

DESCRIPTIONS AND RECOMMENDATIONS
CONCERNING THE PARTICIPATION, NEEDS AND TRENDS
IN OUTDOOR RECREATION AND ENVIRONMENTAL EDUCATION
FOR SPECIAL POPULATIONS IN MINNESOTA

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STATE OF MINNESOTA

Minnesota Department of Natural Resources
Division of Parks and Recreation

August 1979

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FOR SPECIAL POPULATIONS IN MINNESOTA

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Division of Parks and Recreation

CONTENTS

	Page
INTRODUCTION	1
Background	1
Need for the Project	1
Statement of the Problem	3
Objectives	3
Limitations of the Project	4
Operational Definitions	5
METHODS AND PROCEDURES	7
Introduction	7
Construction of the Surveys	8
Sample Selection	9
Data Collection Process	9
Treatment of the Data	10
ANALYSIS OF THE RESULTS	12
Introduction	12
Personal Interview Summary	12
Outdoor Recreation Program Offerings	13
Environmental Education Program Offerings	16
Consumer Preferences	17
Environmental Education Teacher Interviews	19
Problems in Outdoor Programming	21
Needs in Outdoor Programming	25
Perceived Consumer Needs and Problems in Outdoor Programming	28
Outreach Programs	31
Trends in Outdoor Recreation and Environmental Education	32
Mailed Questionnaire Summary	33
Consumer Responses	33
Agency Responses	34
Municipal Recreation and Park Department Responses	35
CONCLUSIONS AND RECOMMENDATIONS	40
Introduction	40
Conclusions	40
Recommendations	43
REFERENCES CITED	47
APPENDIX A - REHABILITATION ACT	48
APPENDIX B - MAILED QUESTIONNAIRE SUMMARIES	49
APPENDIX C - AGENCY INTERVIEWS	55
APPENDIX D - CONSUMER INTERVIEWS	121
ACKNOWLEDGEMENTS	143

TABLES

Table	Page
1. Present and Future Levels of Outdoor Recreation Programs Offered by Agencies	13
2. Present and Future Levels of Environmental Education Programs Offered by Agencies	17
3. Outdoor Recreation Activity Preferences of Consumers	18
4. Environmental Education Activity Preferences of Consumers	19
5. General Problems Encountered by Special Populations in Outdoor Recreation and Environmental Education Activities	22
6. Outdoor Recreation Needs as Perceived by Agencies	26
7. Environmental Education Needs as Perceived by Agencies	27
8. Outdoor Recreation/Environmental Education Needs and Problems as Perceived by Consumers	29
9. Trends Perceived by Agencies that may Affect Outdoor Recreation and Environmental Education	33
10. Accessible Areas and Programs Provided by Municipal Recreation and Park Departments	37
11. Problems Encountered by Municipal Recreation and Park Departments in Meeting Special Population Needs	38

INTRODUCTION

Background

During the past fifteen years much attention has been directed toward making facilities and programs physically accessible and useable for all people. The ramifications of this change in public thought have been noted and investigated by the Division of Parks and Recreation of the Minnesota Department of Natural Resources. Thousands of Minnesota residents are being inhibited or prohibited from using the wide range of outdoor recreation facilities and programs due to architectural as well as attitudinal barriers. This study was conducted to help understand the needs, problems, and participation levels of special population groups within the areas of outdoor recreation and environmental education with the hope of improving the existing facilities and/or programs.

Need for the Project

For many disabled persons, recreation continues to be, at best, a luxury pursuit rather than the basic need or right of any citizen. As noted by Dominic C. Jollie (1972), "Human dignity, personal expression and fulfillment in our society are not possible without recreation." Outdoor recreation, then, is a right for all citizens, not just those who have financial resources, or who are physically and mentally capable of walking or paddling through rugged, natural terrain. As always, times will continue to change and with the present changes, the consumers who comprise these special population groups are beginning to join together to voice their need and desire for equal experiences in outdoor recreation and environmental education.

This struggle for equality has been slow-moving. Minnesota demonstrated its awareness of the problem in 1963 when the legislature passed the Minnesota Architectural Barriers Act which called for accessibility to public buildings, including those that incorporated recreational and environmental education programs. Acting independently, the Federal government passed the Architectural Barriers Act in 1968 which provided accessibility for the disabled to all federal buildings. In 1974, Minnesota again expanded its statute and stated in the Handicapped Bill of Rights, Section 504 of the Rehabilitation Act, (Appendix A) that:

No otherwise qualified handicapped person shall, on the basis of a handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance. (1974)

The National Forum on Meeting the Recreation and Park Needs of Handicapped People also stated, "All disabled citizens, each according to their individual ability, shall be guaranteed access to recreation programs, activities, and/or facilities which are held forth to be 'public'." (President's Committee on Employment of the Handicapped, 1974). To stress this importance of educational and recreational provisions for all individuals, the Minnesota State Comprehensive Outdoor Recreation Plan (SCORP) set aside a legislative section for this purpose in 1974. As a consequence of these legislative mandates and increased concern for disabled populations' rights, the Minnesota Department of Natural Resources created the position of Accessibility Coordinator. Since that time, Minnesota has become a leader in providing and upgrading its outdoor recreation facilities and programs for all residents.

The mandates for outdoor recreation and environmental education have been established. Steps have been taken in the right direction.

What is provided by this project is a current in-depth look at how agencies and individuals are meeting their recreational and educational needs, where emphasis is still needed, and how the Minnesota Department of Natural Resources should most effectively direct its efforts when addressing special populations.

Statement of the Problem

The major purposes of this project was to ascertain what outdoor recreation and environmental education opportunities exist for special populations, what needs have not been met, and to identify some of the basic problems which have hindered special populations from participating in these desired activities.

Currently, research is being conducted by various organizations in such areas as metropolitan recreational use and statewide surveys on recreation participation. This project, however, addressed specifically the use and non-use of outdoor recreation opportunities and environmental education by special populations and the implications this use may have for future planning.

Objectives

The objective for this study was to provide an analysis of outdoor recreation and environmental education opportunities, needs, and participation problems as related to special populations and to make recommendations for the improvement of present programs and the planning and implementation of future outdoor recreation and environmental education programs within Minnesota.

To realize this main objective, it was necessary to obtain descriptive data about agencies which provide outdoor recreation and/or environmental education programs for special populations.

Limitations of the Project

As in any study, there are certain factors which cannot be addressed within the scope of the project. Although they may have some influence upon certain aspects of the project, these factors discussed below, were not a major hindrance to the outcome of the work.

This project was limited to the special population categories of physically disabled, mentally impaired, chronically ill, low income and minorities, chemically dependent, juvenile delinquents, hearing impaired, visually impaired, and senior citizens. Due to the heterogeneous characteristics found in disabling conditions, diversity in needs and interests could not be sacrificed for ease and simplicity in the study.

The project was limited in acquiring accurate statistics for those populations mentioned above. (Note: The 1980 census will be the first to ask a question concerning handicapping conditions.) Consumer input from various members of special populations was affected by the Privacy Act which does not allow agencies to provide direct access to clients names and addresses, even for the purpose of a direct interview.

The majority of personal agency and consumer interviews were confined to the seven county metropolitan region since this area contained the highest number of special populations and agencies with delivery systems utilized by these populations.

Operational Definitions

Handicapped (disabled) persons - persons who, through congenital defect, disease, infection, cultural or environmental deprivation, or by accident have lost the use of some part of their bodies or some of their sensory facilities. (Beechel, 1975)

Physically disabled - persons with limitations or involvement which refers to a portion or portions of the human anatomy and/or physiology that have a loss or impairment of normal function as a result of genesis, trauma, disease, inflammation, or degeneration. (Ries, 1973)

Mentally impaired - persons who are functioning at a significantly sub-average general intellect or those persons suffering from functional nervous disorders, mental disorders or personality disorders, with or without demonstrable evidence of tissue damage. (Peterson, 1977)

Visually impaired - a person with visual activity which is 20/200 or less in the better eye with the best possible correction, or a restriction in the field of vision to an angle subtending an arc of 20 degrees or less. Such a person falls within the legal definition of blindness although he/she may have some useful vision. (Peterson, 1977)

Hearing impaired - a person who hears sounds that seem to be softer or have less clarity than to a normal person or the hearing impairment may be so severe that only very loud sounds, if any, are perceived, and with great loss of clarity resulting in severe difficulty in hearing and understanding speech, even with hearing aids. (Thayn, 1978)

Senior citizens - those adults who are 65 years of age or older who may or may not have physical or mental disabilities.

Juvenile delinquents - persons who are under the age of 18 who have been adjudicated by the juvenile court process.

Chemically dependents - people who have become dependent upon drugs to sustain their functions of a normal life.

Special populations - for the purposes of this study, anyone who is physically disabled, mentally impaired, chronically ill, low income and minorities, chemically dependent, juvenile delinquent, hearing impaired, visually impaired, or senior citizens.

Low income - those persons who fall at or below the governmental established low income earnings level.

Minorities - those persons of various ethnic backgrounds other than Caucasian.

Chronic illness - recurring condition that persists continuously for an indefinite period of time.

Environmental education - (interchangeable with the term outdoor education) educational activities conducted in, for and about the environment or outdoors.

METHODS AND PROCEDURES

Introduction

The major purpose of this project was to ascertain what outdoor recreation and environmental education opportunities exist for special populations, what needs are not being met, and to identify some of the basic problems which may hinder special populations from participating in those desired activities.

To attain this purpose, the project was conducted in two stages. The first stage consisted of a mailed survey questionnaire administered during October and November of 1978. These questionnaires were sent to 102 municipal park and recreation departments in Minnesota, 58 agencies that provided leisure programs for special populations (primarily the elderly), and to 210 individual disabled persons throughout the state of Minnesota. Of the 354 agencies and individuals sampled, 47% returned the questionnaire. This survey dealt specifically with outdoor recreation.

The second stage of this project consisted of personal interviews with consumers and agencies primarily within the seven county metropolitan area. The main thrust of these interviews was to obtain an in-depth data base for the metropolitan area regarding participation levels, current needs, and indicated problems within environmental education as well as outdoor recreation programs. A total of 46 agencies, 18 schools, and 70 consumers were contacted during this stage. By combining the data from these two stages, conclusions were drawn and recommendations made for future planning on issues related to outdoor recreation and environmental education.

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The specific procedures used to conduct this project are discussed in the following sequence: (1) construction of the surveys, (2) sample selection, (3) data collection process, and (4) treatment of data.

Construction of the Surveys

The mailed questionnaires were of three different designs. This enabled the questions to address better the groups being sampled. (Appendix B) Each questionnaire addressed basically the same issues but was written with the park and recreation administrator, the agency administrator, or the consumer specifically in mind. The issues emphasized were suggested topics of high interest to the Minnesota Department of Natural Resources Accessibility Coordinator as well as to other agency administrators and planners. Once the questionnaires were designed, professionals within the outdoor recreation field were asked to review and suggest any necessary recommendations to insure face and content validity for the survey.

The personal interview questions followed somewhat the same format as the mailed questionnaires in order to maintain some degree of continuity in later analysis. These questions were designed to obtain data about environmental education as well as outdoor recreation activities.

(Appendixes C and D). The issues which were addressed during the interview were broken into five basic categories: 1) outdoor recreation opportunities and needs; 2) environmental education opportunities and needs; 3) outreach programs; 4) trends; and 5) problems encountered while pursuing outdoor recreation or environmental education opportunities.

Sample Selection

The population under study for outdoor recreation was the special population groups defined earlier in this report. The population studied for environmental education was the general public, including the special population groups.

Limited by legislation, it was impossible to obtain a representative sample of individuals identified with a specific special population group. Therefore, a selected sampling process was used for obtaining responses from individuals and agencies involved directly with recreation programming for special populations. Heavy emphasis was placed upon personal interviews with individuals and agencies within the seven county metropolitan area since this was where the greatest number of individuals of special population groups were located.

Data Collection Process

As stated earlier, during the first stage of this study, questionnaires were mailed to municipal park and recreation departments, representative agencies, and special population consumers. The response rate for the surveys was 47% with 168 of the 354 questionnaires completed and returned. The overall response rate may have been low due to the past trend of low response rates by individuals within special population groups. The consumer response rate was 29% with 57 of the 210 questionnaires returned as compared to the 78% responses from municipal recreation and park departments (80 out of 102) and the 60% rate from agencies serving special populations (31 out of 52 returned).

The questionnaires were mailed at the beginning of October 1978. They included a cover letter and return envelope. Each questionnaire was

numbered so follow-up reminders could be sent. These reminders were sent at the end of November 1978.

The second stage of the study was the personal interviews with agencies and individuals basically from the seven county metropolitan area. Selective sampling was done to obtain a representative group of different metropolitan area agencies directly involved with programming for outdoor recreation or environmental education for special populations. In a few instances, the interviews were also conducted with selected participants in such programs, although this was not generally possible. Representative interviews of the general public regarding environmental education were obtained through some of the same metropolitan community agencies that did programming for special populations.

The personal interviews were begun in March 1979 and completed by June 1979. A total of 46 agencies and 18 schools dealing with outdoor recreation and environmental education programming for special populations were interviewed. An additional 70 selected consumers were interviewed. Careful consideration was given to the selection of agencies in order to obtain a broad perspective on outdoor recreation and environmental education interests and needs.

Treatment of Data

After the data collection was completed, the responses were grouped into categories for each of the standard questions asked during the interview. There was also a category for any additional comments made by those being interviewed that pertained to the purposes of this study. These categories were then tabulated and statistically analyzed by descriptive percentages. The results were presented in tables and in the text of the analysis section which follows. The significance of these findings

is also discussed. Many of the interview questions were open-ended, thereby allowing a number of responses by the administrator or consumer. This accounted for the percentages not always totaling 100%.

ANALYSIS OF THE RESULTS

Introduction

The purpose of this project was to ascertain what outdoor recreation and environmental education opportunities exist for special populations, what needs have not been met, and to identify some of the basic problems which have hindered special populations from participating in these desired activities. The raw data was obtained through the use of personal interviews with agencies directly involved with programming for outdoor recreation or environmental education for special populations as well as from the mailed questionnaires sent to agencies and individual consumers throughout the state. For discussion purposes, this section will be divided based upon the two stages of the project. The first section will discuss the major objective of the project as it pertains to the personal interviews conducted within the seven county metropolitan area. The second section will analyze the results of the mailed surveys sent to municipal recreation and park departments, agencies serving special populations, and individual consumers throughout the state of Minnesota.

Personal Interviews Summary

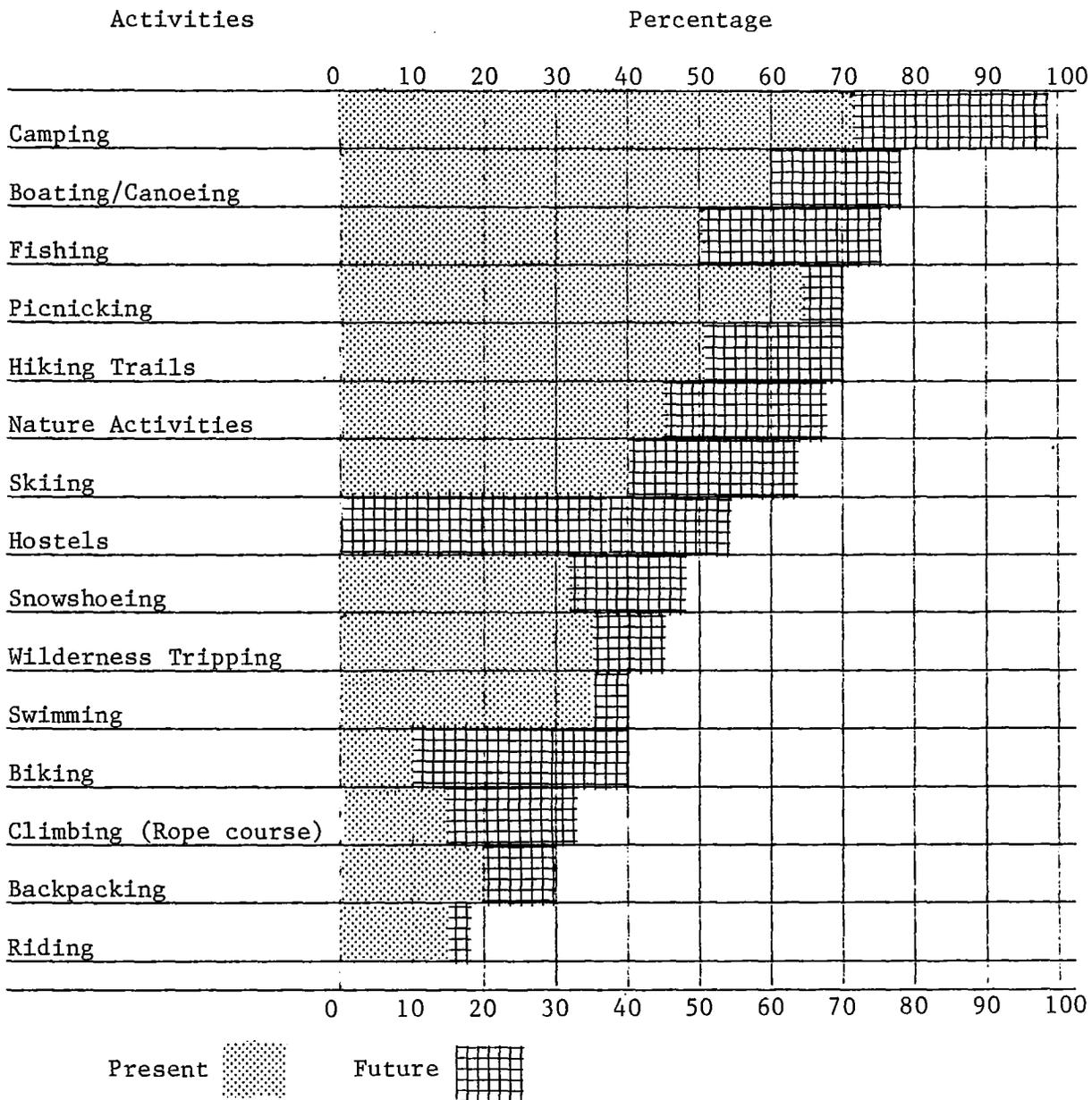
One aspect of the project was to provide descriptive data about the agencies and individuals who were interviewed. This information can be found in Appendix C and Appendix D which contain the records of all interviews conducted for this project.

The major objective was to provide an analysis of outdoor recreation and environment education opportunities, needs, and participation problems

as related to special populations. In order to facilitate the discussion of the statistical analysis of the data, the report will be broken into several parts.

Outdoor Recreation Program Offerings

Table 1. Present and Future Levels of Outdoor Recreation Programs Offered by Agencies



As shown in Table 1, camping seemed to be the highest ranking outdoor recreation program provided by the agencies interviewed at this time.

Camping is offered by 73% of the organizations with 98% of the agencies recommending the continuation or expansion of their programs to include tent camping and group camping. The second most frequently offered program was picnicking (65%) followed by boating/canoeing (60%). Future plans by these agencies indicated that 78% would encourage boating/canoeing, with accessible fishing being the third most desired future program with 75% of the total agencies interviewed indicating this.

After interviewing administrators from agencies that offered programs for special populations as well as the general public, one can theorize the meaning behind the future plans for increased fishing and boating activities. In the past, areas for these activities have been physically inaccessible to many people who are physically disabled, elderly, mentally impaired, or multihandicapped. These populations of people are presently making their needs known and asserting their rights for equal recreation opportunities. As a result, many private and public organizations who govern these recreational areas are making these sites physically accessible and helping to make their programs useable by all people. This, in turn, influences the community agency's programming of activities. Along with the increased accessibility comes programming to help meet the participants' needs. Therefore, these administrators were anticipating continued work toward making sites such as fishing and boating docks physically accessible to accommodate the future programs offered by their agencies.

There were also 70% of the agencies who presently offered day hiking along trails and picnicking activities. These agencies felt there was a high demand from their participants for these activities, and as shown by the future projection, both of these activities will still receive a

high priority in the future with a 5% increase in future offerings for picnicking and a 20% increase in hiking opportunities. Again, this future desirability could be due to anticipated increased physical accessibility to picnic areas and hiking trails in response to greater recreational demands by various special populations.

