a commitment to continue teaching PARTNERS environmental education

units at all schools served from September 1997 through June 1999. Please see sample questionnaire in the Appendix to this report.

Teachers' ratings of the PARTNERS elementary program on appropriateness, adaptation, presentation and comprehension of all lessons showed a high level of satisfaction overall. Teachers rated lessons on the following scale: 5 = completely satisfied; 4 = satisfied; 3 = somewhat satisfied; 2 = dissatisfied; 1 = completely satisfied. The mean rating for all programs was 4.5. Teacher comments also reflected their satisfaction with the PARTNERS programs.

"The curricula was awesome. The kids really grasped the concepts - no doubt due to the quality of instruction and hands on experiences"

- Tanya Mahoney, Webster Open School, Minneapolis

"I will continue to teach environmental education in my classroom because I know I have a complete unit custom tailored for our local ecology and all the resources necessary to use it assembled into one kit."

- Kathy Vadnais, Plymouth Middle School, Plymouth

Problems Encountered:

None

Result 2: PROVIDE INTENSIVE LEADERSHIP TRAINING TO 350 SELECTED HIGH SCHOOL STUDENTS TO ENABLE THEM TO SERVE AS SCHOOL WIDE "ENVIRONMENTAL STEWARDSHIP MENTORS"

LCMR Budget: \$82,500 Balance: \$0

Completion Date: Year One: June 30, 1998
Year Two: June 30, 1999

Service Goals:

Project Goal: Serve 350 high school students

Status: 375 high school students served

Activity 1: Develop environmental and leadership curricula.

Progress Summary: Wilderness Inquiry completed the curricula for the PARTNERS program in June of 1998. Twelve unique lesson plans were developed and made available to educators. These lesson plans were applied in 15 different classrooms between January 1998 and Spring of 1999. After initially working with PARTNERS staff, teachers have sustained the program by adapting the lesson plans for other classes. The lessons will continue to be applied in at least 6 classrooms in the 1999/ 2000 school year to train and educate Minnesota students as environmental stewards. Beyond this, some curricula have also been made available via the PARTNERS homepage.

When customizing the program for each school, PARTNERS staff worked closely with classroom teachers to adapt the program for the age and ability level of their students. PARTNERS was designed to not only reach a diverse group of individuals but to also be incorporated into many different school subjects. The curriculum has been included in the following classes: World Geography, Advanced Biology, Biology, Natural Resource Management, and student graduation projects.

Ultimately the program strove to have students understand the variables that impact a system, be it an ecosystem, a group traveling in the wilderness, various world cultures or a handful of diverse students who want to make a difference in their community. With this understanding, students also develop the tools to positively impact a system, and to becoming environmental stewards.

**Chart 2-1
Partnerships**

School/ Location	Semester	Cooperating Agencies
John Marshall High Rochester	Spring 1998	<ul style="list-style-type: none"> • DNR in Rochester • Rochester Parks and Recreation • Rochester Off Campus School
School for Environmental Studies (SES) Apple Valley	Spring 1998 Fall 1998	<ul style="list-style-type: none"> • Friends of the Boundary Waters • Dakota County Parks and Recreation • American Women's Expedition • Consolidated Catholic School • Minnesota State Academy for the Deaf • Homecroft Elementary School • Marcy Open School • Como Park Elementary • Webster Elementary
Falls High International Falls	Fall 1998	<ul style="list-style-type: none"> • National Park Service • Voyageurs National Park • Falls Elementary School
Central High Duluth	Fall 1998	<ul style="list-style-type: none"> • Minnesota DNR • MINNAQUA • Jay Cooke State Park • University of Minnesota, Duluth Outdoor Program • International Wolf Center • Homecroft Elementary
Staples-Motley Senior High Staples	Fall 1998	<ul style="list-style-type: none"> • DNR Wildlife • DNR Fisheries • DNR Forestry • DNR Conservation • Staples Elementary • Itasca State Park • MINNAQUA
Highland Park Senior High Saint Paul	Spring 1999	<ul style="list-style-type: none"> • Special Olympics • The University of Minnesota • Minneapolis Park and Recreation Board
Minnesota State Academy for the Deaf (MSAD) Faribault	Spring 1999	<ul style="list-style-type: none"> • Department of Natural Resources • Minneapolis Parks and Recreation Board

Problems Encountered: None

Activity 2: Identify 6-12 high schools within Minnesota to be PARTNERS schools.