Another point to consider is the future desirability of having some type of hostel system established for people who want to do linear travel over a period of several days. None of the agency administrators interviewed were familiar with a relatively close area with hiking, biking, or skiing trails that had established shelters at designated points along the route. When comparing the percentage differences between future growth and present levels, hosteling showed the greatest increase with a percentage jump of 53%. Over half of the administrators interviewed thought hosteling would be an excellent idea with many potential programming possibilities in the future. Many of these professionals thought hostels would be a tremendous asset particularly to their winter cross country ski programs, because they could plan appealing overnight, weekend trail trips for their participants which would be more comfortable and convenient with some type of shelter provided.

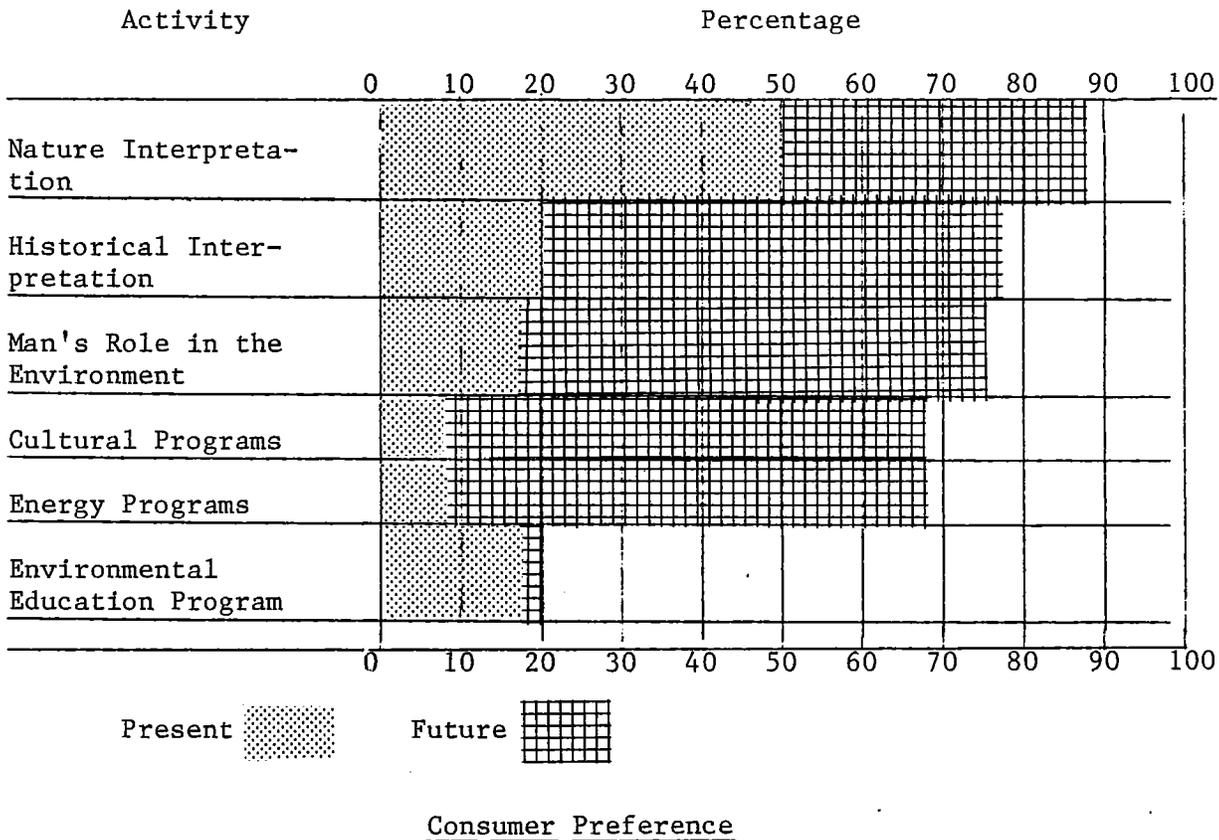
When looking at rates of difference between present and future programs, biking shows a 30% increase as a future activity; however, the overall rank by importance is not as high as might be expected. There are several potential reasons for this such as lack of equipment, lack of suitable trails, and a seemingly lower interest in biking among many special populations due to physical difficulties.

Environmental Education Program Offerings

This aspect of the report addresses the level of programming in environmental education that was being offered by various agencies and organizations for special populations as well as for the general public. Table 2 represents the present and future involvement by agencies in environmental education.

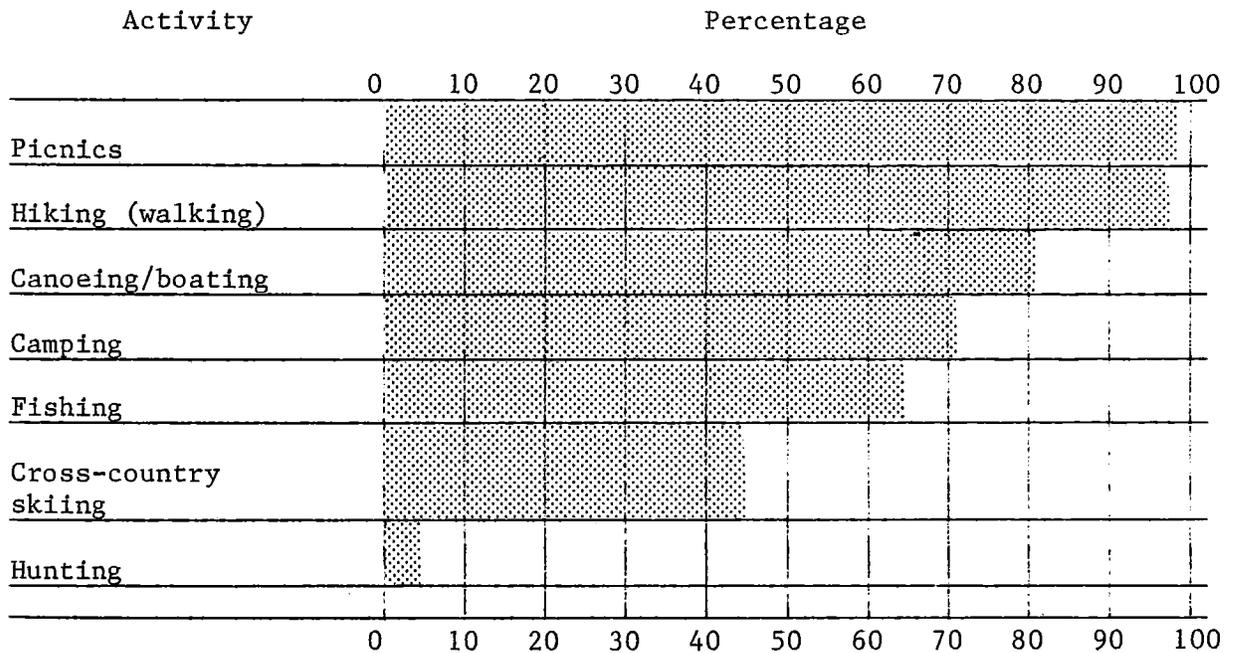
As shown by Table 2, the present level of programming for environmental education was relatively low. Although 50% of the agencies offered some type of nature interpretation for their participants and 20% offered programs involving historical interpretation, only 8% of the agencies were presently conducting cultural or energy programs. Many of these agencies were seeking to improve this condition by increasing future programming in these areas. A large majority were having difficulty, though, because many of the facilities and areas which were available for these activities were relatively physically inaccessible and not useable by many special populations. These problems have been addressed later in this report. Let it suffice to say that if accessible programs were available, many of these agencies would be highly interested in participating in them as shown by the future desirability for various environmental education activities. As can be seen by the future desirability projections, nature interpretation was still the number one activity by rank order (88%) followed by historical interpretation (78%), man's role in the environment (75%), and cultural and energy programs (68%). When the difference between present and future desirability was compared, it was noted that cultural and energy programs both showed an increase of 60% in participation followed closely by historical interpretation with a 58% increase, man's role in the environment with a 57% increase, and nature interpretation with a potential increase of 38%.

Table 2. Present and Future Levels of Environmental Education Programs Offered by Agencies



When looking at outdoor recreation and environmental education opportunities that have been provided by agencies, it was also important to gain the consumers' perspective on services that have been provided. Table 3 illustrates what the representative sample of special population consumers reported were their favorite outdoor recreation activities. Note that no list of activities were supplied for these people to use in indicating their choices; each was simply asked to tell what his/her favorite activities were.

Table 3. Outdoor Recreation Activity Preferences of Consumers

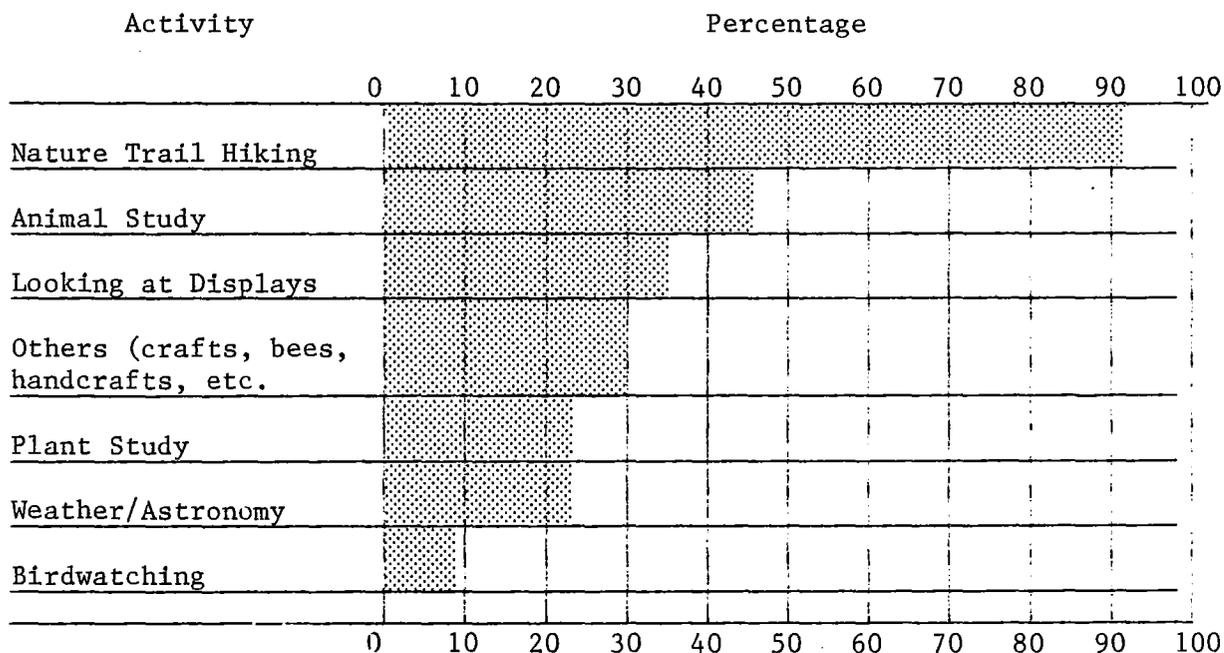


The favorite outdoor recreation activities of this sample were picnicking (99%), hiking (walking) (98%), boating/canoeing (81%), and camping (71%). When these recreation desires of the consumers were compared to the programming that has been or will be offered by agencies, it appears that the programming is compatible with the consumer preferences. This suggests that agencies have tried to meet the needs of the consumers once the problems of attracting and reaching special population consumers have been overcome and their desires have become known.

The distribution of interests in environmental education activities is illustrated in Table 4. The majority of the consumers interviewed had never been to a nature center or been a participant in an environmental education program. There was a variety of reasons for this such as accessibility. These problems are discussed later in this report. Most of the indicated preferences were based upon the consumer's own

personal endeavors. The favorite environmental education activity was to go on nature trails (92%). This was followed by an interest in animals (42%) and looking at displays (35%). When these preferences are compared to the environmental education activities offered by agencies, the need for additional opportunities can be seen. With only 50% of the agencies having offered nature interpretation opportunities while 92% of the consumers indicated that they liked nature trails, the need is illustrated for additional programming in environmental education.

Table 4. Environmental Education Activity Preferences of Consumers



Environmental Education Teacher Interviews

Another group of consumers that are increasingly involved in environmental education activities were school teachers. A small representative sampling of metropolitan schools was selected and those teachers involved in outdoor education were interviewed to obtain pertinent information about their use of nature centers and/or environmental education programs.

Following is listed a short summary of the important points of those teacher interviews:

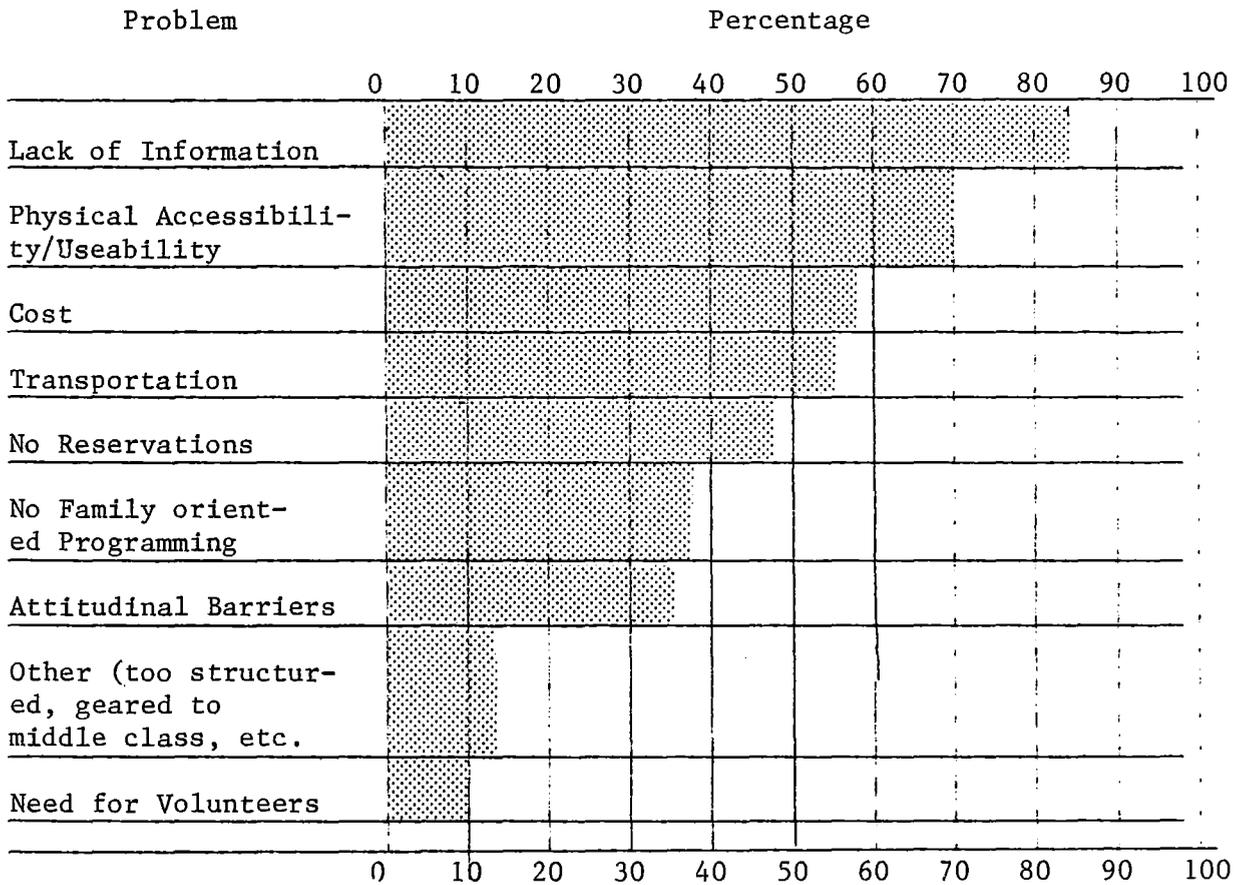
- When asked what outdoor education programs were most popular with their students, 63% replied animal studies and 56% answered that the activity was secondary to the encounter being experiential, active, and "hands on". Sixty-two percent of the teachers took their students to nature centers three or more times a year, but 25% of the remaining teachers only visited a nature center once a year.
- The length of stay was fairly evenly distributed with 31% staying more than 2½ hours, 25% staying 2 hours, 38% staying 1½ hours and 6% who only stayed one hour.
- The teachers were asked what role they filled at the nature center. Fifty-six percent said they were used as a leader. 38% were used as facilitators, and 38% were used as observers. (Some answered that they had been utilized in several different ways, thereby accounting for a total of over 100%).
- Teachers (50%) said that time or scheduling was a major problem in going to a nature center, 25% had a problem with cost, and the remainder indicated that such problems as proper clothing, too large of groups, not enough variety, and administrative backing were difficulties they had experienced.
- Most teachers seemed to think that their colleagues were more involved in environmental education presently than in the past (69%) while 25% thought the level had remained unchanged, and 13% replied that there seemed to be a decline in interest.

- Teachers were also asked in what ways nature centers could improve their programs. Fifty-six percent would like to have more suggestions for pre and post activities and more resources available to the teacher. Fifty percent of the teachers would like to see more staff available to provide a smaller learning group ratio and 44% wanted new units periodically designed that would be progressive from year to year. Teachers also wanted activities made available that addressed current environmental issues.
- Ninety-four percent of the teachers were very enthusiastic about the potential of having an environmental education outreach staff person available to come to the school to assist them.
- All of the teachers interviewed would like to have workshops available (especially with college credit) and would favor a much needed clearinghouse for environmental education materials and resources.

Problems in Outdoor Programming

When agencies programmed outdoor recreation and/or environmental education activities, they or their participants encountered some major problems common to special population groups. These problems made outdoor programming difficult to nearly impossible. Table 5 depicts these general difficulties that have affected outdoor recreation and environmental education activities.

Table 5. General Problems Encountered by Special Populations in Outdoor Recreation and Environmental Education Activities



Lack of information would seem to be the most consistently cited problem with 55% of the agencies experiencing difficulties in outdoor programming. This broad category included such issues as not knowing where to go or to whom to talk regarding outdoor recreation activities or areas, not being familiar with directories or services which are provided by other agencies, and agencies not having adequate referral systems for their participants due to their own lack of information.

The second most frequently encountered problem was physical accessibility and the useability of recreation or environmental education programs. Various accessibility problems were encountered depending upon the population that was participating in outdoor activities. Many of

the physical architectural barriers in future buildings will be eliminated due to Code 55, Chapter 504, but many older buildings and sites still remain a problem. Persons in wheelchairs, those with coordination problems, and the elderly, often found it nearly impossible to go on trails due to improper levels, surfaces, and slopes. Many of the written display descriptions, brochures, and self-guided pamphlets were too difficult to read and understand for many people. In addition, restrooms were difficult for physically disabled or visually impaired persons to use. In many cases the programs were not useable because the staff had not been trained in methods to modify programs in order to accommodate diverse populations of people. Provisions have not been made to have interpreters for the hearing impaired at special programs. Cassette recordings have not been available to help visually impaired people "see" along an interpretive display or trail. Even emergency systems such as flashing warning lights and TTY's for hearing impaired have not been implemented. In addition recreational areas for camping, picnicking, fishing, boating, and other activities have not had slight architectural modifications which would make these sites available to special populations without disturbing the natural and aesthetic setting.

Cost was also a major concern to 58% of the agencies interviewed. Often cost was cited by the agency as a concern but it was even more important to the consumers. This seemed to be especially true when agencies had participants from low income or minority groups, senior citizens, mentally impaired or physically disabled populations. Most participants wanted activities that were of low or no cost to them.

Transportation was ranked as the fourth most frequently encountered problem although over 50% of the agencies interviewed had their own

transportation vehicles or could arrange for transportation for their participants for scheduled activities organized by the agency. The expressed concern was how long the agencies could continue to budget for transportation due to the sharply rising fuel costs. Another concern was how easily the participants could re-use the outdoor site on their own without agency transportation. Most administrators were looking for quality outdoor experiences that would be relatively close and areas that could be re-visited by their participants through the use of public mass transportation. If areas could be visited once with the agency's help and transportation was available for the participant to re-visit at his/her discretion, the outdoor activities would be very beneficial to the individuals as well as to the agency and the visited site. The administrators felt that if the transportation problem was eased, independence would be encouraged and a more accurate choice selection in outdoor recreation and environmental education for all people would be available.

Another major concern voiced by agencies was the policy found in many public parks which does not allow for reservations. Agencies involved in planning extended or overnight camping trips for special populations have found this policy a great hinderance, especially in the use of state parks. When taking a special group of people such as the physically disabled, many administrators needed to be assured of an acceptable area for their participants. Also, some voiced objections to the fact that people who lived closest or who were able to arrive early often had the advantage in obtaining a site within these parks. As a result, many of the metropolitan agencies have resorted to private camping sites or they have gone to the Wisconsin State Parks where they can make reservations for their groups.

Mentioned by 38% of the agencies was the lack of family opportunities in outdoor recreation and environmental education programs. Many agencies were trying to encourage family experiences and provide desired opportunities for the whole family within their programming. They felt that other family outdoor opportunities which might be provided by environmental learning centers and supporting organizations were needed, especially for the growing group of single parent families.

Over one-third of the agencies (35%) expressed a problem with attitudinal barriers encountered by their participants while taking part in outdoor recreation and environmental education activities. Many agencies felt negative attitudes common in the general public due to lack of education and sensitivity regarding special populations. Many of the agency administrators were very willing to help with staff training for employees working in an outdoor recreation or environmental education setting with special populations.

The last two problems cited were the need for volunteers (10%) and "other" (13%). Some agencies felt it would be highly beneficial to have volunteers available to expand programs at nature centers and to be available to lend assistance to special population groups. Other administrators cited problems with existing sites and programs which were too structured or geared primarily for the middle class.

Needs in Outdoor Programming

The programming agencies also perceived a variety of needs that were not presently being met. These needs are discussed individually in relation to outdoor recreation activities and environmental education opportunities in Tables 6 and 7 respectively. These tables show the

percentages of agencies responding to a particular perceived need in outdoor recreation activities and environmental education activities.

Table 6 shows the awareness in 70% of the agencies of the need to eliminate barriers to accessibility found in outdoor recreation programs and facilities. The second most frequent need cited was the desire for additional outdoor recreation facilities such as hostels, tent camping sites close to the metropolitan area, and picnic areas. Forty-eight percent of the agencies indicated that low-cost rental equipment was important to their consumers who wanted to participate in outdoor recreation activities such as cross-country skiing, biking, and boating. The remaining two needs were for new activities and additional trails with 33% and 10% responding respectively. Suggested new activities were challenge experiences such as rock climbing, a ropes course, and kayaking. Agencies also suggested more trails be developed for biking, horseback riding, and skiing.

Table 6. Outdoor Recreation Needs as Perceived by Agencies

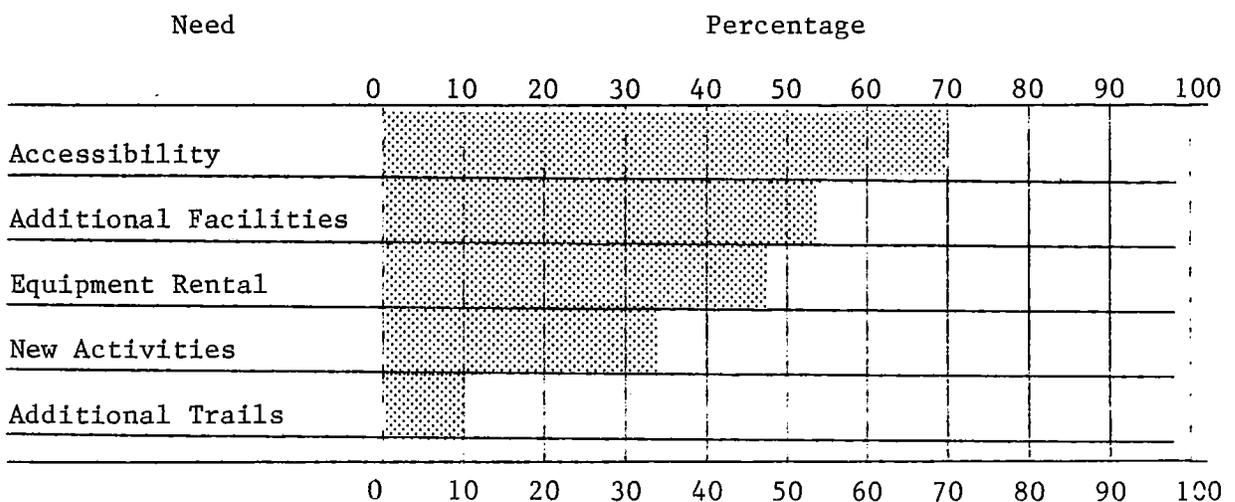
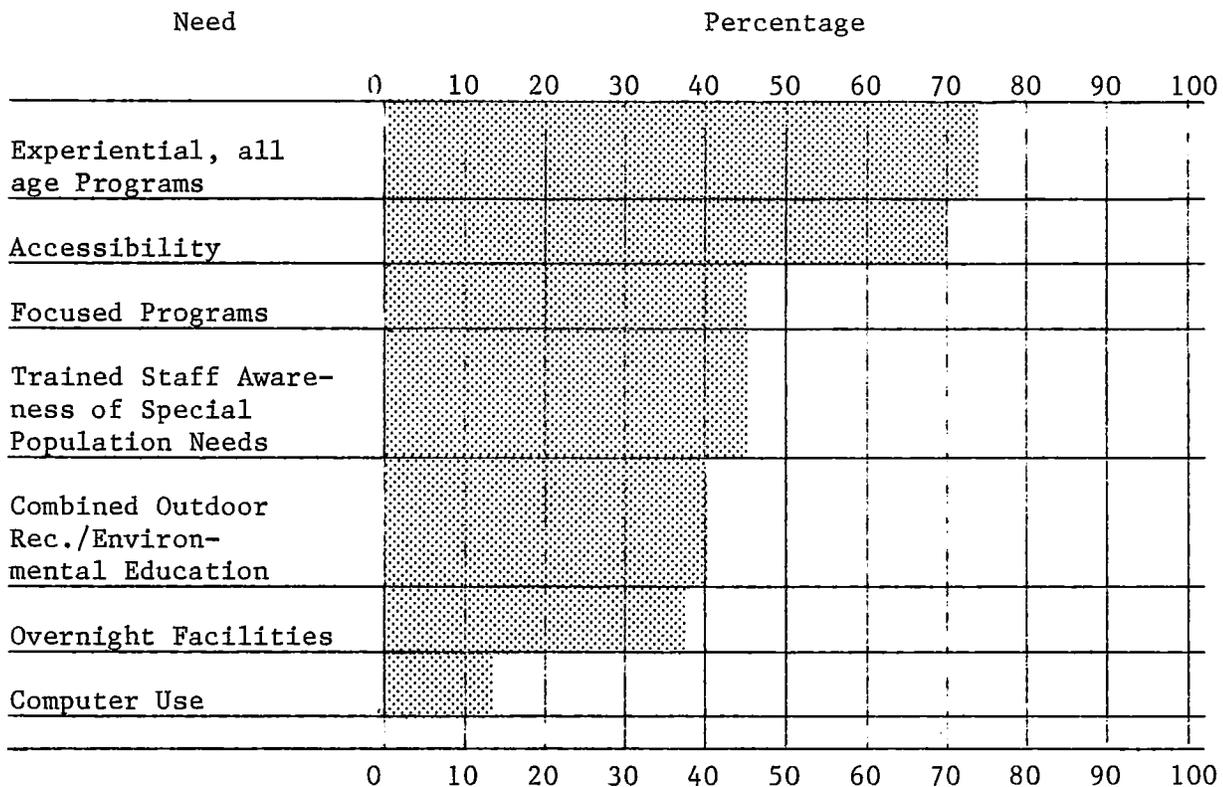


Table 7. Environmental Education Needs as Perceived by Agencies



As shown by Table 7, the greatest need in environmental education was for the development of more experiential programs for all people. Of the agencies, 73% were dissatisfied with the present, traditional environmental education programs in nature centers because many of these educational programs were designed for middle elementary age students. General public programs seemed to be limited in scope and subject.

Another 70% of the agencies said accessibility was a major need that has not been met. Many of the buildings and adjacent nature trails have not been physically accessible to many physically disabled, elderly and mentally impaired persons. Some environmental education programs have not been useable for reasons such as a lack of interpreters for the hearing-impaired, displays too high to be seen by a person in a wheelchair, materials and maps printed too small to be read by some elderly

and visually impaired people, and insufficient program modifications to handle people from various special populations.

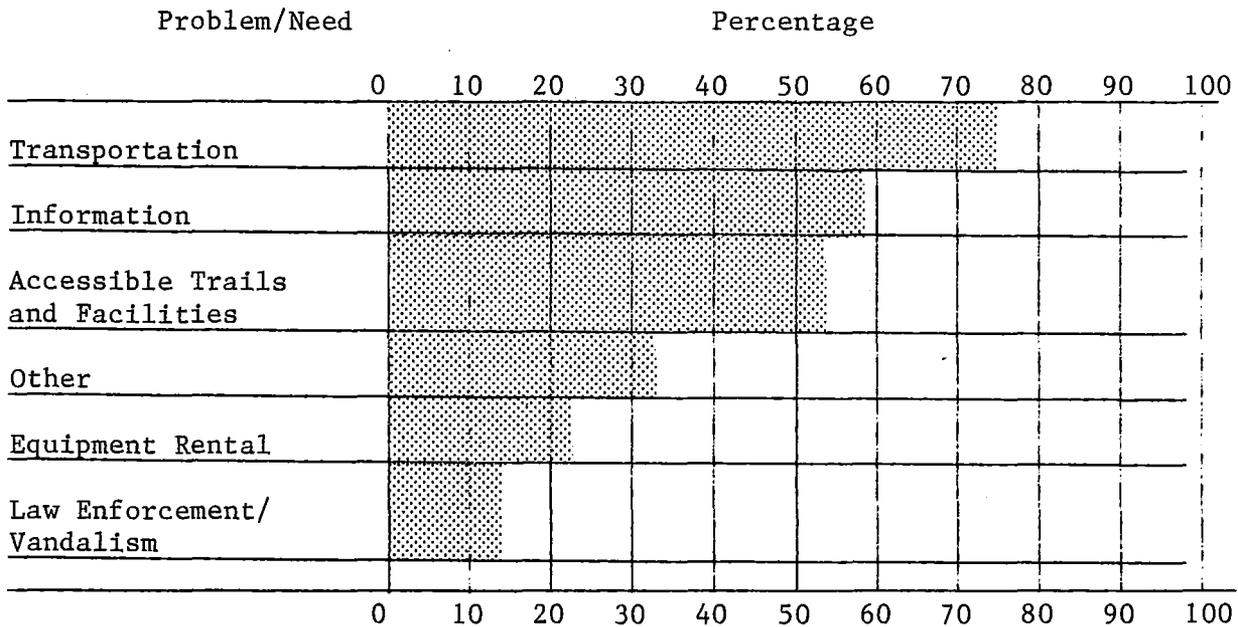
The need for "focused programs" and the need to have environmental education staff trained to work with special population groups each received 45% of the responses. Focused programs are programs that address specific subjects such as energy, history, and geology. The need to train staff members to work with many different types of people would include such things as a basic understanding of the illness, disability, or condition and what modifications can be easily made to accommodate people of all abilities in their outdoor programs.

The need for combined outdoor recreation activities and environmental education opportunities was evidenced by 40% of the agencies. These administrators suggested combining activities like skiing, biking, and canoeing with nature, historical, or cultural interpretations. Thirty-eight percent of the agencies also thought there was a need for overnight facilities associated with an environmental education learning center where groups could come for in-depth extended programs. Lastly, 13% of the agencies thought there was a need for a computer terminal programmed for environmental education which might be available at a central location for anyone to use.

Perceived Consumer Needs & Problems in Outdoor Programming

When the consumers were interviewed regarding their perceived needs and problems as related to outdoor recreation and environmental education activities, they had six areas that were most frequently mentioned. Table 8 represents the distribution of their responses.

Table 8. Outdoor Recreation/Environmental Education Needs and Problems as Perceived by Consumers



As the table indicates, the biggest problem to the special population consumer was that of transportation; 75% of those interviewed felt that going and coming from an area or program on their own was the most difficult problem they encountered. Many felt they were restricted in where and what they could do because they had to rely on an agency, family, or friends to get them where they wanted to go. Some wanted more accessible public transit services provided to areas such as parks and nature centers, where they could engage in recreational and educational opportunities in the outdoors. This problem as perceived by the consumers was consistent with the views expressed by agency personnel.

Lack of information about recreational and environmental education opportunities was mentioned as a problem by 59% of the consumers. It appeared that the consumers had a more difficult time than the agencies in acquiring information about the accessibility of areas and programs, how

to get to the area, and who to contact for information. Again, the problem as perceived by the consumer was similar to that expressed by the agency.

The third most frequently encountered problem as seen by 53% of the consumers was the inaccessible trails and facilities. Basically, the same needs were expressed by the consumers as by the agencies. The one most frequently mentioned facility that needed to be made accessible was the toilet. Many of those consumers interviewed also felt that slight modifications in trail construction would make more facilities and programs accessible for them.

The category of "others" contained such problems as cost, seeking somewhat of a wilderness experience close to the metropolitan area, hours that facilities were kept open, reservations, and inadequate adult programming by environmental and recreational centers. These problems all combined accounted for a 32% response indication.

The last two problems mentioned by participants were the need for rental or loan equipment and the problem of law enforcement and vandalism. The responses for these two problems were 22% and 14% respectively. When the problem of equipment, as perceived by the consumer, was compared to that same perception of the agency, there seemed to be a slight discrepancy between the two views. Agencies saw obtaining equipment as a greater need. This might indicate a lack of exposure or experience by the consumers to activities requiring equipment, or it may reflect a high participation with agencies that have provided the needed equipment in the past. Note should be made that the concern for law enforcement was voiced exclusively by senior citizens.

Outreach Programs

Since lack of information seemed to be a major problem, the agencies were asked for the types of outreach programs that would be beneficial to them and their consumers. About 78% of the agencies responded that more visible, professional advertising was needed by parks, nature centers, and other recreation and environmental education programs. This might include advertising done through radio, television (captioned), and newspapers. Promotion could also be in the form of a special outdoor event that was widely publicized and covered by the media. Most of the agencies had their own newsletters, radio broadcasts or announcement boards for their participants that could be utilized by any interested organization; they were willing to include and share information about outdoor activities from other sources that would be helpful to their participants.

Sixty-eight percent of the agencies also felt that having a staff person available for the community to provide special lectures, seminars, and programs would be extremely beneficial and could provide exposure to opportunities offered by outdoor recreation and environmental education centers. As previously mentioned, educators were especially receptive to this idea.

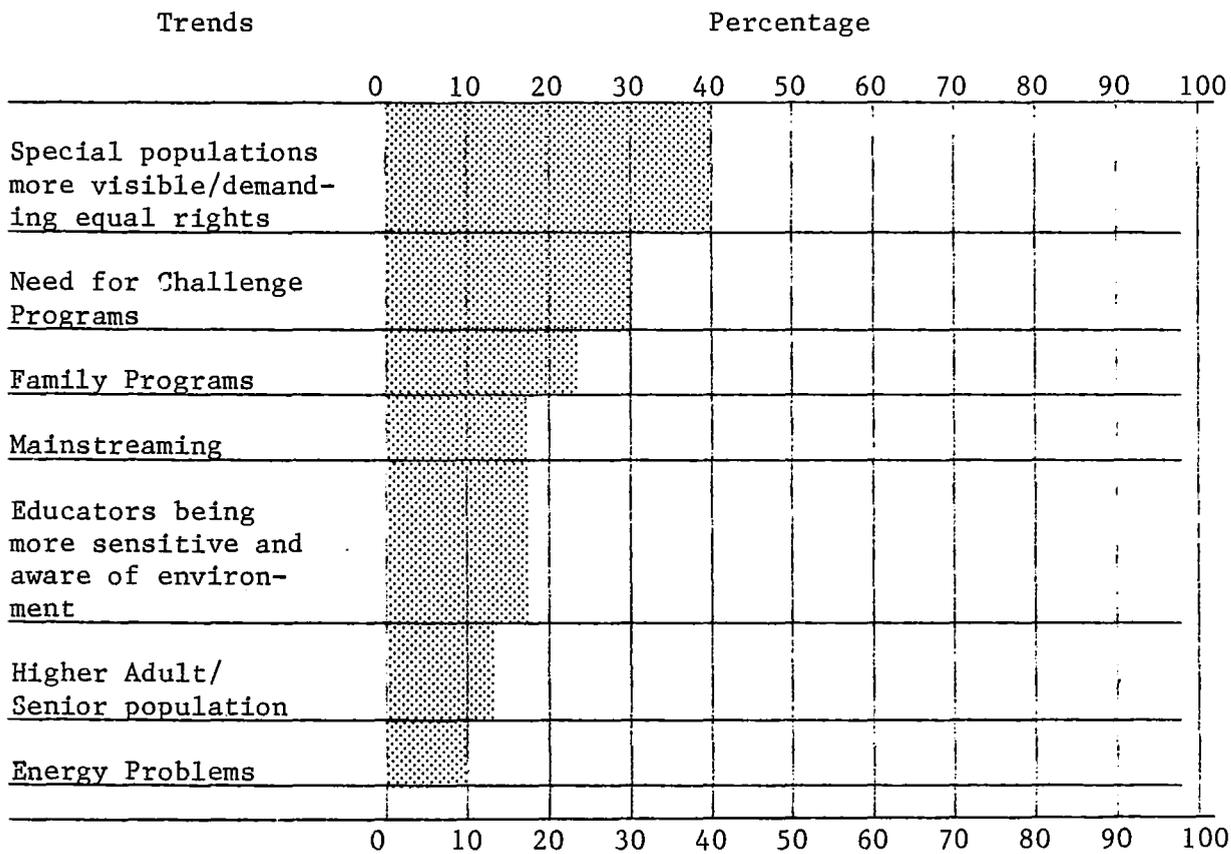
Lastly, 48% of these agencies mentioned the benefits of having a central clearinghouse for outdoor recreation and environmental education resources. They perceived this clearinghouse as a staffed facility with such outdoor materials available as written activities, programs, some equipment, films, slides, cassettes, and a directory of outdoor programming resource people and agencies.

Trends in Outdoor Recreation and Environmental Education

To gain insights into possible future needs from agencies and the consumers they serve, it was necessary to ask the administrators to indicate the long-range trends which may influence outdoor recreation and environmental education. Table 9 shows the opinions expressed by these professionals.

When the suggested trends were analyzed, it was evident that there was no singular issue which was consistently mentioned by agencies. The trend which received 40% of the responses was the belief that special populations would continue to become more visible in the community and would exert pressure in demanding equal opportunities in outdoor recreation and environmental education. Closely following was the increase in demands for challenge activities with 30% of the agencies indicating the importance of these activities. The demand for family activities was seen as a continuing trend by 23% of the agencies. Mainstreaming and educating the public to be more sensitive and aware of the environment and man's impact upon it were both seen as continued trends by 18% of the agencies. The last two trends which were mentioned by four or more administrators were the continuing population shift and the persistent energy problems. Agencies responded with 13% feeling that the number of adults and senior citizens would increase while the youth population would decrease. Ten percent of the administrators saw the continued significance behind the current energy problems. They felt this trend will influence outdoor programming in the future but did not agree on the direction this influence would take.

Table 9. Trends Perceived by Agencies that may Affect Outdoor Recreation and Environmental Education



Mailed Questionnaire Summary

The data for this section was collected through the use of questionnaires that were mailed to three different groups: special population consumers, agencies which programmed for special populations, and municipal recreation and park departments throughout the state of Minnesota. The results of this questionnaire are discussed using a summary of how each group responded.

Consumer Responses

Of the 200 questionnaires mailed to special population consumers, 29% were returned. Of the consumers, 60% were physically disabled, 19%

mentally impaired, 12% visually impaired, 11% hearing impaired, 2% elderly, and 4% were other than those listed here. Approximately 47% replied that they relied on friends and family for transportation. Another 40% said they had their own cars and the remainder depended upon public transportation. Over half of the respondents indicated that they had not participated in any outdoor recreational activity organized by a public or private agency within the past six months. When seeking suitable outdoor recreation facilities and programs, the consumers looked to private agencies (47%), city government (19%), others such as family and friends (18%), state government (16%), and county government (4%). Approximately 58% were not aware of any community outdoor recreation programs for persons with disabilities; almost 60% indicated it was difficult to obtain information about local or state outdoor recreation sites or programs that were useable by various special populations. The following were programs and facilities that the consumers suggested ought to be developed within the state park system: general improvements in accessibility (especially regarding buildings, parking lots, picnic tables, and toilets), accessible trails, swimming pools and wading pools with low admission fees, warning light system in water recreation areas, organized winter sports, accessible fishing piers, subsidized transportation to parks, and the development of parks and programs in the metropolitan area.