Progress Summary: Project PARTNERS met this objective by working with seven high schools during the term of the grant. The program was successful in engaging youth of all abilities and cultural backgrounds living in all regions of Minnesota. (Please see appendix for PARTNER school locations). Schools were selected based on the following criteria:

- Ability to commit and maintain faculty involvement.
- Ability to recruit and maintain student participation.
- Geographic location.
- Diversity of student population.

After being accepted to the PARTNERS program, each school received a work agreement. The work agreement identified the expectations and responsibilities of PARTNERS staff and classroom teachers. Following this, PARTNERS staff met with classroom teachers to coordinate schedules, goals and lesson plans.

Problems Encountered: None

Activity 3: Identify and train 350 High School Environmental Leaders.

Progress Summary : Project PARTNERS met and exceeded this goal by serving 375 students at 7 schools during the term of the grant. 154 hours of classroom training took place which affected Minnesotans throughout the state. Many significant accomplishments were achieved, including:

In International Falls, students at Falls High School worked with Voyageurs National Park to conduct an outdoor education day for fourth graders at Falls Elementary. High school students took a leadership role in teaching their younger peers how to use a compass, identify local fauna, paddle a voyageur canoe and learn some voyageur history. The high school students did an excellent job of mentoring and teaching the fourth graders. Several high school students remarked that they did not think they could "have this much fun working and learning with fourth graders." The students unanimously agreed that they would like to sustain the relationship they built with the elementary students. The high school and elementary teachers are working together to plan other mentoring opportunities.

Students at Highland Park Senior High in Saint Paul worked in small groups on disability awareness and environmental stewardship projects. Examples of some of the projects that were conducted include:

- Students used ADA specifications to evaluate the accessibility of their campus. Based on their evaluation, students suggested to the administration that signage within the school be adapted for persons with visual impairments and teachers reconsider their classroom arrangement so that people with mobility impairments can more easily move about the classroom.
- Students organized a presentation on the Special Olympics. This included a talk by a Special Olympian.
- Students built birdhouses and conducted a presentation on prevalent bird species for a local nursing home.

At the Minnesota State Academy for the Deaf (MSAD) in Faribault, 32 high school youth were trained as mentors. For their culminating project, the students initiated a mentoring program that set aside 15 minutes for them to read with elementary students. The program will be sustained over the next year. Reading is a great challenge for many deaf students. It is not uncommon for high school students to graduate from MSAD with an elementary reading level. For this reason the

MSAD reading mentoring program is of great significance for elementary and high school students.

**Chart 2-3
PARTNERS High School Training**

Semester	Location	Contact	training hours	Students per school
Spring 1998	John Marshall High Rochester	Doug Ondler	16	20
Spring 1998	School for Environmental Studies (SES) Apple Valley	Steve Hage Hillary Wackman	18	21
Fall 1998	Falls High International Falls	Dan Dissell	22	30
Fall 1998	Central High Duluth	Barbara Akre	19	121
Fall 1998	Staples-Motley High Staples	Kerry Lindgren Cindy Joerger	25	61
Fall 1998	School for Environmental Studies (SES) Apple Valley	Hillary Wackman	21	25
Spring 1999	Highland Park High Saint Paul	Tom Karp David Greenberg	17	64
Spring 1999	Minnesota State Academy for the Deaf (MSAD) Faribault,	Janet Pauley	16	33
Project Total	7 schools		154 hours	375 students

Problems Encountered: None

Activity 4: Provide a network for future stewardship opportunities.