Agency Responses

Surveys were returned by 60% of the sampled private, public, and church agencies which served special populations. The primary clientele for 84% of these agencies was the elderly followed by 23% serving the

mentally impaired, 6% with hearing impaired, 5% with physically disabled, 3% with the visually impaired. Outdoor recreation services for the clients were provided by 55% of the agencies and the same percentage responded that they had used state lands for various activities. When asked if the agency or the consumers had difficulty in obtaining information about the Minnesota State Parks or other recreation facilities, 65% of the agencies said they had no problem. The following problems were, however, encountered by the agency or their clients when using outdoor recreation facilities and programs: no information on the area's accessibility, lack of accessibility especially with toilets, transportation to facilities, not enough accessible picnic areas, and park trails being too difficult or too long. Recommendations for improvements within the Minnesota State Park system for facilitating use by special populations included: publish information on which parks are accessible, increase the number of accessible toilets, reserve and enforce parking near the facilities for older people, establish jogging paths in wooded areas, consult with consumers about making areas accessible, make fishing docks accessible and provide rails on them, obtain funding grants for transportation to recreation sites, and eliminate crushed rock paths.

Municipal Recreation & Park Department Responses

The remaining group which was surveyed was the municipal recreation and park departments throughout Minnesota. Table 10 depicts the recreation programs offered by these departments which were accessible to special populations. About 73% of the agencies indicated that they provided specific recreational programs for special populations with the majority

of the programming related to activities for the mentally impaired (65%) followed by programs for the elderly (50%), physically disabled (46%), hearing impaired (21%), and the visually impaired (19%). About half of the agencies had at least one staff member with formal training in working with special populations. Of these staff members, 43% obtained their training through workshops or similar experiences, 38% had a bachelor's degree in a related area, 28% had had some college courses, and 5% had a master's degree in a related field. When questioned about present or future planned accessibility improvements, 68% responded that this was being considered. These improvements included making facilities accessible (63%), building a new facility (19%), special equipment to be purchased (9%), trails or nature trails improved (9%), and 11% of the improvements were unspecified.

Table 11 illustrates problems faced by municipal recreation and park departments when attempting to meet the recreational needs of special populations. Financing appeared to be the greatest concern in providing outdoor recreation services accessible to special populations.

Table 10. Accessible Areas and Programs Provided by Municipal Recreation and Park Department

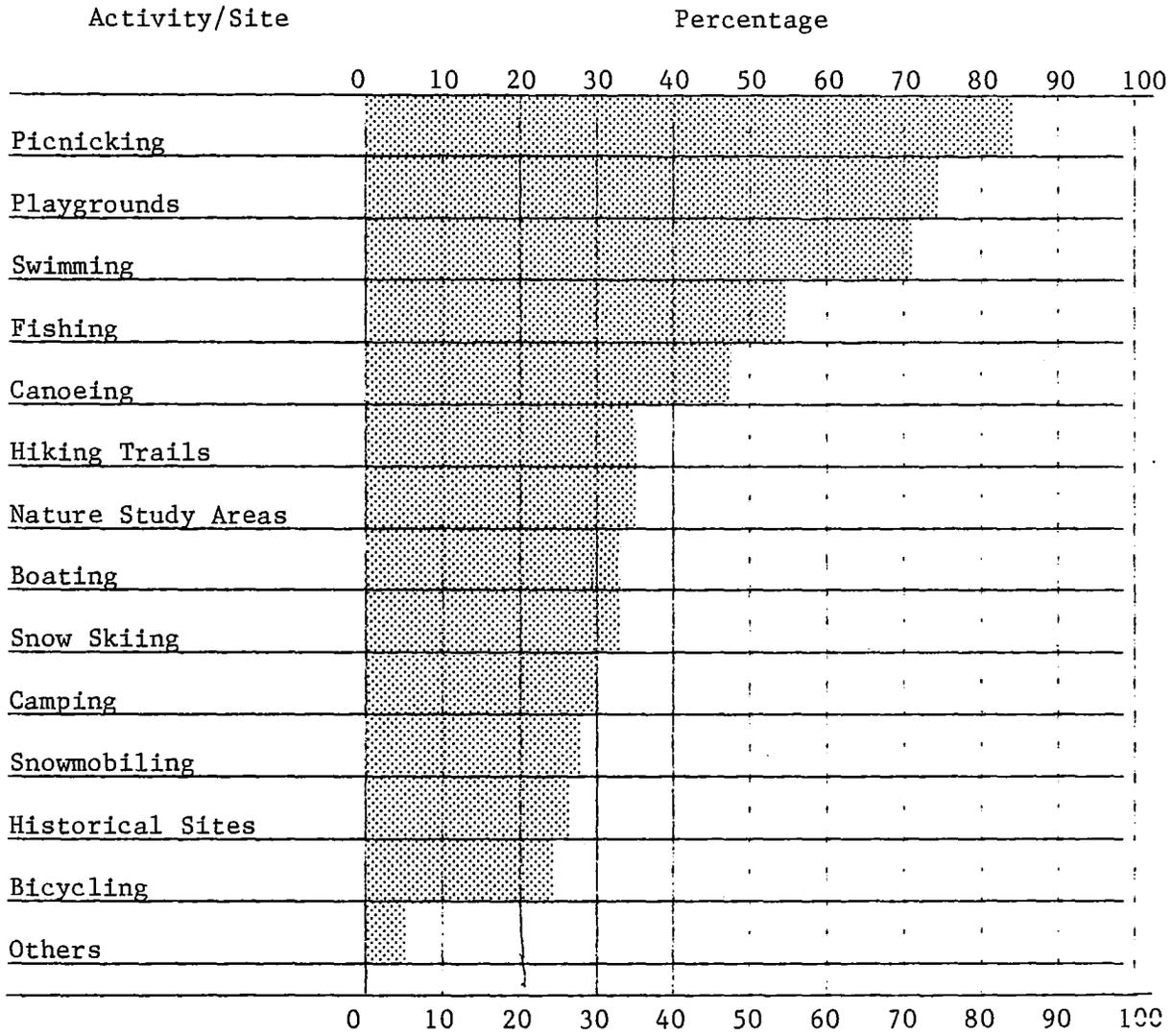
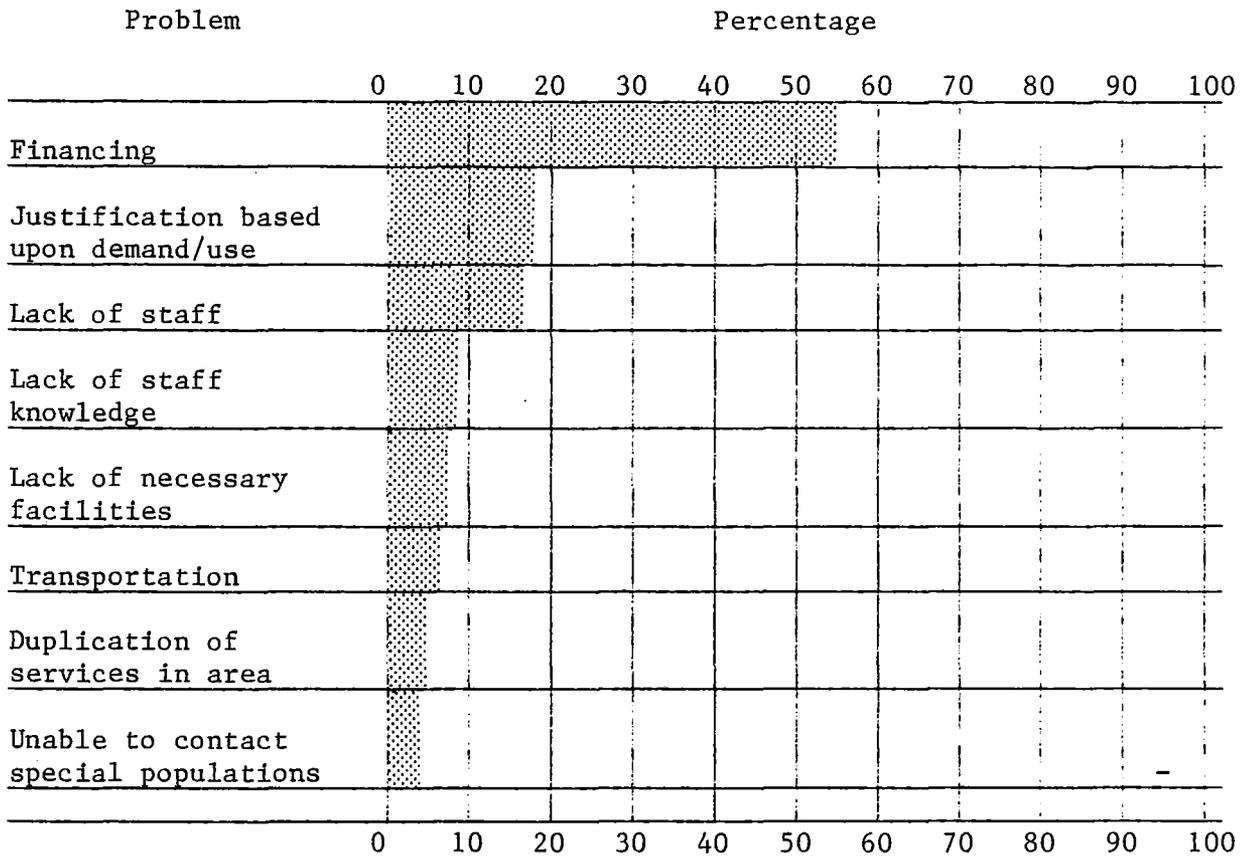


Table 11. Problems Encountered by Municipal Recreation and Park Departments in Meeting Special Population Needs



One interesting note concerning characteristics of the respondents was that only 2% of the consumer respondents were the elderly, while another 60% were physically disabled. When this is compared to the responding agencies, almost the exact opposite is evident - 84% of the responding agencies programmed primarily for the elderly with only 5% programming for the physically disabled.

Another seeming contradiction was that 58% of the consumers were unaware of outdoor recreation programs available to disabled persons while 55% of the agencies said they were providing such service and 73% of the municipal recreation and park departments said they provided recreation programs for special populations.

A further discrepancy can be noted in relation to information dissemination. Fifty-eight percent of the consumers indicated that they had difficulty in obtaining information about outdoor recreation opportunities while 65% of the agencies programming for special populations replied that they or their clients had no difficulty in acquiring information.

All of the groups who returned the questionnaires did agree that there was a problem of accessibility and that this needed attention. Agencies and recreation departments appreciated this need felt by their clients, but also saw difficulties in meeting these needs.

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The results of the data analysis and the conclusions of this project are summarized in this section. The major objective of the project was to provide an analysis of outdoor recreation and environmental education opportunities, needs, and participation problems as related to special populations and to make recommendations for the improvement of present programs and the planning and implementation of future outdoor recreation and environmental education programs within Minnesota. The data was gathered through the use of mailed questionnaires and personal interviews with consumers and agencies providing outdoor recreation and environmental education activities for special populations.

Conclusions

As a result of this project, the following conclusions and observations were made:

1. Camping appeared to be the highest ranking outdoor recreation program presently provided by the agencies interviewed which programmed for special population groups. Other activities with high present participation by special populations were picnicking, boating/canoeing, fishing and hiking.
2. Agencies serving special populations recommended continuation and expansion of all the present outdoor activities. The most popular future activities were projected to be hosteling, biking, camping, nature activities, fishing and skiing.

3. Nature interpretation activities were the most common type of environmental education activity offered by agencies working with special populations. Interviews showed that there is very little environmental education programming presently being offered by agencies to special populations.
4. Agencies working with special populations evidenced a great interest in expanding present environmental education programs in such areas as cultural programs, energy programs, historical interpretation, man's role in the environment, and nature interpretation.
5. Special population consumers indicated their preferences for outdoor recreation activities presently were picnicking, hiking, canoeing/boating, camping, and fishing.
6. Special population consumers showed their environmental education activity preferences were largely hiking on nature trails with some involvement in animal studies, looking at displays, and other such activities. (Note: Very few of the consumers had visited or participated in any environmental education programs.)
7. Teachers who were interviewed about environmental education programs stated that these programs were generally very popular with their students and that involvement in environmental education within schools was on the increase.
8. Agencies serving special populations responded that the general problems that they encountered while programming for outdoor recreation and environmental education activities were: lack of information, physical accessibility and useability, cost and transportation.

9. Needs for outdoor recreation as perceived by agencies serving special populations were for accessibility, additional facilities, and equipment rental.
10. Major environmental education needs as perceived by agencies serving special populations included the need for experiential and all age programming, accessibility, focused programs, and trained staff with awarenesses of special population needs.
11. Special populations consumers suggested the greater outdoor recreation and environmental education needs and problems were transportation, adequate information, and accessible trails and facilities.
12. Long range trends that may affect outdoor recreation and environmental education as perceived by the agencies interviewed included the increased visibility of special populations and the need for challenging outdoor programs.
13. Over half of the special populations consumer respondents from the mailed questionnaire signified that they had not participated in any outdoor recreation activity organized by a public or private agency within the past six months. When seeking suitable outdoor recreation facilities and programs, the majority of the consumers looked to private agencies. (Note: Private agencies appear to be providing more outdoor recreation experiences for special populations than are public agencies at this time.)
14. Municipal Recreation and Park Departments indicated that they had planned future improvements in facilities and

and programs for special populations. Present accessible outdoor programs and areas provided by municipal recreation and park departments utilized by special populations included picnicking, playgrounds, swimming, and fishing. Municipal recreation and park departments said their greatest problem in meeting special population needs was financing.

Recommendations

As a result of the analysis and conclusions drawn from the project information, a number of recommendations are made for the Minnesota Department of Natural Resources.

The overall recommendation is that outdoor recreation and environmental education programs and facilities are made accessible and useable for all Minnesota residents. The importance of physical accessibility has been underlined by the Minnesota State Legislature with the enactment of the Architectural Barriers Act. Improved accessible facilities are essential, but do not necessarily encourage participation in outdoor recreation and environmental education experiences unless these programs are useable by special populations as well as the general public. Specific recommendations for making outdoor recreation and environmental education programs useable include:

1. Information regarding outdoor recreation and environmental education programs must be made available to agencies serving special populations as well as to the consumers of these services. Examples of ways this could be implemented would be a TTY system for hearing impaired persons to contact

the Department of Natural Resources, a directory of accessible areas and programs made available to agencies and individuals, and a central clearinghouse for outdoor recreation and environmental education materials.

2. Accessible transportation opportunities to outdoor recreation and environmental education sites and facilities should be explored. Both agencies and individual consumers are presently faced with these transportation problems. Increased independent, individual public transportation for consumers is necessary for expanded useability of outdoor recreation and environmental education programs and areas.
3. Cost for outdoor recreation and environmental education activities should be kept to a minimum for the agencies and consumers who utilize these programs. Fees, equipment, and transportation costs have been deterrents to past participation. Available low-cost outdoor recreation rental equipment would be particularly useful if available to agencies and to individuals.
4. Programming in outdoor recreation and environmental education should focus to a greater extent upon family experiences. This would involve innovative programming for all age groups. Environmental education programming should particularly in the future address all ages of youth and adults rather than the traditional emphasis on upper elementary grades.

5. All planning and programming in outdoor recreation and environmental education should receive input from consumers and agencies, particularly those involved with special populations.
6. Provisions should be made for staff members to be available to serve as community resource persons for teachers, agencies, and community groups who need assistance in planning and programming in outdoor recreation and environmental education.
7. A type of publicity campaign should be implemented to promote and educate the public regarding the use opportunities of outdoor areas and programs for all populations. In addition, staff working in outdoor recreation and environmental education areas and programs should receive adequate training in sensitivity to and knowledge of special populations in outdoor settings.
8. Innovative, challenging programs for special populations, as well as for the general public, should be made available by both outdoor recreation and environmental education programming organizations. Adventure activities such as climbing, kayaking, and wilderness tripping, as well as current environmental education issues such as energy conservation and cultural interpretation, should be offered in addition to the traditional outdoor recreation and environmental education activities. Especially in environmental education programming, the activities should be secondary to the experiential, active, and "hands on" encounter with the outdoors.

9. In the State Parks, several accessible camping sites should be kept available expressly for use by special population consumers until a designated time.
10. The use of volunteers should be encouraged in working with special populations as well as the general public in outdoor recreation and environmental education programs.
11. Additional outdoor recreation and environmental education facilities and trails are needed. Overnight facilities such as hostels might be a means of encouraging further outdoor participation, especially with special populations.
12. Programming in outdoor recreation and environmental education should provide opportunities for a blending of the objectives and focuses of these activities to enhance the complimentary nature of these two areas. For example, a programming agency could offer basic habitat and species studies in conjunction with a recreation activity such as hunting through a hunter education course.

The purpose of this project was to analyze the outdoor recreation and environmental education opportunities, needs and participation problems as related to special populations. The recommendations suggested herein, if implemented, would make outdoor recreation and environmental education programs more physically accessible and useable for all residents of Minnesota.

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APPENDIX A

Title 45 - Public Welfare

SUBTITLE A - DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, GENERAL
ADMINISTRATION

PART 84 - NONDISCRIMINATION ON THE BASIS OF HANDICAP IN PROGRAMS AND
ACTIVITIES RECEIVING OR BENEFITING FROM FEDERAL FINANCIAL ASSISTANCE

AGENCY: Department of Health, Education, and Welfare.

ACTION: Final rule.

SUMMARY: This regulation implements section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706, with regard to federal financial assistance administered by the Department of Health, Education, and Welfare. Section 504 provides that "no otherwise qualified handicapped individual * * * shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." The regulation, which applies to all recipients of federal assistance from HEW, is intended to ensure that their federally assisted programs and activities are operated without discrimination on the basis of handicap. The regulation defines and forbids acts of discrimination against qualified handicapped persons in employment and in the operation of programs and activities receiving assistance from the Department. As employers, recipients must make reasonable accommodation to the handicaps of applicants and employees unless the accommodation would cause the employer undue hardship. As providers of services, recipients are required to make programs operated in existing facilities accessible to handicapped persons, to ensure that new facilities are constructed so as to be readily accessible to handicapped persons, and to operate their program in a nondiscriminatory manner.

EFFECTIVE DATE: June 3, 1977

APPENDIX B

Mailed Questionnaire Summaries

Surveys returned from CONSUMERS

Number of returned questionnaires: 57
Number of questionnaires sent: 200
Percentage of return: 29%

1. Please indicate the category that best described your condition:

Hearing Impaired	11%
Visually Impaired	12%
Physically Disabled	60%
Mentally Impaired	19%
Elderly	2%
Other	4%

2. How mobile would you consider yourself?

Unlimited	26%
Moderately limited	60%
Severely limited	14%

3. What form of transportation do you most depend on?

Own car	40%
Public transportation	18%
Friends or family who drive	47%

4. Have you within the last six months participated in any recreational activity organized by a public or private agency?

Yes	49%
No	51%

5. Who do you most frequently look to in providing recreational facilities and programs for you?

City Government	19%
County Government	4%
State Government	16%
Private Agencies	47%
Other (self, family, friends, school, group home)	18%

6. Are you aware of any outdoor recreation programs that serve persons with disabilities in your community or surrounding area?

Yes	40%
No	58%

7. Are you aware of any community recreation programs that serve persons with disabilities in your area?

Yes 30%
No 68%

8. Do you find it difficult to obtain information concerning certain outdoor recreational sites and programs that are available in your community or elsewhere in the state to you as a person with a disability?

Yes 58%
No 30%

9. Are there any programs or facilities that you would like to see developed within the state park system?

General improvements in accessibility, especially buildings,
parking lots, picnic tables, toilets (32% of responses)
Accessible trails (paved)
Swimming pools with low entrance fees, wading pools
Warning light system in water recreation areas
Organized winter sports
Accessible fishing piers
Subsidized transportation to parks (especially outside metro
area)
Development of parks, programs in metro area

Surveys returned from AGENCIES SERVING SPECIAL POPULATIONS

Number of returned questionnaires: 31
Number of questionnaires sent: 52
Percentage of return: 60%

1. Which of these terms best describes the operation of your agency?

Private	35%
Church	3%
Public	48%
Other	10%
Non-profit	32%

2. Which of the following categories represents the primary composition of your clientele?

Hearing Impaired	6%
Visually Impaired	3%
Physically Disabled	5%
Mentally Impaired	23%
Elderly	84%

3. Does your agency provide any outdoor recreational services for your clients, such as camping, boating, nature study?

Yes	55%
No	42%

4. Are any of your activities carried out on state lands: parks, forests, rivers, interpretive centers, etc?

Yes	55%
No	39%

5. Have you or your clients ever encountered any problems in obtaining information concerning what facilities, areas, or programs are available for your use in Minnesota State Parks and other recreational facilities?

Yes	16%
No	65%

6. Does your program use urban or community recreational programs or facilities?

Yes	45%
No	39%

7. What kinds of problems have you and your clients encountered in using outdoor recreational facilities and program?

No information on areas' accessibility (23%)
Lack of accessibility, especially to toilets (23%)
Transportation to facilities
Not enough (accessible) picnic areas
Park trails too difficult or too long

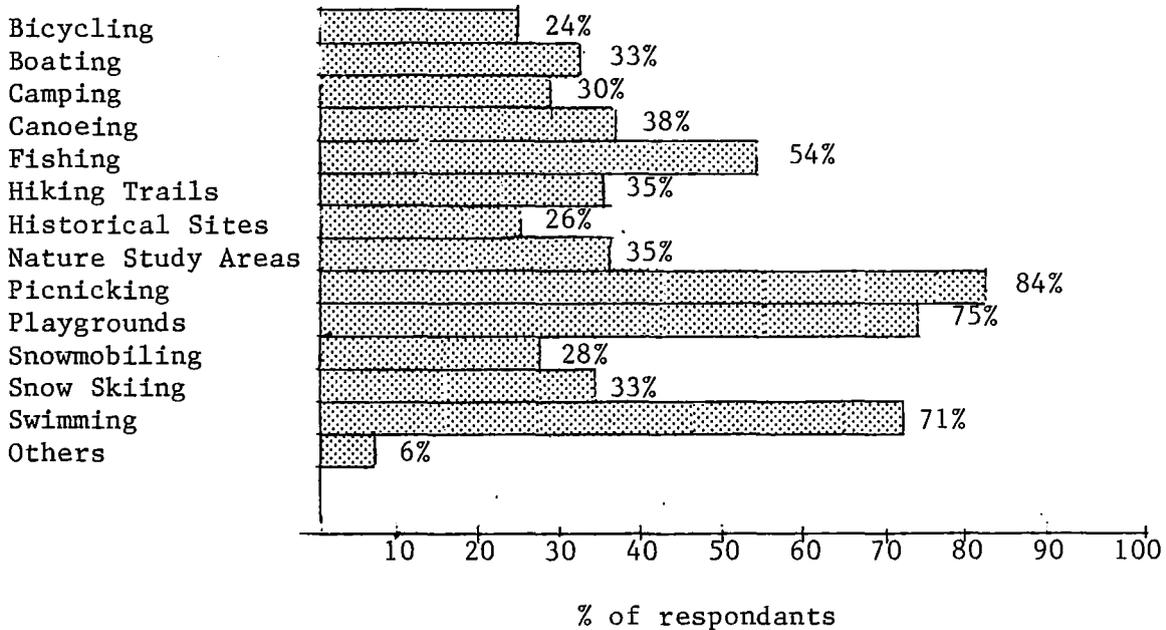
8. Do you have any specific recommendations that would aid us in improving recreational programs and facilities for special populations within the overall state park system?

Publish information on which parks are accessible (19%)
Increase number of toilets; make them accessible (16%)
Reserve (enforce) parking near facilities for older people
Establish jogging paths in wooded areas
Consult with consumers as to how to make areas accessible
Make fishing docks accessible, provide rails
Recreation grants to agencies designated for transportation
Eliminate crushed rock paths

Surveys returned from PARKS AND RECREATION DEPARTMENTS

Number of returned questionnaires: 80
 Number of questionnaires sent: 102
 Percentage of return: 78%

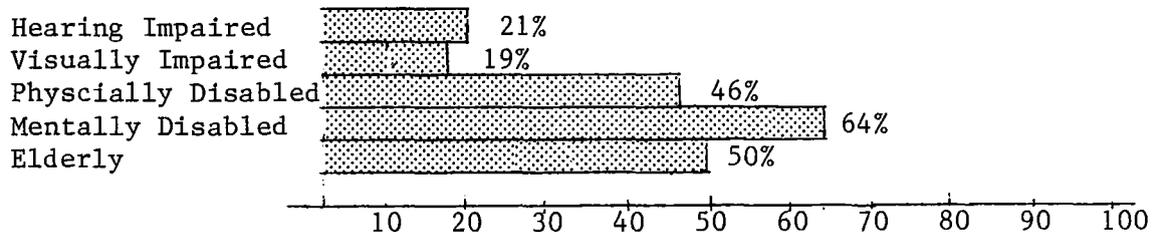
1. Program activities or recreational sites in or near the community that are available and accessible to persons with disabilities:



2. Does your agency or facility provide any specific recreational programs for special populations?

Yes 73%
 No 27%

2B. Which of the following categories of special populations are served?



3. Do you have anyone on your existing staff with formal training in working with special populations?

Yes 50%
No 50%

If yes, what is the extent of their training?

Bachelor's Degree 38%
Masters' Degree 5%
Some college courses 28%
Other (workshops, etc) 43%

4. Are there any special populations that are turned away from your program because you are unable to accommodate them?

Yes 18%
No 65%
Unknown 13%

5. What steps have you taken to survey and plan for the recreational needs and interests of the special populations that live in the area you serve?

Community liaison (schools, etc.) 23%
Informal 18%
Needs assessment surveys 5%
None 24%

Question missing from questionnaire 9%

6. Are you now, or will you be making improvements in your recreational facilities to accommodate special populations?

Yes 68%
No 23%
Maybe 3%

If so, what kinds of improvements will be made?

Facilities made accessible (buildings, toilets, etc.) 63%
Building new facility 19%
Special equipment purchased (e.g., playground) 9%
Trails or nature trails improved 9%
Unspecified 11%

7. What are some specific problems your agency faces or may face in the future in attempting to meet the recreational needs of special populations?

Financing 55%
Lack of staff (related to financing) 16%
Justification based on demand; use 18%
Lack of knowledge of current staff 9%
Lack of necessary facilities 8%
Transportation of patrons 6%
Duplication of services in area 5%
Unable to contact special populations 4%

APPENDIX C

Agency Interviews

Steve Smith - American Lung Association

Not federally funded - Christmas Seals, Campus Carni, Run for your Life. He deals with children with asthma in Hennepin County - estimated 9500 (1974) children. Just getting into recreation opportunities.

1. Runs Camp Super-kids in July at Iduahapi (12 days except for mini-sessions). Horseback riding, swimming, boating, crafts, nature etc.
2. BWCA Canoe trip for 13-15 years - co-ed - (12 days with physician and leader).
3. Planning activities to involve teens - retreat? outing?

Disability description and problems:

1. Allergic reaction - wheezing, hives etc.
2. Triggered by smoke, heavy pollen, fogging sprays.
3. Optimum summer month is July (early Spring and August is worst).
- *4. Needs a lot of fluids - :: Facility and site needs lots of fountains.
5. Attitudes are between:
 - a. Overprotective - especially in parents (big problem).
 - b. Denying anything is wrong - won't take medication, etc.
6. Can do about any activity, but endurance a problem.

Trends:

Doctors are letting them do more (as are most parents) - less restrictions. :: Kids are real anxious to do lots of different things.

Environmental Education Considerations:

Nothing special other than access to fluids and aware of when high pollen count may affect individuals; may have slower pace.

Steve's Comments:

Is interested in using the Regional Naturalist; would be interested in seeing about providing opportunities through Minnesota Valley; will supply names for consumer contacts; would be willing to give any additional information about asthma to staff who may come in contact with this population at Minnesota Valley. Positive toward Hunter Education.

Kate Murray - Bell Museum

Funded indirectly through legislature (from College of Biology).
Need funds. Service mostly:

- *A. Elementary School groups - average age 7-8 years old; very few Junior-Senior High because -
 1. Different teachers over a period of several hours - hard to get them out & coordinate.
 2. They tend to think it's "kid stuff" - program needs to offer variety of emphasises and values work.
- B. University Students - class assignments and training program for student staff.
- C. Experimental programs with special populations - experimental workshop with severely mentally retarded with Cavinall School (staff learned basic sign language).

Outreach:

Very limited now due to funds. Do loan out some of the skins, animals etc. Kate also is working with the Native American Center and is trying to work out a program using some elders to tell legends etc.

Educational Technique - Inquiry method

Program & Facilities - accessible to a degree (use side door elevator, bathrooms) - willing. "What if?"

1. Humans are important beings - socio-biological emphasis (man's role developmentally etc.)
2. Special populations are really improving - aged gives lots of insight.
3. More outreach.
4. Transfer of knowledge from University - new techniques, research etc.
5. More guides - likes small working ratio.
- *6. Family education - big need! Don't always need segregation by age in educational programs. Parents often afraid to ask questions because they should know, but will ask questions "because their kids want to know". (i.e. New Zoo - animal behavior).

Real Need of EE:

1. Create interest and awareness of the outdoor setting.
2. Emphasis on human effect on environment (habitat, pollution, etc.
3. Awareness of evolution and natural selection.

Kate's Comments:

Must keep in mind, they are an "Entertainment Program" - compete against TV, clubs, other agencies etc. Need to have dollars for advertising and it needs to be done professionally. Still needs programming for special populations and adults. Adult interest is potentially high - often use family as excuse to get there. She likes to have wide variety in her staff guides to serve as "role models".

Tom Bezek - Hennepin County Home School

Funded by Hennepin County = \$3 million. For J.D.'s adjudicated by court. Now it's boys, but can be coed. Ages 11-17, average 14-15. Crime against person or property.

Agency Goals:

1. Protect community
2. Rehabilitate (24 hour awake supervision).

Staff:

75 people for 100-120 kids; 8 per cottage of 24 (director, social worker, administrator, 5 line staff).

Program:

1. Long term (4 cottages for serious or 2nd offenders).
2. Extended detention
3. Short-stop (21 days).

Activities:

- a. Treatment
- b. School (11 months-Minneapolis school system - must go).
- c. Work and recreation opportunities.

Facilities:

640 acres, small lake, barns (horses), natural areas, transportation equipment.

Outdoor Recreation/Education Program:

Funded 7 years ago by law enforcement grant - Outward Bound type program - bought lots of equipment (canoes, skis, snowshoes, backpacks, etc.) All equipment is available to any Hennepin County J.D. group for use if not used at the home. Each cottage operates as a separate entity. Sometimes whole cottage goes, usually a couple of small groups organize for activity. Trips are up to 3 night over-nights - a lot within metro area but do use BWCA, State and Regional Parks etc. Go on weekends, vacations, etc. so doesn't interfere with school. No longer trips because of Fair Labor Standards Act. Large on-site program use - canoeing, riding, native study, skiing, Coordinated by recreation staff and cottage groups by week. Trips offered = 30 times during year - also get kids input on where to go. Current use of state parks, etc. - Extensive use State Parks, Regional Reserves, naturalist, DNR information, films etc.

Trends: Kids more sensitive to environment; respect and appreciate it more. They need to be challenged and have adventures - really like skiing.

Suggestions:

1. Have hostel system along trails - especially for winter use.
2. Use computers in the E.E. program - kids like them, believe them.
3. Trails for horseback riding.
4. Lighted ski trail for any section.
5. Something like Omni theatre (?)

Tom's Comments:

His group would not use Hunter Education program. Since he is limited to shorter trips, he would definitely use the recreation opportunities and E.E. of M.V. He sees value to these trips:

1. Social imp. - must carry own weight.
 2. Staff gets real insights about these kids.
- Would really encourage looking into computer use.

Jane Schwartz - Minnesota Epilepsy League

Agency supported by United Way, memberships, contributions & Foundations. Jane's position as T.R. was created when they got a federal grant (P.E.P. Project) through HEW -

Rehabilitation services - 3 year grant

Program just starting - have lots of ideas

1. Conducted a family retreat at Camp St. Croix (March)
family also includes singles.
2. Planning a summer program - ex. - teen canoe trip, family camping, etc.

Program offers things for all ages - some separate, most mixed ... encourage family participation.

The program is state-wide.

Agency needs:

1. As much information about state parks, trails, maps etc. as possible.
2. Interested in using Regional Naturalists, DNR information, education center, materials etc.
3. Want to utilize the Nature Centers a lot.

Clients needs:

1. Low cost programs (because of family participation & single epileptics often do not get high paying jobs.)
2. Transportation - accessible, convenient, cheap (agency can provide certain amount of transportation.)
3. Programs organized for whole family - Family education

Jane's Comments:

Activities very good for clients because many live alone and are somewhat isolated - group interaction valuable. She needs a place where they can bring people together - especially to stay over night.

Really would like to see some camping areas developed or hostels.

They really are feeling the need to provide camping experiences.

Hunter education would be a good program.

She would like to be involved in staff training at the center.

(sending us questionnaires, etc.)

Jim Mason - Camp Wilder

Other Staff: Al, Dick and Roger

980 acres. Supported by Wilder Foundation - purpose is to help low-income, disadvantaged people.

The camp has been there about 20 years but just never had it developed.

Program:

1. First year for having staff; submitted proposal and is funded for develop (2-3 year plan)
2. Year round - 4 full time staff - 7 additional summer staff
3. Outdoor programs for all people - low cost; employees also use equipment - boats, tents, canoes, etc. - getting lots more; water fronts, weather station, shelters

Program Aides - have water and land programs; have interpretive guides, ski trails, native trails, etc.

They are setting up a ropes course, platform tents, etc.

Have completed some surveys and written their formal proposal report. Have lots in common - getting together with them in April.

People to contact:

Frank Hijakata or Phil Revitski

Camp Owindigo

Gregg Hawney

Pillsbury- Waite House - Camp

Mike Miller - Community Planning Agency (The KNow Book)

Camp needs study

New connections - teen chem. dep.

Roger Stein - Lowry Nature Center - Carver Park Reserve

3,800 acres - new facility for center - supported by county \$\$
 Had 46,000 organized participants (20,000 were school kids)
 20 - 25,000 use on own.

Hinderances:

1. Transportation - 26 miles from the cities.
2. No senior citizen discount.
3. Play numbers game.

Program:

1. School - 3rd grade or above (emphasis 4th - 6th)(no real junior-senior; schedule problem).
2. General public - recreation and education, week-end users; going in recreational direction.
 1. a. School program - for repeat teachers, they are expected to help lead a group (70% repeaters); they prepare more - get kids in frame of mind.
 - have teacher training workshops if desired.
 - usually stay all day (some close schools, ave. ½ day).
 - allot a percentage of time to each school district.
 - send out form to get teacher's objectives.
 - use inquiry technique.
 2. a. General public
 - have classes
 - large, seasonal programs (maple sugaring)
 - gearing towards family activities (lots of repeating families)

Recreational Program:

Skiing (90,000 '78); biking, picnic, camping etc. Run summer day camp area.

Equipment:

center, snowshoes, rent skis

Outreach:

Limited; "naturalist in the classroom"; sent out flyers, advertising biggest consideration; T.V., radio, flyers, word-of-mouth, newspapers, Survey - "what is it you like most about Carver?" - "Wilderness feeling"

Roger's Comments:

Talk to Jim Gilbert, Hopkins H.S. Science teacher. Go with visitor type center (kind of gloomy predictions)

Janabelle Taylor - Hallie Q. Brown (Martin Luther King Center)

United Way funded.

Outdoor Recreation program - just getting into this area.

1. Summer day and resident camps - up at Wilder
2. Special trips

EE Program:

Interested in getting more opportunities for this.

1. Most EE done while kids are at Camp Wilder - nature trails, farm, etc.

Would like to do:

Much more in both areas.

Fishing and nature trips for Senior Club, take groups down along the trails through MV; recreation opportunities for all ages.

Needs:

1. Low-cost, convenient transportation
2. Programs to attract and interest teens (especially 14-16 year old)
3. Places to do some outdoor cooking, hostels and tent areas; shelters
4. Lab areas for O.E.
5. Family opportunities - again low cost and at times when working parent(s) can come.

Janabelle's Comments:

She would be really interested in using such an area.

Would like things especially for teens and seniors - thinks the shuttle is a great idea for the older people.

4/3/79

Lindsey Hart and Kay Getting - Camp Widjiwagen

- supported by St. Paul YMCA - United Way Funds
- a year around camp with the winter primarily used by junior high schools for environmental education purposes.

Program:

Environmental education experience/also incorporates winter outdoor recreation opportunities such as snowshoeing and cross country skiing.

- school groups come for five days
- EE components = winter ecology, orienteering with natural habitats, etc. Emphasized biological studies; feeling comfortable being outside when it's so cold.

Program drew approximately 400 students (50 maximum at one time) but all from private schools except for one public school.

Private schools much more into "academic", technical aspects of EE where as the public school students were real activity-oriented and wanted to just be doing things.

Lindsey and Kay's Comments:

This age group was really good to work with - they had a lot of interest once you captured it - they liked the skiing and snowshoeing a lot. Clothing can be a problem; they send a list before they come, but it's not affordable by some. Extras are nice to have around.

4/5/79

Greg Hani - Waite Neighborhood House

Founded by Pillsbury Waite Agency in 1879 -historically for low-income Scandinavian immigrants. Today viewed as settlement/neighborhood house.

Program - fairly non-structured; each of the settlement/neighborhood houses try to meet the needs of the neighborhood. They have four houses, one cultural center and a camp down by Carver.

- program for all different people from youth - seniors - family
- act as legislative advocate for low-income, minorities. Interested in employment; housing and social needs - working now with 11,000 Vietnamese families in South Minneapolis.

Clientele - 50% white, 45% Indian, 5% black; 70% single parent families. Kids are insecure, non-motivated and desperately need and want attention.

Camping - Priority program:

- year 'round facility with 26 buildings, in process of doing more winterizing; extension of agency's philosophies.
- expanding to include family camping, seniors camping and camping for the physically disabled.
- each house takes at least one group a month to camp year around.
- set-up camp during all the Minneapolis school vacations.
- run some weekend camps.

Camp Activities:

- 80% are 8-10 years old; no older kids interest because: 1) lack of continuity, 2) no appropriate program content.
- provides activities like skiing, snowshoeing, ice fishing, hiking, native study etc.
- stresses group work and group interaction.
- transportation provided by agency.
- very low-cost program but still some can't afford it.
- hostel system would be valuable to them at camp and as an agency.

M.V: Really enthused about it. Would use the Center as an agency program, but not at camp.

- would use trails, etc. for camp program down around Carver area.
- also use Minnesota River for canoe trips (so could maybe end up at the Center).
- interested in the Hunter Education Program.
- would like to have planned programs for their groups to go to.

Trends:

- needs attractive teen programs.
- transportation big need (have a central gathering point for mass transit).
- need family programs - quality, interesting, meet needs and usable by single parent families.

Greg's Comments:

Some cultural program with native Americans may be a good idea - they have a lot of needs not being met.
Best way to reach their people is through local papers and Waite House; important to have people in neighborhood support it - word of mouth.
Develop "stair-step" opportunities at EE center.
They currently use some regional and municipal parks.

Campers #'s:

260 kids at summer camp (only 25 from this neighborhood).
151 at three day winter camps
235 kids and adults for single day programs.
(\$35 two weeks; \$12 for three day camp; \$3 day, \$4 overnight).

Scott Aebischer - Jamestown (11550 Jasmine Trail, Stillwater, 55082)

Residence for adolescent chemically dependent - non-profit.
Funded by Wilder. Costs \$65.00 a day - paid by welfare,
insurance or privately. Average stay - 6 months. Therapeutic
Community Concept.

Program:

1. School
2. Occupational therapy
3. Recreation
4. Work program

Cooperative effort between staff.
Overcome behavioral problems (not A.A. oriented).
24 residents - 10 women, 14 men.
Have to earn privileges; start with none.
Some October activities at Camp Wilder - work with Jim Mason.

Camping Program:

1½ weeks camp education (for credit), then winter and summer
camp trip.
Activities like canoeing, camping, orienteering, winter survival,
etc.
Sees need for some sex programs as well as co-ed.
Equipment - gets from Wilder and he can budget for equipment.
Uses a lot of state parks, regional parks etc. Really interested
in the Minnesota Valley project.