Progress Summary: Throughout the planning and implementation period, PARTNERS staff have succeeded in providing an effective, engaging and sustainable curricula. Classroom teachers from around the state have plans to implement PARTNERS curricula in the 1999/2000 school year and beyond. To further sustain student involvement, staff have developed a junior leadership program. The program rewards involvement in PARTNERS by extending an invitation for students to become Wilderness Inquiry Junior Leaders. Once selected, junior leaders participate in an intensive 2 day training focusing on working with people with disabilities in the outdoors, canoe safety, teaching diverse groups in the outdoors and teamwork. Certified Wilderness Inquiry Junior

Leaders are eligible to receive \$35 per day when working at outdoor workshops. They are also certified to travel to 20 destinations in the United States and Canada as Wilderness Inquiry Trip Assistants.

This training and certification not only provides employment and real-life experience but it also allows students to be contributing members of society by promoting disability awareness and environmental education throughout the state. In 1999, two junior leaders worked with Wilderness Inquiry.

Beyond the junior leadership program Wilderness Inquiry will further sustain the program by providing universal design training during the 1999/2000 school year to high school student - teachers at the School for Environmental Studies (SES). Student-teachers will apply this information when working with elementary students with disabilities at the SES Wheaton House outdoor education program.

Problems Encountered: None

Result 3: INVOLVE 2000 STUDENTS, TEACHERS, AND PARENTS IN "HANDS ON" OUTDOOR ACTIVITIES FOSTERING OUTDOOR SKILLS, ENVIRONMENTAL AWARENESS, AND STEWARDSHIP

LCMR Budget:	\$180,000	Balance: \$00
Completion Date:	Phase One:	June 30, 1998
	Phase Two:	June 30, 1999

Goal:	Serve 2,000 individuals via workshops, weekend & extended trips.
Status:	2,916 individuals served via workshops, weekend & extended trips

Activity 1: Develop and conduct 15-20 outdoor skills and environmental awareness events throughout the state.

Progress Summary: Project PARTNERS met and exceeded this objective. The workshops provided participants an opportunity to learn canoeing, snowshoeing, cross country skiing, dogsledding, cultural and natural history. Workshops were designed to be accessible to people of all ages, abilities and cultural backgrounds.

I have really enjoyed volunteering at workshops. I love learning about the outdoors and it is even more fun to share that with others. I had such a good time at the winter workshops and the few that I did this spring that I decided to apply for a staff position. This summer I will be getting paid to work at 4 workshops. Working with different people has been a great experience. It's something I know I'll use down the line at college and even beyond.

Jill Dickey
SES student / PARTNERS participant

This was a great opportunity for us to recreate together as a family. Not many experiences these days are designed to include something for everyone- especially not for free! My 16 year old daughter, my active 12 year old son, my 9 year old daughter, my wife and I all found that we learned something new and greatly enjoyed the experience- Thank you!

Anonymous workshop participant

**Chart 3-1
Outdoor Skill Events**

Date	Location	# of participants
April 22, 1998	Wheaton Pond Apple Valley, MN	73
May 12, 1998	Wheaton Pond Apple Valley, MN	136
May 28, 1998	Foster Arend Rochester, MN	17
July 4, 1998	Lake Calhoun Minneapolis, MN	105
July 18, 1998	Coon Rapids Dam Coon Rapids, MN	23
July 19, 1998	Lake Calhoun Minneapolis, MN	94
July 22, 1998	Lake Nokomis Minneapolis, MN	278
July 23, 1998	Lake Nokomis Minneapolis, MN	304
September 27, 1998	Schulze Lake Eagan, MN	25
September 29, 1998	Rainey Lake International Falls, MN	59
October 24, 1998	Jay Cooke State Park Duluth, MN	95
October 25, 1998	Park Pointe Duluth, MN	38
December 10, 1998	Staples Elementary Staples, MN	188
January 8, 1999	Wheaton Pond Apple Valley, MN	50
February 7, 1999	Como Park Saint Paul, MN	471
May 2, 1999	Powderhorn Park, Minneapolis, MN	714
May 19, 1999	Trapp Farm Park Eagan, MN	81
Totals	17 events	2751

Problems Encountered: None

Activity 2: Conduct 4-5 environmental education experiences at Minnesota state parks for 100 to 150 elementary and high school students.