Environmental Education Program:

- has some during camp - needs lots more
- needs a facility to program for adolescents - get the kids
to doing stuff then discuss it.
- needs trails that are not in a superficial setting and don't
always have a lot of people.
- can see using the center as a part of their school program -
get credit for doing some kind of project, so could use on
a weekly basis.
- transportation no problem, nor is scheduling.
- stress man's role in the environment - aware of environment
and themselves as a component.

Scott's Comments:

Could really utilize a hostel system along trail. Foresees
lots of use for Minnesota Valley.
Hunter Education could be a component for their Exit Program,
as is SOAR.
The staff works toward a cooperative effort in programing,
on trips, etc.
He's the only Therapeutic Recreation person in Chemically
Dependent residences right now - is pushing to get a lot
more - convince administration and state of need.

Jim Cherry - Plymouth Christian Youth Center

Church supported - American Lutheran Church - for all people

Four Programs:

Could use
M.V. as
a resource

- (1. Alternative school - Northside St. Academy; 14-18 years old, not functioning in public schools, so this is alternative system; mostly low-income youth with waiting list from Minneapolis north side.
- (Also have Northside Swingers - group for young M.R. 's
- 2. Kinship - "Big Brother" program - metro wide; low-income, minorities, single parent
- 3. Frontier Form Group Home - boys J.D.'s; north of Grand Rapids; functioning form situation
- 4. Wilderness Canoe Base - N.E. corner of state; year around, low-income campership

Outdoor Recreation Opportunities:

All the groups deal with outdoor recreation activities; i.e. canoeing, backpacking, climbing, wilderness sailing, challenge experiences.

- these are open to all populations except severely limited mobility. He's open to these groups, but not sure how good his facilities are at the Canoe Base
- O.R. opportunities used in school as one way to incorporate biology p.e., history etc.
- He has employed "handicapped" staff (deaf, epileptic, etc.) and has a wide range of campers (c.p.'s, deaf, blind, low-income, minorities, etc.)

Environmental Education:

(M.V. use) really interested! See's it as resource for the school and kinship group. They have vans, so transportation can be taken care of.

- teachers would be interested in two approaches:
 1. things they can do
 2. use the resource person available
- important thrusts for EE - energy use, history, cultural programs, anthropology
- interested in Hunter Education Program
- make the EE programs a "progressive experience" - can be built on over time (years even) and explain this to the teachers involved.

Trends:

Decrease in youth population with youth being more "me" oriented than "cause" oriented - may be this could be remembered and tied in to the planning

- energy situation affects "affordability" of travel and equipping if it feels safe to camp and recreate close to the city, people may find their "wilderness experience" here
- look at activities and visitations from frequency view - if it's a high priority, they'll still do it, but not as often.

Jim's Comments:

Have access points in a linear model to accommodate day hiking intervals

- inner city people need adjustment to the foreign environment of the outdoors, so maybe having accommodations for several days stay would be helpful
- Wilderness Canoe Base runs year 'round programs - retreats, womens groups, hunting, family camping experiences which are in-expensive.

4/9/79

Bob Pollard - Courage Center (wants information on M.V. as is available)

Variety of Programs - The outdoor recreation is mainly handled through the camp.

Camp Program:

- 1) Camp Courage - 286 acres; running for 25 years; totally accessible runs two week sessions - handles = 900 campers 7-90 years. Programing by age, not disability, Two emphasis programs:
 - a. Physically handicapped
 - b. Speech and hearing impairedProgram: native, waterfront, crafts, media-arts (photography, radio) library, recreation (gym, tennis, athletics, etc.) campcrafts (outdoor cooking etc.) horseback riding, horticulture, barnyard zoo.

Program manual - kept by each staff area; passed down from year to year. Encourage cooperative effort among program areas - especially successful.

- 2) Courage North - Camp by Itasca; more rustic setting. Program for speech, hearing with some physical disabled and senior citizens. Do backpacking, canoeing, horseback riding - looking into three-wheeled biking.

Philosophically, try to give a wide variety of activities.

E.E. Programs:

Native program at Camp, as well as horticulture and barnyard zoo. Have a series of native trails being developed. Use paved trails with large printing and cassette recorders; building a trail now for use by their "land rover" (large pontoon on wheels with a drop ramp - homemade) as well as for use by chairs. This trail goes through a landscaped planned "natural area".

Minnesota Valley:

Clients would probably use on their own, especially if it's known to be accessible.

Program needs to be broad-based and family oriented.

Hunter Education - good if encouraged to be family or friend-oriented - especially good to have a hunt accessible. Need to emphasize use of dogs in hunting. Need access to site and consider use of terrain vehicles.

Trends:

"In" to try to attract special population groups now - when dollars get tight, it may lose importance; also if getting same people all the time, they'll get tired of it.

Needs:

Great attention given to eliminate architectural barriers (sloping
imp

Attention given to multi-useage and broad-based programs

Aware of senior citizens

Don't bend site to accommodate everyone - program the site

If possible have multi-sense programs

*Below

Bob's Comments:

They program by demand

The Golden Valley Center is mostly athletic oriented

They don't draw the real independent physically disabled, so
maybe these individuals would be more likely to come out to
Minnesota Valley

They serve Minnesota, Wisconsin and North Dakota

Hearing impaired have been ignored - need quick illustrations and
simple language.

* Multiple-disabled population and Senior citizens still need
suitable E.E. programs

Kids like doing; seniors just like being out

* Seniors have transportation problems

O.B. jumping in - similar to "take a black to lunch" in
60's not a real supportive effort

Jerri Stubbin - Minneapolis Association for Retarded Citizens

Funded by United Way - organization for voluntary membership, Friends of Mentally Retarded, family and human service professionals.

They are mostly a referral system - have some Outdoor Recreation activities like camping.

Recreation not as high a priority as housing, employment, etc.
- camping actually is a low priority - *Only \$40,000 spent by Hennepin County for camping per year for all the poor, Girl Scouts, Boy Scouts, Campfire, settlement houses, etc.

Have a camp at Glen Lake during the summer for Mentally Retarded's, it's also used by the Minneapolis Public Schools during the summer for 120 special education students (Thad Kranz - 871-8011).

E.E. and M.V. Use:

- she sees the group homes as being the ones to really use it.
- Minneapolis Public Schools would probably want to use it while at camp.
- need lots of "touchy-feely" programs.
- thinks the use of cassette recordings for trail interpretation would be really good.
- programs need to be low-cost or no-cost.
- transportation is a big problem. They use state parks on their trip travelling groups - would like to be able to make reservations.
- Naturalists have been excellent!

Jerri's Comments:

- important to mainstream.
- put announcement in newsletter - contact Charles Green, Association Director, Association for Resident Managers - 225-6551.
- Faribault State Hospital may use (Dean Nelson) 507-334-6411.
- would like to use tent sites near center.

Kay Miller - Muscular Dystrophy Association

All voluntarily funded - fund raising; biggest is Jerry Lewis Telethon.

They provide some services and provide some equipment.

Have social recreation like bowling and swimming - no real Outdoor Recreation program other than camp - no plans to change this.

Last year provided a fishing trip in cooperation with minimum security inmates at Stillwater.

Annual picnic - looking for accessible areas (Island of Peace this year).

Camp Program:

Provide two sessions for children and adults.

Activities: Fishing, boating, swimming, riding, crafts, camping
some nature programs.

60 persons at each session; 1:1 ratio (use volunteers)

Need:

Still need to have Outdoor Recreation opportunities they can do on their own - low cost.

Staff needs to be familiar with disability

Transportation big problem

Need opportunities to socialize

Accessible areas, programs, exhibits, etc.

Trends:

Nothing too extremely physical

Getting interest from multi-disabled

Family interest

Minnesota Valley:

Agency probably wouldn't use except maybe for annual picnic.

If clients knew it was accessible, they may use.

We could put notices in their newsletter.

E.E. Programs:

Not able to really give any ideas in this area other than having it accessible, for example Hunter Education.

4/11/79

Connie David - Minneapolis Girl Scout Council

Connie is the outreach worker for special populations.

Outdoor Recreation for special populations limited - camps are basically inaccessible - one building they can get a chair, but no bathrooms. Special troops do use this, though.

Program:

- 1) Troops - either (a) a special troop or (b) mainstreamed troops. What they do is dependent upon the leader.
- 2) Camp - Day, Troop, Locksley Arts and Crafts, and Resident Camps.
"Green Wood Special Camp" - one week for mentally retarded. Swimming, canoeing, no real nature program. (Connie is real down on this because it's poorly staffed with 16-17 year olds and camp not to standards).

She estimates they only reach 1% of the special population in this Council area. They have 50-51 mainstreamed, 140 special troops. She's being limited in her program possibilities.

Environmental Education Programs:

Kids need to be in the environment. Right now emphasis is on athletics and such activities where people use and take from environment, but don't interact or appreciate it. Example: Instead of cross-country skiing for competition or exercise, use it as a means for exploring, learning about new things and getting in tune with the environment.

People need to "tune" in to what's around them.

Tapes are really good - needs lots of description (and contact if possible).

Introduce concepts in ways they don't have to be seen. Example: To get an idea what a tree is, let them walk around one lying on the ground. Maybe have one person at each and talk back and forth - get shape. Have flowers they can touch in order to "see" it when it's mentioned again.

Method for tree/plant identification:

- cardboard leaf shapes
- bark replicas that feel like the real thing
- when going out into preserve, first have stuffed animals mounted so they can see and feel how big the animal is, what it's like - then can see again on the walk
- if have enclosed observation area, have switch so sound is carried inside

Trails:

Vary texture or have level changes. When setting up interpretive trail, walk blindfolded first with the trail tape. Can really tell if tape is effective.

To "see" energy working models - have small tours - let them touch the solar panels, etc. to understand what it's like.

Environmental Education Needs:

- acclimatizing activities good for visually impaired - doesn't depend always on sight
- gaming simulation - stress involvement with each other and environment
- mainstream people
- computer programs good if proper instruction and help available

Trends:

- big push to get special populations involved in special programs - majority would much rather be in non-labelled programs
- nothing holding them back - do almost anything - some do for "shock" factor

Transportation:

- most go with friends - more enjoyable, can explain little things tape cannot
- should have independent way to get there - mass transit
- shuttle loop excellent idea, especially for seniors

Need challenging programs for teens. Example: Rock climbing lessons every so often. Lots of bike trails, hostels, tent camping, etc. for independent outdoor experiences.

Advertising Outreach - Communication Center of the Minnesota State Services for the Blind - "Radio Talking Book" - reads news, newspapers, books, blurbs on interests of people in area - sends information to clients in "perspectives" - Programs interviews - good way to reach consumers and get input.

People to contact:

Marcia Barry - historian - exciting, also into deaf education) 822-8645
Janet Dalglish - deaf and mentally retarded teacher)

Be sure to include history, geology, cultural aspects, etc.

Blind O. Leisure Development Program

Charlie Speers - Superintendent Minneapolis Park Board

(Informative, contact meeting)

If MTC bus lines go down to Minnesota Valley, his staff and participants will use it.

Programing done by each park - he has all their brochures - wide variety of programs (special population programs, family, individual, etc.)

Mathews runs a good program with lots of activities for all populations.

Seniors are going lots of places - so long as transportation is easy.

Outreach = really needed; feels people from site can really get people interested better than maybe his own staff.

Contact: Richard Cottrell
TVA Land Between the Lakes
Golden Pond, Kentucky

- set up as a National Demonstration Area by T.V.A.
- has 170,000 acres with phenomenal Environmental Education Program.
- accessible and useable by special populations.
- brings in 110 teachers for training workshops - colleges have symposiums there.
- between Tennessee and Cumberland Rivers in Upper West Tennessee and lower West Kentucky.

Follow Up:

Roy Walker (in charge of Environmental Education) 502-924-5602.
TVA Land Between the Lakes
Golden Pond, Kentucky 42231

(sending materials)

Frank Hajakata, Phil Revitzky - Neighborhood House

Participants mainly Mexican-American, low-income.

Their Outdoor Recreation mainly through the camping program.

Own Camp Owindago on Carver Lake at Woodbury (will be selling).

81 acres; 60 kids a week for 8 weeks.

Camping program running into trouble - competition for kids from 1) summer school, 2) paying jobs.

Teens not interested in camping -

1. inconvenience
2. transitory time
3. lack initiative
4. want money without effort

Outdoor activities - swimming, fishing, boating, nature hikes, camping.

Accessibility is a problem - needs consideration for seniors.

Camp Program:

1. Resident camp
2. Day camp
3. Family camp
4. Nursery school goes to visit

Day camp - swim, boat, emphasis on nutrition. Offers some winter activities - limited basis. Woodbury school used to come out but energy crunch has stopped it.

Use Minnesota Valley:

If school does, then not with school age children. Might be good for family opportunities and senior citizens. If MTC went there, lots more would probably go.

Phil's Comment:

He thinks people like to camp easy - drink, socialize. Fishing is a big interest with the people he has worked with. About $\frac{1}{2}$ the kids to to camp on welfare. Thinks social interaction and cooperation needs to be stressed. In this Mexican-American Community, he thinks the fathers would rather go to the bar after work to drink and socialize rather than get involved in community recreation/leisure opportunities.

Roger Moore - Forestview Homes

Private Corporation by some interested people.

Presently operate five residential homes which have approximately six mentally retarded adolescents or adults in each (18 adolescents - 12 adults). Expanding also.

Programing for Outdoor Recreation or Environmental Education:

Each house decides their own programs - they all like to take short trips like to Zoo, Butler Gardens, local parks. No formal Outdoor Recreation Program but would like to offer a variety of activities to choose from.

State Park Use:

William O'Brian, Taylors Falls - these places are usually overcrowded and the picnic tables are not always accessible or useable.

Resident Description:

Wide range in physical abilities - "normal" to Cerebral Palsy, walking problems, etc.

Environmental Education:

- need elementary level program
- need touch and feel times (both kids and adults seem to learn most this way)
- need work in basic concepts - residents often don't have grasp of what's going on in the environment; don't make any connections between themselves and environment; doesn't seem covered in school, either - it seems people try to tell facts but don't relate it to basic, simple concepts
- accessible trail a must!
- picture by named object - direct linkage with simple name and description; short description in big letter print

Camping:

Go throughout year up to Camp Confidence for 2-4 nights; Camp staff does nature walks and activities like mapling; average about 2-4 times a year (bring own food and bedding). Winterized cabins; summer tents with swimming, boating and fishing.

Best liked activities - "non-frustrating" fishing; water activities; like Lake Rebecca because so many fish they don't have to wait long to catch one. Liked walking through swamp on the boardwalk - they notice and remember from visit to visit things like water level etc.

Trends:

- like getting them out into community
- things they can touch or that are alive catches attention
- don't like Butler Gardens because they have to "look" too hard - need to see and experience things right away - they like going to see and feed ducks.

Minnesota Valley:

Would definitely use the area.

Roger's Comments:

Educational programs from center need to be geared to the group and would work better if it was just mentally retarded group. Mainstreamed education is not as successful.

Suggested Contacts:

Portland High School (for Mentally Retarded's) Richfield
District 287 (Special Education).
Walt Zobel or Don Petrick - 866-3351

For West Hennepin School District - Hopkins, Warren, St. Louis
Park, etc.

Need plenty of bathrooms that are accessible. Need "spokes" through
loop trail so if get tired can return easily.

Requested: Guide to State Parks
Facility Charts, etc.

Adult Houses plan "vacation trips" - go all over (Oregon,
Colorado, California etc.) and do all kinds of activities.

Paul Schurke - Wilderness Inquiry II

One of four programs: I = school age children; III = chemically dependent; IV = juvenile delinquents.

Bill Simpson - I and over all

Ron Huberty - III (some I)

John Curshbaum - IV (Afton)

Outdoor Recreation:

Seeks true wilderness experience for physical disabled and able-bodied. Go to Boundary Waters Canoe Area and up into Ontario for seven day trip. Canoeing trips are main emphasis - take just about every disability; bridges gap between physical disability because everybody can help do something, bond exists between members.

Trends:

People want to be able to help and carry their share of the work, so they (leaders) will seek just a little easier route to accomplish this - settle for modifications in experience in return for freedom of mobility.

Environmental Education:

Have one day layover where they do all kinds of environmental education things. Participants have indicated fascination, attention and enthusiasm for that day's discussion and activities. Woods somewhat foreign to most of them.

Needs:

Sensory stimulation - need to touch things - he always carries a "feely bag", especially important with visually impaired. Few modifications needed for hearing impaired.

Outdoor Recreation Program:

- is expanding
- want year round with addition of skiing and possibly winter camping (would need hostels probably).

Minnesota Valley:

Could use for their proposed three day outings. Participants could continue getting "wilderness experience" down here - introduce them to something so it's good to have an area to keep experiencing some of these things on their own.

Outreach:

Definitely would recommend a slide tape presentation - audio-visuals go a long way in convincing and selling.

Participants = mostly young adults late twenties but ranged from 16-69; had one group of 40's and 50's. Total - 34. 16 with disabilities and 13 of these from metro area.

Paul's Comments:

Participants always comment on two things: 1) brightness of stars, 2) silence of night.

Likes the campsite design of Boundary Waters Canoe Area.

Teens into acceleration - anything for a rush - adventure things like white water canoeing.

Maybe need hard core team approach

Work in real small groups.

Lil Hipp - Richfield Community Center

Running active Senior Program through this center - have 122 members in club.

Different areas of metro have different senior interests:

- 1) North - more industrial influence in past so lots of laborers, etc. - they go in for camping.
- 2) Richfield area - more blue collar workers - like cards and social activities, activities like skiing and hiking.
- 3) Inner city areas - people had to work so never learned to recreate; cards don't go because they never learned; also more cultural influences from some minority groups like Native Americans, Blacks etc.

Outdoor Recreation Opportunities:

Cross-country skiing, hiking, this summer - fishing; would like to do biking.

Needs:

Accessible activities, good picnic areas, good trails, rental equipment, large print signs.

Problems:

Transportation. Live in apartment, alone - need MTC. Would be good to have a bus that could pick them up from center once a week. (She can do this sometimes).

Trails:

Short distance blacktops. Good if could lead to shaded overlook, secluded from main building, but yet very close; lots of benches; shelter from rain. Can handle 3/4 mile if shade is available and lots of rest places. Carriage riding would be great for seniors, so would sleigh rides and canoeing. Hunter Education has some potential - if no dog, could they still do duck hunting? (Canvas top on carriage).

Priorities:

- accessibility
- shaded areas
- carriage riding to different areas
- tour set-up. (Tour idea: Call coordinator, reserve picnic area for group of 40-50 have guide (naturalist?). When come; stay for picnic lunch; then bus goes down to restoration area, other areas - maybe even zoo, spends rest of day there - guide there to meet them too).

Trend for Future:

Seniors now have not been educated in leisure time use, so like things that are work related (crocheting, making honey, etc.) As present young generations reach this age, they'll want a lot of the activities and opportunities Minnesota Valley is proposing to offer, so invest also in the future.

May see more seniors come now in large groups; later years it'll probably be more individualized. Recreation activities now are oriented around what they needed to do from younger years.

Environmental Education:

- like seeing displays, demonstrations on things they used to do
- they like educational sessions on things like honey-making, bread baking, etc.
- build up historical program - compare then to now (slide presentation with maybe part of the real thing).
- visit Woodlake now.

Environmental Education Needs:

- place close to facility where they can just sit outside, but away from immediate visual influence of building
- historical programs (maybe use some local seniors in programs)
- shuttle good for getting them into different environments
- have facility open at night

Outreach:

- slide shows, demonstrations, staff important
- brochure (large print) - give lots of ideas
- staff contact at least three months ahead of program time so can schedule
- push summer and fall
- have some neat, special activity for opening

Lil's Comments:

- no heavy doors!
- energy concept and working models great (tie to historical program)
- could there be like a walking deck up on top of facility, actually in the trees from the building?
- their adult disabled would really want to use Minnesota Valley
- be prepared to handle 40-50 people in group - have large picnic areas that could be reserved so could use as their once a month outing

- be sure to offer food or drinks for free at special programs where you want seniors
- have phone at top of shuttle route for emergencies
- pull in community agencies - have facility available for all kinds of workshops and conferences for a rental fee; gets public involved and educated

Suggested people:

Maria Carlson - Congregate Dining - do day outs
Community Education - no senior program in Chaska, Shakopee
Sue Wiegler - Edina
*Metropolitan Senior Federation - Peter Wyckoff - Political
Being for Seniors

Mickki Pierson - Michael Dowling School

School for physically disabled - 4-16 years; may also be mentally impaired; recommended by Minneapolis school district.

Outdoor Recreation:

Don't really offer much here - emphasis on physical therapy.

Environmental Education:

Try to provide some experiential programs - really a lacking area for most of these children.

Needs:

- need experiential background opportunities - miss out on learning opportunities because they don't relate - few get anywhere but school
- important to train parents of handicapped kids to get kids out - parents not used to taking them out (protectiveness; embarrassing; hassle; attitudes)
- critical need is family programing
- need accessible and useable places
- need accessible live-in area like classroom-lab-dorm area
- big environmental education need is the experience it provides is so important, especially in aiding participation in society as adults and to raise awareness of their environmental consciousness

Problems:

Accessibility and transportation - problem especially for parents to handle.

Outreach:

Naturalist available to come to them.

Minnesota Valley:

Can really use it, but available dollars are the main thing; scheduling could be a problem, but they do have some time available; on-going program would be good idea.

Mickki's Comments:

Fishing would be good to try; shuttle bus is a really good idea; good to include historical, cultural program.
Would be good to have whole week-end programs for family.

Cindy VanAusdell - United Cerebral Palsy (Sheltered Workshop)

Works out of the Sheltered Workshop, Day Care Center and Pre-school Center.

Recreation program comparable to an Industrial Recreation program - serves all Hennepin County disabled; have = 100-120 participants; for anyone 18 and older - disabilities; include Cerebral Palsy, blind, deaf, spinal bifidal, mentally retarded.

Sheltered Workshop:

- jobs for disabled
- paid by output
- counselors help evaluate and do case work to evaluate job stress, things at home etc.

Recreation Program:

- 1) Outdoor recreation - tent camping and resort camping (Ely) for two weeks - doubled participant number in one year; wilderness canoe trip for one week; weekend camping trips; fishing (Mille Lacs); Como, Minnesota Zoo trips; Arboreteum; horseback riding; cross-country skiing.
- 2) Social recreation - bowling; swimming; arts and crafts; League of Women Voters; Dinner theatre group; spectator sports; boat cruise; special events; Board Meeting of Disabled (elected by group to decide activities).
"Venture Out"- women who can't get out - once a month go shopping, plays, tours etc.

Environmental Education:

Limited so far to what they accidentally run into like at the Zoo, Arboreteum, camping, fishing, etc., but very interested in getting clients more expansive.

Priorities and Recommendations:

- not real structured programs - give several options
- camping, picnics, fishing, boating (if boats available), hiking
- cross-country skiing, bikes (if rentals)
- accessible camping areas (presently use Willow Creek State Park, Wisconsin)
- paved trails
- possible to have volunteers to help show around or be with if clients go down on their own?
- need work on attitudinal barriers - have staff who have worked with special populations who understand and will make them feel welcome rather than ignored; many people have not been exposed to handicapped, especially severe cases.

Trends:

In past, many things done for disabled, now they are often "forced" to take the initiative and accept responsibility. Want a variety of things they can choose to do; want acceptance in the public sector.

Problems:

- reservations for camping a must! Need to know group will have a place and that it is accessible. (Wisconsin does reservations in State Parks.)
- transportation not too big a problem - have ten paid drivers situated all over Hennepin County to pick people up. (three alternates)
- some clients pretty independent but some still need agency to help

Needs:

- nature trail suitable for visually impaired (rope along trail?); need lots of description in simple language
- need touch and feel areas - animal displays, etc.
- need reservations - helps lessen vandalism; people who live closest get to use the most and nicest spots; disappointing and may have to return a long way.

Minnesota Valley:

Definitely would use, especially if have reservations, accessibility and rentals (low cost). Need picnic areas - fun to have a hayrack ride.

Outreach:

Can use their newsletter, but best is good word-of-mouth.

Sue Hendrickson - Trevilla at Robbinsdale

Residence for physically disabled - 132 (32 mentally retarded and physically disabled). All levels of abilities - some are total care so are long term; short stay = one year, then they get their own place. Physical therapy; Occupational therapy; sets educational goals and can go to school or University. Mentally retarded have school and Social development. Leisure practices use community; welfare pays to live here - no group homes yet.

Outdoor Recreation Program: (by small groups of 5-6)

Tent camping, boating, yatching on St. Croix, fishing (and ice), winter cabin camping, canoeing, rafting, biking, BWCA trip - one week, (programs usually three days), out to parks a lot - municipal mostly because of accessibility, paved trails, use use northern state parks.

Transportation:

Big problem for individuals; Trevilla has their own vans for transportation.

Needs:

- accessible facilities and programs
- paved trails
- easy signage
- bathrooms
- transportation for independent individual use - good MTC
- some kind of pamphlet describing what is available and accessible (statewide basis).

Environmental Education:

Don't usually participate in formal programs due to physical and attitudinal barriers. Do some things while in parks and on trips. All kinds of programs good because of individual interest.

Needs:

- *Want to learn more about Wildlife Observation! Would probably come to classes if accessible. Want and need outlet for outside (pressured Robbinsdale to pave paths in open area park next to them!). Would like winter use if accessible.

Trends:

Parallel with boom in general public - takes time, but with the emphasis on Outdoor Recreation and ecology, all people are beginning to get out more. If people feel comfortable, accepted and independent, then they will go on their own.

Outreach:

Slide show with staff person is a good idea, especially for promotion.

Priorities:

Camp, bike, fish, boat, hike, picnic, plants (improved)
canoeing (improved) - all improved really.

Sue's Comments:

Would really use Valley and would especially like Environmental Education accessible. Some severely disabled not coordinated enough for some activities. Need to offer rental equipment.

Walt Zobel - Portland High School

(Met with a variety of teachers, psychologists, nurse, etc.
Larry Simonson, Don Petrey, Jerry Kramer, Rochelle Tosher etc.)

High school for mentally retarded - has 191. Recommended here by West and South Hennepin County schools. It is a special education school district (#287) run through Minneapolis Public School system.

Students - wide range in disabilities - all have retardation; a lot have physical disability; range in ages from 15-25, majority are 15-21.

Outdoor Recreation:

Quite a bit through scouting program; snowshoeing and cross-country skiing (Woodlake). One week canoeing in BWCA; winter camping (Ely).

Environmental Education:

- go to Woodlake but haven't used their programs
- used Arboreteum, especially like "hands on" projects
- Environmental Education a part of regular nine month school, but used heaviest in summer school because they have three hour time blocks
- they work through an interdisciplinary system
- went to Zoo - good for "hand-on" experiences

Needs:

- camping facilities
- accessible bathrooms
- overnight facilities would be good for classes
- orientation for staff as well as students - training workshops
- packets and slides available before they go out to site
- need variety in sites; hostels
- some paved trails
- need Historical and Cultural programs - could tie into their four week Indian Art Program
- equipment rental would be needed
- need family orientation to programs - good to have the family participate together
- use symbols - much better than written

Trends:

Mainstreaming is in; but it leaves the kids out. Mainstream informal activities, but leave educational programs somewhat separated.

Minnesota Valley:

Potential use is very high - teachers very willing to help train the staff who will be out at Valley. Could be used by school

as well as Scout groups - could also encourage individual participation with families

Comments:

- group size ranges from 6-8 to 22 (scouting)
- lending library - resource center is an excellent idea
- serve kids from Carver, Scott and Hennepin - some use MTC, but most rely on others
- computer use - can be taught to use so long as it's simple and someone is available to help
- need an area like this that is close; good for week-end trips; cuts travel cost and time
- they have flexibility in scheduling and get buses from school
- orienteering - good activity when combined with things to see
- need experiential and sensory activities - good if can touch animals, plants, etc.

Contact People:

Arlene Gabel - visual)
Joe Kennedy - hearing) support service 935-7158
Katharine Kearn - Hopkins

(Cavanaugh High School serves northern area)

Jim Mason - Camp Wilder

(A meeting between the Wilder Staff - Jim, Al, Dick, and Roger; Minnesota Valley Planners - Kathleen, Jim, and Accessibility Coordinator - Rita, Deb = for the purpose of idea and problem sharing).

Transportation - a need for consideration

- for elderly group, Wilder provides transportation - as Minnesota Valley could do. You've got to do a lot of servicing
- elderly don't want to go to camp facility because: (from survey)
 - 1) regimentation
 - 2) want to go by themselves or with friends
 - 3) tired, not healthy
 - 4) spouse not well
- ones who like to go, go because:
 - 1) companionship
 - 2) nature walks
 - 3) fishing
 - 4) relaxation

Trends:

Specialized social services, use programs and facilities as a group; looking for cheap outdoor environment.

People come to Wilder because:

- 1) space - not heavily used
- 2) openness (by staff?) accepted as a group
- 3) versatility - can use resource people or not

Wilder staff meets with organizers first to get an idea of what they want; summer has more in depth pre-meetings; pre and post contact is very important.

Forty plus agencies use Wilder in the summer.

Environmental Education:

- incorporates and relates the outdoor environment to human problems and interests; appropriate for all ages
- parallel by organizing "studies" around the problem, get to cultural and historical past (important to senior citizens)
Example: "corn program" - plant - grind corn - bake corn bread

Get agencies involved in the planning - real interest and don't be "pushy" with them. Also helps to get people involved and responsible for areas, etc.

Comes back to "personal park" idea - people establish their own ties to park. Facilities can key into this by adding the personal touch as compared to just signs, etc. - need to build in creativity and hominess.

Outdoor Recreation:

Have equipment available for groups which is good.
Going to try a ropes course and some initiative games.
Into the idea of Community-based camping.

Connie Lewis - Ramsey County Extension, 4-H and Youth Development

Lots of materials related to Environmental Education available through extension (forestry, environment, etc.) - materials used by volunteer leaders and the members.

Delos Barber (483-8664) is a leader and does a lot of conservation activities locally and on county basis; from DNR; adapts and teaches outdoors experiences for kids - nature hikes, etc. (as many as 40 on a county wide basis).

Outdoor Recreation:

Some done through suburban clubs - big thing is family experience - really important for family and good involvement in outdoor activities.

* Use Camp Wilder - club goes and does varied activities. Experiential Activities through clubs have people really excited. McDunna housing project uses Wilder frequently for outdoor recreation activities with club.

Special Education Program:

Mentally disabled; day camp experience at Wilder for group of about fifteen.

Low Income Groups:

4-H projects like gardening; Environmental Education not even tapped its potential here - probably because it's less tangible, harder to get volunteers to work here because less "hands on".

Needs:

- family oriented programs needed so family can be involved together - nature centers should provide a family educational approach - materials as well as facility/resource
- need experiential programs - especially special populations (Wisconsin 4-H designed a good packet "The Exploring 4-H Packet" to do with parents)
- need programs to deal with energy and alternate sources ("Energy Today and Tomorrow" - Schools through Extension)

Trends:

Publics consciousness raised about energy and curious about alternate forms - people working together on solar projects (individuals are far ahead of bureaucracies).

Lots of concern for parent-family activities - parents are deliberate in setting aside time.

Minnesota Valley:

Thinks it could be used lots - individuals, families, clubs, county and state events, conservation leaders could particularly use.

Could use for week-end retreats; State Office may use for training and workshops.

Good location for bringing people in to use.

Could use in camping program - may be interested in residential facilities.

Good resource for photography project.

Outreach:

- Naturalist definitely needed to come out to community to do training, programs, slide presentations, etc.
- Person to design educational materials is needed - clearinghouse and resource area - could something be cooperatively started with the Federal, State and State Extension?

Connie's Comments:

- sounds like exciting program with lots of possibilities
- could "drum up" a lot of community support and interest through continued personal contact
- single parents could utilize also if activities provided to keep things going - doing things together
- Hunter Education - good idea, something that might really appeal to some people

Contact: Dixie Hessler (608-262-1221) Wisconsin Ext.
336 Lowell Hall (Exploring 4-H Packet)
810 Langdon St.
Madison, Wisconsin

Sue Thomas - Wisconsin Ext. - ½ Ext., ½ Nature Center,
Environmental Education and Conservation
Materials

Bruce Graves - Native American Center

Center on tight money - some salaries paid by Native American Program and staff on CETA. Program money is obtained by fund raising events - no money budgeted for recreational activities or cultural activities. They do things to attract numbers; self-operated program by fees.

Outdoor Recreational Activities:

- really recreation sports oriented
- some "easy-camping" (KOA's used)
- camping kinds of workshops for chemically dependent - usually in summer (about 20)
- boxing, riding, swimming, Indian week activities; no wilderness camping - not enough staff (or expertise) - did take twelve kids camping out west to Wind River Reservation in Wyoming for one week (raised own money); travel quite a bit for sport events
- some fishing

Environmental Education:

Not really anything

Needs and Problems:

- need camping facilities close to metro area (within = 1 hour)
- need reservation system so can guarantee a place
- accessibility needed
- need some close fishing sites
- don't think families will come here to camp - so close to metro it will probably too jammed and crowded, and lots of groups will be there, so families may not want to come. Maybe need to designate/separate individual camping from group camping.

Minnesota Valley:

Can see some potential for use, but not in winter. Not sure of use by Native Americans - many are very poor, have a chemically dependency problem, etc.

Trends:

The real young kids are supervised, but once parents see they are being looked after, they leave to do something else -- "baby sitting service."

As kids go through the Center's activities, he sees carryover, because they start bringing younger brothers and/or sisters; they see the importance of activities so encourage it's carry-over - may happen when have their own kids.

Bruce's Comments:

- need to take attitudes into consideration
- wouldn't use Hunter Education as an agency
- parent involvement in their programs are only 1-2%
- tried a big brother program, but couldn't get interested adults - had lots of kids
- inner city agencies could benefit from the Valley project
- need to make provisions to guard against over-use of area and making sure same, close people don't always get to use it
- they don't really offer cultural programs because too costly - kind of hit or miss and celebrate Indian Week with activities, pow-wows really a big thing - could Valley help host one?
- they have their own transportation
- some cooperation with other Native American Centers, but they are all smaller and fighting to stay in existence
- he'd be available as a cultural resource person

Jim Christy - Minneapolis Public Schools (Recreational Director for Special Populations)

He sets up recreation activities for kids in special education programs in four high schools: Marshall U, Henry, Edison and North. Programs are joint participation between schools. He doesn't exclude anyone in special education so gets mix of developmental, TMR, disabled, etc.

Recreation Program:

- lots of socialization because these kids really lack those skills - don't have the experiences of a "normal" kid
- kids range from 6th to 12th grade
- he plans some activities after talking with them to see what their interests are, other times are left open when they are responsible for the planning
- go bowling, riding, picnics, tours, camping
- numbers can range from 1 to 310 - unpredictable
- planning camping trip to Mille Lacs for three days - 50 limit (20 probably physically disabled ranging from cerebal palsy to stage 9 of muscular dystrophy)

Priorities:

Accessible fishing; Hunter Education good - so is trapping (kids have guns, so good idea to learn proper technique), close camping, equipment rentals?

Environmental Education:

Could see the regular classes really being able to use this, too. Workshops - good idea but have to push teachers to do it.

Needs and Problems:

- teachers afraid to get out in "foreign area" - not used to being outside for class
- kids also are afraid to try new things for fear of failing
- parents need to see their kids participating in all kinds of "normal" activities - helps to see kids in different light
- can't let disabled kids get by with things you wouldn't let others do - he has the advantage of being disabled himself, so he knows when kids are feeding him bull
- could use an overnight facility - called a "902 overnight field trip" (red tape). Possibility because West area real open to new ideas as is Marshall principal.

Jim's Comments:

- so long as the field trip is within 12½ miles of school, the bus doesn't cost (\$60 or more if farther) that's why they haven't been able to set up things with Carver

- he can pull kids out of class twice a month for a couple of hours
 - usually work in three hour time block
 - teachers are each given two field trips a year - more actually available because some teachers don't use theirs (At Marshall teachers are good - can pull kids out 3-4 times a tri-mester; that way for any Minneapolis school)
 - Marshall U - unique and willing to try new things
 - be really good to have a staff person available to come to school to give talks, slides, etc. - to other programs, too, like science, ecology, environmental studies etc.
- * These special education kids are so protected that they don't get to experience things; a lot of Doctors tell him (and Parents) that the life span is so shortened with some of these kids that they might as well get as much living in as possible!

Could shuttle pick up at 12½ mile if outside the radius?

Dakota County Therapeutic Recreation Committee

Chaired by:

Gail Yarger - Dakota County Association for Retarded Citizens (DARC)
Becky Meers - Thompson Avenue Group Home
Linda Blattie - Da-Trac
Susan Warweg - Bryant Avenue Group Home
Kathy Meers - Inver Hills Student running teen social group
Patty Strin - Orvilla
Jeanne Tuggle - Dakota's Children
Helen Waldock - West St. Paul Community Education Services
Sharon Drumin - West St. Paul Park and Recreation Department

Day Camp - co-sponsored by DARC, South St. Paul and Apple Valley Recreation Departments. Three two week sessions for children or adults - transportation can be provided; camp in Apple Valley that is wheel chair accessible; fishing; swimming; field trips etc.

After Summer School Program - North and South St. Paul, Farmington - variety of activities. Want to start a 1:1 Big Sister/Big Brother program for expressive advocacy- Burnsville Community Action has over 200 involved but no mental retarded.

Starting a Recreation newsletter to come out once a month.

Outdoor Recreation and Environmental Education Needs:

- 1) low cost equipment rental - very important (use Camp Confidence)
- 2) touch room
- 3) * tent pad sites
- 4) * hostels
- 5) workshops and training programs (not just for teachers)
- 6) clients need lots of sensory experiences and need to get outside
- 7) accessible

Minnesota Valley:

They were all really favorable toward its use; it's close and can really utilize it on the weekends.

Comments:

Could there be an area for climbing?
Maybe no demand for certain things because there has been no facility.
Really interested in cooperative effort and establishing communication lines; West St. Paul Community Education real interested in publicizing DNR information, activities, etc.

Outreach:

Can use newsletters; slide show.

Contact: Ken Giske, Dakota County DLC - Adaptive Recreation Therapist
454-8088 (5/18 - - Sister Kenny)

Arlene Gabel - Support Services for Portland High School

She works with the school in programing with visually-impaired students. Not familiar herself with many aspects of Outdoor Recreation or Environmental Education.

Her suggestions within her scope of knowledge:

Trails:

- make trails as distinctive as possible (edgings, etc.)
- have tapes of the interpretive areas with lots of description
- touch is very important - have as many touching opportunities as possible; emphasis a lot of sensory experiences within the program

Trails, Facilities, etc:

- accessibility and useable
- use colors as designators - people have varying degrees of impairment, so many can see color; sometimes color can be used in coding
- can be incorporated pretty easily into most programs and are fairly independent

Outreach:

- good if someone can go into classes
- need to bring touchable things
- talk or present with lots of description
- capitalize on other senses as well as sight - call special attention to these things, because everyone needs to be aware of other senses too.

5/22/79

Bobbi Veech, Susan Haegel - Northwestern Hospital - Sister Kenny Institute

(Bobbi is the director of the Therapeutic Recreation Department; Susan is the Recreation Director of the Day Center).

Program is for the hospitalized patients, day center (out-patients) and mental health unit.

- Patients who are hospitalized are usually under acute care so could not always be able to get out for the activity outside of the hospital (approximately 48)
- Day center is for out-patients who are able to stay at home, but are still kind of dependent (approximately 70)
- Mental health unit is able to get out away from hospital for all day activities, but can't stay anywhere else overnight due to insurance and liability (approximately 100)

Outdoor Recreation and Environmental Education:

Day center patients go somewhere once a week, i.e., picnic, to Woodlake fishing, visit parks, some have gone on the Wilderness Inquiry Program with Greg Lais.

Mental Health unit goes for day outings for activities like cross-country skiing, snowshoeing, hiking; are in the process of trying to really expand this program to provide more close "wilderness" experiences.

Minnesota Valley Use:

Really has potential for them; want to get clients involved with community.

Problems and Needs:

Accessibility! No nature centers are really that accessible; programs and activities need to be accessible too - i.e., fishing and boating docks, buildings and bathrooms, picnic areas, wildlife observation, etc.

Good signage! At entrance, use symbols and also have symbols on map.

For visually impaired, have large letters; color contrasts; textures; raised relief map (with thermoform machine at Minnesota Society for the Blind).