Progress Summary: Four environmental education experiences were conducted throughout Minnesota during the term of the grant. These events served 120 participants. These experiences were attended by students and adults of all ages, abilities and cultural backgrounds. The activities included hands-on experience and instruction in canoeing, camping, snowshoeing, cross country

skiing, water safety, boat rescue, fishing, natural history, Voyageur history, navigation, and social integration.

“As a teacher with my students, the event helped me see a different side of some students and realize how important communication, consideration, and cooperation are.”

Barbara Ellingson

Educator, Duluth Central High

“Thank you for everything you’ve done to help make this program a success at our school! I’ve learned so much from all of you, especially how to make everyone feel important and part of the group. The impact of this program has helped me decide on the type of career I would like to pursue.”

Emily Johnson

SES Student/ PARTNERS participant

Chart 3-2

Weekend Outdoor Adventures

Date	Location	# of participants
October 9 -11, 1998	St Croix National Scenic Riverway	13
October 23 - 25, 1998	Jay Cooke State Park	95
December 5 - 6, 1999	Itasca State Park	10
June 12- 13, 1999	Mississippi National River and Recreation Area	2
Totals	4 events	120 participants

Problems Encountered: Other experiences were scheduled throughout the grant including February 13-15, 1999; March 12 - 14, 1999 and May 29 - 31, 1999. Although these experiences were made available to over 100 youth, no one was able to participate due to individual scheduling conflicts.

Activity 3: Conduct 5-7 day educational experiences integrating 40-50 students and teachers into inclusive environmental training programs.

Progress Summary: Forty five students and teachers participated in extended Wilderness Inquiry adventures. The adventures allowed students to apply their leadership skills in a new and challenging environment and to interact with trip participants from across the United States. For several students, the experience was so positive that they decided to become more involved in Wilderness Inquiry by volunteering and applying for positions as staff.

"My trip to Pictured Rocks was awesome! There were only 2 teenagers on the trip so I was nervous about how things would go. But I felt so respected and trusted. It was great how we all became so close: working, playing and paddling together. I had never been in a position where I was able to be a friend, and not just a helper, to a person with a disability. It was a good feeling to be able to help but to also be a friend who slowly came to understand the challenges they encountered. I feel I am a much better person because of the trip. I have learned a lot of patience and I love to try and communicate with people in sign language".

Alicia Meyer
SES Student
Pictured Rocks Trip Participant

Chart 3-3
Extended Educational Experiences

Date	Destination	# of participants
7/28/98 - 8/2/98	Pictured Rocks Lake Superior	2
7/18/98-7/25/98	Missouri River Montana	1
6/21/98 - 6/27/98	Lake Nipigon Canada	1
8/12/98 - 8/16/98	Voyageurs National Park Minnesota	1
6/24/98 - 6/28/98	Voyageurs National Park Minnesota	1
1/9/99 - 1/13/99	Boundary Waters Canoe Area Wilderness, Minnesota	10
2/12/99 - 2/15/99	Boundary Waters Canoe Area Wilderness, Minnesota	13
6/14/99 - 6/18/99	Voyageurs National Park Minnesota	13
6/23/99 - 6/27/99	Voyageurs National Park Minnesota	3
Total	9 trips	45 participants

RESULT 4: COORDINATE 6-12 INCLUSIVE ENVIRONMENTAL SERVICE PROJECTS IN MINNESOTA SCHOOL DISTRICTS.

LCMR Budget:	\$70,000	Balance: \$00
Completion Date:	Year One:	June 30, 1998
	Year Two:	June 30, 1999

Goal: Complete 6-12 service projects in Minnesota school districts
Status: 16 service projects completed in 9 districts

Activity 1: Each PARTNERS school will conduct a school/community needs assessment that identifies students' awareness of and interest in relevant environmental issues in their community.

Progress Summary: See Activity 5.

Activity 2: Identify goals and objectives of inclusive environmental service project including the parameters for involving students with disabilities.

Progress Summary: See Activity 5.

Activity 3: Develop and select a feasible inclusive environmental service project for each PARTNERS school.

Progress Summary: See Activity 5.

Activity 4: Implement 6-12 inclusive environmental service projects.

Progress Summary: See Activity 5.

Activity 5: Publish articles and information about inclusive environmental education programs at PARTNERS schools.

Progress Summary: Service learning projects were completed at all PARTNERS elementary schools. One of the schools served in fall 1998, Homecroft Elementary in Duluth, was not able to complete its service project during the fall semester due to weather conditions. In spring 1999, Homecroft students, faculty and parents coordinated a greenhouse and school garden utilizing community support and materials provided by PARTNERS staff during the fall 1998 semester.

Vinland PARTNERS Staff completed service learning projects in the following elementary schools:

Chart 4 -1
1997 - 1999 Service Learning projects

School / Location	Semester	Theme	Project	Number of Students
Webster Open School Minneapolis	Fall 1997	Mississippi River	Developed a community newspaper on the river & constructed toilet dams	48
Consolidate Catholic School And Minnesota State Academy for the Deaf Faribault	Spring 1998	Water Quality	Toilet dams/water conservation measures	55
		Agriculture	Ag posters displayed in local market	55
		Waste Management	Teepee Tonka Park Clean Up	62
		Land Use	Development planning with Legacy Golf Community	82
Marcy open School	Spring 1998	Mississippi River	Developed a community newspaper on the river & Construct toilet dams	150
Homecroft Elementary Duluth	Fall 1998	Waste Management & Recycling	Design and implement school recycling program & River Rangers water conservation	75
		Lake Superior Ecology	School garden and greenhouse	104
Bagley Elementary Bagley	Fall 1999	Animals of the North	Frog/Toad Survey with "A Thousand Friends of Frogs"	57
		Northern Waste Management	Design and implement school recycling program	57
		Northern Water Quality & BELL	Personal water conservation assessment & toilet dams	165
		Northern Land Use	Plan, construct & set up school orienteering program	93
Sweeney Elementary Shakopee	Spring 1999	Water in Our Lives	Students participated in River Rangers water savers program, pledging to reduce their water consumption	150
Longfellow Humanities Magnet St. Paul	Spring 1999	Urban Ecology	Students created and planted a "Peace Garden" at school entrance	84

School / Location	Semester	Theme	Project	Number of Students
Plymouth Middle School Plymouth	Spring 1999	Local Ecology	Students restored the school courtyard to include native prairie and wetland plant species	156
West Side Elementary Marshall	Spring 1999	Redwood River Ecology	Students built "toilet-dams" to reduce the amount of water used by their toilets at home.	149
			Total Number of Students	1,542
			Total Number of Projects	16

Problems encountered:

None.

Activity 6: Plan development for ongoing inclusive environmental service projects for PARTNERS schools.

Progress Summary: The inclusive environmental service project is an integral part of the PARTNERS elementary school program. Please refer to outcome measures and evaluations in Result 1, Activity 4: Plan development for ongoing inclusive environmental education for PARTNERS schools.

Problems encountered:

None

Result 5: DISSEMINATE PROJECT RESULTS THROUGH STATEWIDE EDUCATIONAL CONFERENCES, PUBLICATIONS, AND THE INTERNET

LCMR Budget: \$25,000 Balance: \$00

Completion Date: Year One: June 30, 1998
 Year Two: June 30, 1999

Activity 1: Plan development for local dissemination of project related results.

Progress Summary: PARTNERS staff worked together to develop a strategy for information dissemination. Conference presentations, press releases for events, radio and television spots, and articles were implemented.

Problems Encountered: None

Activity 2: Identify statewide educational conferences and publications for dissemination of project related results.

Progress Summary: PARTNERS staff worked together to identify pertinent conferences and publications that addressed the focal points of the grant, i.e. environmental education, inclusion, leadership, service learning and mentoring. Staff participated in twelve conferences during the term of the grant.

Problems Encountered: None

Activity 3: Attend statewide educational conferences.

Progress Summary: Project PARTNERS staff attended conferences throughout Minnesota. Staff made presentations at 12 conferences. These presentations allowed staff to disseminate project information among educators and administrators. These outreach efforts assisted in recruiting participants for the program and sustaining the program over time.

Attendance at statewide educational conferences allowed PARTNERS staff to gain new ideas, insights and connections within the educational community.

Chart 5-3
PARTNERS Participation In Educational Conferences

Event	Date
Minnesota Education Association (MEA)	October 15, 1997
Minnehaha Water Stewardship Training	November 17, 1997
Metro Staff Volunteer Training	January 12, 1998
Tools for Educating about the Environment	January 15, 1998
Minnesota Coalition of Social Studies (MCSS)	March 7, 1998
Minnesota Naturalist's Association (MNA)	March 13 - 14, 1998
Community Transition Interagency Council (CTIC) Transition Fair	April 15, 1998
Minnesota Environmental Partnership (MEP)	1997- 1999 ongoing
National Youth Leadership Council (NYLC)	April 19 - 20, 1998
Minnesota Association of Environmental Education	June 19, 1998
Minnesota Environmental Education Conference	July 19 -20, 1998
Minnesota Protection Agency Water Quality Seminar	July 29 - 30, 1998
Dakota County Environmental Education Teacher Training	August 12, 1998
Minnesota Education Association (MEA)	October 15, 1998
Minnesota Naturalists Association (MNA)	November 14 - 15, 1998
Office of Environmental Assistance, GreenPrint Workshop	November 24, 1998
Women in the Environment	January 20, 1999
Environmental Connection	February 15, 1999
Project WET Facilitator Training	February 27, 1999
MNA- Environmental Ethics	March 19, 1999
Association for Experiential Education (AEE) Regional Conference	March 20, 1999
H.Y.L.A. Frog Summit	April 16 - 17, 1999
Minnesota Environmental Network on Diversity	1997-1999, ongoing

Problems Encountered: None

Activity 4: Develop a homepage on the Internet for dissemination of project related results.

Progress Summary: The PARTNERS homepage was made accessible in September of 1998. The homepage contains educator resources, student resources, links to other sites and an overview of Project PARTNERS. To access the homepage enter www.wildernessinquiry.org/partners/.

Problems Encountered: None

TABLE 2 - How Funds are Allocated within the Project

	July 1997 - June 1999 Total LCMR requested amount distributed to:	LCMR Balance
Personnel	\$ 326,338	\$0
Equipment	\$ In-kind by Wilderness Inquiry	
Acquisition	\$ N/A	
Development	\$ N/A	
Other		
Activity Related Expenses (food, non-capital program equipment & supplies)	\$ 55,300	\$ 0
Office Related Expenses. (rent, utilities, office supplies, postage, printing)	\$ 77,282	\$ 0
Experiential Outdoor Activities (including sign language interpreters and other accessibility assistance)	\$ 81,880	\$ 0
Travel	\$ 9,200	\$ 0
TOTAL	\$550,000	\$0
	<hr/> \$550,000	

VII. Cooperation

- Wilderness Inquiry Project Coordinators and Assistants: Ann E. Bancroft, Corey Schlosser-Hall, Jeff Liddle, Ellen Lock
- Vinland Center: Beth Milligan, Communications Director; Greg Bagnato; Amy Kay Kerber
- Minnesota Department of Children, Families & Learning, Sandra J. Thompson, Ph.D.
- University of Minnesota, Leo McAvoy, Ph.D., Department of Kinesiology & Leisure Studies
- Institute for Community Integration (ICI) at the University of Minnesota, John Smith
- Minnesota Environmental Partnership, Peter Bachman
- The Nature Conservancy, Rob McKim
- 16 schools. See report for detail.

VIII. Location: Statewide; refer to attached map.

IX. Reporting Requirements: Periodic workprogram progress reports will be submitted not later than every six months: January 1, 1998; June 30, 1998; January 1, 1999. A final workprogram report and associated products will be submitted by June 30, 1999.

X. Research projects: N/A

Appendix

1. PARTNERS map
2. Sample press releases
3. Samples of Media Coverage
4. Teacher Testimonials
5. Assortment of PARTNERS pictures
6. Samples of Student Work
7. Sample Evaluation and Results
8. PARTNERS video coverage
9. PARTNERS journals
10. PARTNERS pencil
11. Student binoculars