For hearing impaired, not many modifications; for programs and special events, get an interpreter (Interpreting Association in Minneapolis).

Transportation not so much a problem for them - they have vans. Program needs to have some non-structured opportunities, as well as the opportunity to schedule for a naturalist.

Outreach:

They are trying to get some outreach programs started to involve the special populations in the community (Example: computer golf league).

Minnesota Valley would need to advertise (in a professional manner); once people know the facility and programs are accessible and useable, much will spread by word-of-mouth.

Peg Thomas - TVI; Petro Howard House

(Peg is doing Master's research in the area of recreation for hearing impaired - has lots of contacts and knowledge).

TVI - has some involvement in outdoor recreation, but kind of limited; students do most of the things on their own; they did go on a winter week-end workshop and did lots of cross-country skiing.

Petro Howard House - has gone to Hennepin County Park Reserves; snowshoeing; (need rentals). The deaf community stays pretty much together as a group - have a deaf camping club (Linda Nelson) with 25 families; ski club (Carlson); they insulate themselves from the hearing society because of attitudinal barriers (they think they are retarded etc.); communication problems:

Big winter activity is snowmobiling.

Outdoor Recreation Needs:

- low-cost equipment rentals
- simple signage with symbols

Environmental Education:

Don't really use the centers now because no interpreters available for the special programs.

Environmental Education Needs:

- self-guided tours with simple language and short sentences
- while on a tour (or class) don't have person talking while they are walking and when stopped, let them have time to look after watching the interpreter sign what is being said
- no symbols for words like pheasant, grouse, etc. (just symbolized as bird) so it would help to show pictures of these things so they can relate to what is being said
- have staff available who knows some sign
- extensive use of video equipment

Other Needs or Problems:

- budget for TTY (look into electrical considerations)
- budget for at least some interpreting work (\$7-\$10/hour - Minnesota Foundation for Better Speech and Hearing)
- have some of the people who are influential within the deaf community be involved with the planning from the beginning - if they are, then their approval is like a blanket OK for the rest of the community to support it
- Suggested people: Bob Cooke, MADP; Jay Croft, Metropolitan Council for the Handicapped; Jim Jones, TVI; Dwight Maxa, State Planning Agency for the Deaf; Linda Nelson, Mental Health for Hearing Impaired
- physical considerations - carpet on floor, accoustical tile

ceiling (cuts down on echo for people wearing hearing aids),
need soft lighting system, need TTY hook-up, fire alarm light
system

Trends:

- deafness will be more visible because of acceptance of sign
- deaf people will start to demand their rights
- probably will continue to recreate and associate with groups of deaf friends
- younger deaf want same opportunities and choices as hearing people
- will come to more "hearing community's" activities if it's a good program with interpreters
- increase in outdoor recreation activities like cross-country skiing
- not involved a lot in risk activities (hate to make mistakes with hearing people) but as they become more accepted and comfortable, then will engage in these things

Outreach:

- use newsletter (Thompson Hall newsletter)
- contact influential people in deaf community
- contact deaf churches (Bread of Life - Minneapolis; Prince of Peace - St. Paul)
- talk to people at Earle Brown Bowling Alley and put up posters there (deaf bowling league Wednesday evening)
- have staff from Minnesota Valley give presentations at deaf centers (Thompson Hall, Matthews Center, churches, Association for Hearing Parents of Deaf Children, schools - Seward, Como, Armstrong High School, Marshall U., Minnesota State School for Deaf, Faribault)

Peg's Comments:

- have in depth training in orientation to deafness, how to use interpreter, basic sign etc. for staff at the center
- pull in people to train from community
- conduct community education "Outdoor Sign Language" at center
- hunter education might have appeal - few modification needs
- have some practical learning experience followed by some activity (example: how to wax skis, then go out on an observation hike on skis)
- budget for interpreters; hire someone deaf
- deaf-blind is more prevalent due to Ushers' Disease (deaf at birth; go blind in the 20's)
- consider deaf seniors - many have been in institutions

TTY Code: state, end GA (Go ahead)
questions, end QGA (Question, go ahead)
goodbye, end SK, SK (Send kisses)
use short simple sentences

Candy Schwartz - Chaska School System

(She is hearing-impaired specialist for Chaska School system; teaches at secondary level and is consultant with Minnesota Valley Special Education Cooperative; also works with elementary levels).

Program for Environmental Education:

They go to Lowry Nature Center (had a deaf woman working there part-time) - trying to establish a regular basis; loved snowshoeing!

Needs:

Keep language levels at a low ability (3rd - 4th grade level).
Need visual and tactual stimulation - lots of opportunity should be provided.
Multihandicapped should be considered.

Trends:

Multihandicapped out more in the future
Public places will have to have TTY's
Staff will need to know some sign language -well enough to explain a few things (also will need interpreter for special events).
Deaf community will continue to remain a fairly close group because of communication barriers.

Outreach:

Naturalist coming to school would be good - Chaska would put it into their "volunteer handbook" of people available to come to class - Candy acts as an interpreter during these special events at the schools.
Good advertising possibilities: Highland Church for the Deaf newsletter; St. Paul-Ramsey Mental Health; TVI; Minnesota Association Newsletter.

Environmental Education Needs:

Same as other kids basically, (ecology, pollution, etc) kids just don't know what there is to do outside - recreationally or educationally.
Have programs on outdoor hobbies; recreation activities, etc.

Outdoor Recreation Activities:

Likes orienteering, cross-country skiing, snowmobiling, snowshoeing. A lot depends on what their family does.

Candy's Comments:

- it's no trouble for her to get the elementary kids out of class - school pays for vans; secondary goes with their classes
- on trails, don't use idioms in description, use simple language, pictures and international symbols
- not much modification would be needed
- really stress need for interpreters, especially at special programs, classes, etc.
- consider the design for fire warning system (some regulated flashing lights will cause epileptics, etc. to seizure)
- can get old TTY's really cheap through government (?) - call Northwestern National Life - they have information and they got theirs cheap
- TTY's need to be at the center

Brian Swedburg - Mounds Park Junior High, St. Paul

(Brian is leaving after school is out, so send information to June Splinter)

He helps coordinate the Outdoor Environmental Program called COPE (Cooperative Outdoor Peer Environments).

Began in 1975 as a special program for special learning behavior problem students. Now it's a half and half mixture of approximately 21 students. They are students with learning problems come by Counselor referrals and personal request.

COPE meets for 5th and 6th (55 minutes each) every day and once a week after school (something kind of special); had a budget from St. Paul School District of approximately \$16,000.

They have overnight (camping) once a month and an extended trip once a trimester; this extended trip is 3-10 days long and is an Environmental Education experience. They have gone to Long Lake, Isabella, Yellowstone, Camp Wilder (nice because it's close yet kind of "wildernessy") usually stay in some kind of lodge or cabins, but cook for themselves.

St. Paul School District has a lot of outdoor recreation equipment - canoes, eight tents, fifteen sleeping bags, backpacking (from Science Learning Center Program).

Minnesota Valley Use:

- definitely could use Outdoor Recreation and Environmental Education facilities, especially with the way costs are rising
- really need dorm areas to stay in with cooking facilities - labs would be great!

Outdoor Recreation Activities:

Camping, canoeing, climbing, cross-country skiing, snowshoeing, orienteering (Hennepin County Parks).

Environmental Education Activities:

Environmental Education programs at Wilder, bird-banding, visit Dodge Nature Center, Science Museum, Planetarium, Lilydale Caves, acclimatizing activities.

Environmental Education Needs:

Not many nature centers cater to Junior-Senior High age students now. Set up Adventure Programs (Outdoor Recreation?) need good ropes course and place to learn challenging activities like canoeing, kayaking, etc. Can combine these activities with Environmental Education. Older kids need more skills development because they've already had all of the "touchy" things when younger.

- Need progression in units during the whole year with lots of creative planning.
- Have a good film file and resource area.
- Have activities about geology, history of the area and the people.
- *Have things on Minnesota wildlife - really necessary.
- Have some pre-activities for teacher, but don't overload - also have some kind of evaluation that they can bring home to do after the experience.
- Have interns work there - they can concentrate on their specific area of expertise and share a lot of information.
- Broaden more to be interdisciplinary - areas developed for special activities, but all things tie together.

Outdoor Recreation Needs:

- adventure programs - challenging activities close (like the Valley) trails for cross-country skiing - have an incentive program like Hennepin County Parks do (give patch if ski all the trails)
- have an area where active Environmental Education games could be played
- need equipment rental
- need all kinds of recreation areas that will be close

Trends:

- kids are really into the city - don't necessarily want to go outside (have to look at city and rural trends in relation to Environmental Education) - once introduced to outdoor setting, most of them like it
- kids not getting environmental concept in school - important they get it somehow because it's all tied into what's happening out there
- they don't know proper camping skills, so many needed further education
- has to be a purpose to get them out there
- future will be a big growth area - trying to imagine the future so use computers, energy efficient systems, have special room for "the future"
- other classes will come like social studies, history, computer classes, etc.
- more areas and programs like the Valley will have to be set aside - need the challenge, provide alternatives, give a few new experiences, need to tie into group dynamics and communication skills

Brian's Comments:

- sounds like a great idea!
- their transportation is paid by the school
- really liked it when Long Lake sent out the "Possible Sack" resource booklet before they went there

- kids stay in COPE all year, but may change that next year so more get the experience
- he thinks their program has carryover value into High School, but the High School doesn't have any real outdoor program
- kids with behavioral learning problems really try hard to keep up with "normal" kids
- kids pay for their own food - this program works closely with the parents and gets lots of support from them
- be neat if there could be some kind of theatre program on communication, new games, skills etc. to relate to the natural environment

Becky Meers - Thompson Avenue Group Home

(She was at the Dakota County Recreation for the Mentally Impaired Meeting, 4-26-79 so general information is in that interview)

Group home for moderate to high functioning mentally retarded adults (20-35 years old) there are eight at this residence.

They have a recreation specialist to organize or support resident's recreation opportunities. They do things as individuals, as a "family" and with other residences or organizations.

They work a lot to help residents learn to independently participate in recreational opportunities.

Recreational Opportunities:

- lots of social recreation activities
- skating, cook-out picnics, hikes, nature activities, bird-watching club, garden club
- camping for three-four weekends up at Camp Confidence
- one week extended trip (like to Wisconsin Dells)

Need:

- close individual campsites
- rental or loan equipment
- public transportation to area for independent use
- easy signage

Environmental Education:

- mostly at camp or birding
- haven't really used nature centers - depends a lot on the staff

Environmental Education Needs:

- easy signage (tapes) for independent use
- opportunities for the residents to plan and do activities for themselves on a more independent basis

Trends:

More group homes who will encourage residents to be more and more independent, especially in fulfilling leisure needs.

Outreach:

Print things so everyone knows what's available; emphasis all the non-structured programs that are available as well as the structured ones.

Kevin Malloy - Shanti House

Halfway House for Chemically Dependent Adolescents from 14-25 years old; primary treatment centers refer clients here; usually have approximately 28 adolescents; usual term is a six month stay.

Outdoor Recreational Activities:

Have done quite a bit in the past - camping, climbing, cross-country skiing, try to get as many as possible to go through Project Soar (week trips). Really limited now because they have no transportation (sold their van) - they have proposals in though, for new vans and a Therapeutic Recreation Specialist.

Environmental Education Activities:

Haven't really done that much except what they pick up through the outdoor recreation activities.

Needs:

- need a basic introductory orientation to what the Learning Center is, what you can do there, etc. Needs to be basic and low level
- need to be able to rent equipment
- need as much variety and exposure to outdoor recreation activities as possible
- really need to stress the interrelatedness of nature and man

Trends:

More use coming from halfway houses, group homes and other community-based organizations, because public will accept this people more readily - they will start claiming their rights to access and use (or advocates will). People will continue to want to use Nature Centers and natural areas, but will still not have a good concept of their impact on the environment. (Example: littering and just assume someone else will pick up) - address this some way?

Problems:

- biggest problem is transportation - absolutely essential for some type of mass transit to go out there
- most people will need to rent equipment
- a lot of programs geared toward upper middle class - need things to start at a very basic, low-level; self-interpretation is good so long as it's fairly simple

Minnesota Valley:

Pretty much day use; could really use the dorm set-up!

Kevin's Comments:

- kids are from the city and only know the city ways. They are often scared to do outside things, because they've never done it before (want to look cool in front of friends). They can thrive in any city, but not outside of their urban environment
- need more time to adjust and understand nature; until then they can't responsibly regard the environment
- most of these kids go to West High - don't seem to be getting anything at school in this area
- their proposal for a Therapeutic Recreation Specialist is supported by the idea that these kids need to learn constructive use of their free time, that they need to be taught about the outdoors as well as the city and know the resources of each, and learn how to use parks constructively for their recreative purposes.

6/5/79

Mary O'Connell, Bernie Schmidt - Emerson School
Bruce Lindbergh - Camp Tamarack

Emerson School is for trainable mentally retarded. Camp Tamarack for 7-12th graders and special education.

The three major problems they confront is transportation, money and staff.

Needs:

- good transportation out to the area
- good overnight facility for a class
- hostels - shuttle to maybe pick them up?
- rental equipment
- staff with varied expertise areas - worked with variety of special populations before
- have little off-shoot areas from trail, so they can more fully experience the area - if possible provide a lot of tactual experiences!
- if supposed to be looking at a particular bird, etc. have a picture or model to look at first, so they know what to look for
- trainable mentally retarded needs staff ratio of 3 or 5 to 1
- needs to have activities and curriculum ideas in Environmental Education written up for special education teachers - especially those new to environmental education - otherwise too scared to try it
- really need a clearinghouse of information for environmental education
- try to incorporate some adventure activities for the adolescents

Outdoor Recreation Activities:

Not too much this year, but it is being written into the curriculum for next year; includes cross-country skiing, camping, snowshoeing, hiking, basic survival, orienteering, fishing? canoeing, and other lifetime leisure activities.

Trends:

- the use of public transportation will have to increase
- people from the city will go to close areas, especially those of lower and middle class
- should involve corporations into some kind of environmental education program - have them become involved in some local environmental issues; their recreation directors could set up some outdoor recreation activities at this area as well as start interest in the environmental education program - Minneapolis is a prime site

Their Comments:

Important to get the political organizations for special populations to cooperate and advise in the planning. (United Handicapped Federation, etc.). Also important to make contact with schools, group home systems, etc.

Camp Tamarack is for Minneapolis students 7-12th grade; offer great deal of variety - canoeing, backpacking, camping, rock climbing, etc. Planning to start it as a year around facility - can presently house 60 during the winter. Environmental education and outdoor activities have big priority.

If want to go for populations who will widely utilize this area, key is on accommodating lots of varied special populations - from physically disabled to low-income.

Bike riding not too good because most mentally retarded don't have the coordination.

Need to provide teacher in-service training.

School could definitely use the Minnesota Valley.

Good idea to provide hunting for special populations; fishing real good too. Could there be a fishing pontoon for wheel-chairs?

Shuttle is an excellent idea!

Trainable mentally retarded outdoor education cards:
Environmental Education for Trainable Mentally Retarded

Dr. Dennis E. Clark, Director
Wetlands Ecological Laboratory
Marion College
3200 Cold Spring Road
Indianapolis, Indiana 46222

Bob Cooke - President of Minnesota Association for Deaf Persons

(Peg Thomas - interpreter)

He's one of the most influential people in the state with the hearing impaired community - he and several others just be contacted throughout the planning to insure their support and interest in the project. He gave some personal views, but mainly was an initial contact.

Outdoor Activities:

They have organized clubs in all kinds of activities for the hearing impaired. They have 33 clubs (like snowmobiling, camping, etc.) with some clubs having as many as 100 members. They have a hunting club that may be interested in Ray's Hunter Education and hunting/trapping activities.

Environmental Education Activities:

Just whatever they do on their own. Most programs at nature centers are inaccessible because they don't have interpreters.

Needs:

- interpreters! Prime importance, especially for special programs. If there are interpreters, then they will get a lot of people
- multiple-handicapped need some consideration
- need to have things written in simple, easily understood language
- need to have a naturalist who has some sign ability
- building - needs to be explained on how to use it and support activities; the emergency procedures should be noticeably posted
- need TTY definitely! Also, maybe some kind of emergency connection at places along the trail with the center or police/emergency units

Valley Use:

As word gets out that this facility is suitable for hearing-impaired, it'll get a lot of use, especially on week-ends. It would be good to have it open every day.

Bob's Comments:

- he will pass along this information at the June board meeting. In turn those members or others from the club can call with ideas, etc.
- he thinks a presentation at one of their meetings would be good (but should be a meeting where Valley planners would be real open for ideas - not say that "this and this is already planned". Hearing impaired often resent people coming to them with a planned program just to get some kind of approval

- deaf lions may be interested in using it for their ice-fishing site
- he thinks some groups would be interested in the hostels, and a place to stay in a building
- must be sure to look at Code 504, Chapter 55

Dick Abraham - Minnesota Zoo

(Dick is the Director of Educational Services. Minnesota Zoo is assured to win the Outstanding Educational Services Design in Zoos for the World Award in 1979.)

Environmental Education:

- 1) Learning excursions - teachers and their classes who participate in this program go through an in depth study of a particular exhibit sequence. The teacher is sent a Learning Excursions Packet that contains many pre and post activities that is set up as a 2-4 week unit - really a popular program.
 These guides were organized by teachers themselves through workshops held at the zoo (two per summer since 1977) with Dr. Gennarro from the University of Minnesota Curriculum and Instruction Department; these included Elementary and Senior teachers. It's now expanded to be a progressive year to year program from kindegarten through twelfth grade. Presently the pre-school packet is nearing completion and they will begin work on the Special Education packet. Packets deal with objectives and values. The original packets were piloted, so have been revised to take care of snags. Cheap to do - teachers did it for college credit - curriculum only cost about \$1000 of staff time.
 * Ann Wilson - working on Ph.D. dissertation with pre and post tests of the learning experienced by children in this program.
 Also have four Solar Energy packets ready for when the solar plant is in operation.
- 2) Station-Guide program - if a class comes to visit the zoo, volunteers are at each station to provide information - if a teacher lets them know ahead of time, the class is given an orientation to the Zoo when they come.
- 3) Special classes - zoo is designing special classes for work in metrics, and foreign language - open for ideas.
- 4) Zoomobile - naturalist travels out-state for special programs (\$25 for minimum of 100).
- 5) Speaker's Bureau - volunteers go to individual classes to give educational programs.
- 6) Zoo conducts teacher workshops and school in-service training.

Trends:

Will need to do a lot of Public Relation work and go after the inner city population - need to think about how to motivate and attract those people who never do anything outside or have no understanding of the environment.

Need to go beyond traditional programs - important to orient audience with visuals etc.

May be important to have special programs for various ethnic communities.

History may be a big potential resource for the Valley (also cultural, geology).

Important to keep dealing with the current Environmental Education issues through programs, interpretive services.

Dick's Comments:

- they're doing a special Year of the Child Program with Minnesota Education Association
- done very little so far in the way of programing for visually and hearing impaired - working on this now
- kindergarten through twelfth grade get free admission
- some of the volunteers know sign language
- real popular area is the touch and feel sea tank and the touch and see room
- schedule approximately 750 kids a day - tours led by volunteers
- volunteer program (Dorothy Cofe, coordinator) - 350 volunteers, whole training program is 1000 hours - given recognition and certificates for designated phases that they complete
- if MTC runs a bus down to Valley along Cedar (Route 36) could really be important because they would like a route to come that way also - could set up a cooperative busline between the Zoo and the Valley
- Valley is really prime for doing innovative programs and being central clearinghouse

A1 Sonnestrahl

(He is the director of the Petro Howard House - halfway house for hearing impaired adolescents)
 (Peg Thomas - interpreter)

Outdoor Recreational Activities:

- like a lot of the same things as hearing people do and in about the same proportion - they often don't get to do a lot of these things though, because no interpreters or modifications are made. Many times don't need elaborate modifications
- like week-end camping a lot - needs to be really cheap
- don't use state parks much because they can't make reservations

Needs:

- need accessible first aid and emergency procedures
- all staff should be trained to work with deaf people at least on an emergency (medical) level; he has a book of pictures that can be used in an emergency situation with a conscious victim
- light warning system for fires, etc. - strobe lights won't cause seizure
- *definitely must have TTY's available at facility
- really need rented equipment
- need lots of visuals - would be helpful to have volunteers who would know some basic sign
- make up maps, so deaf can follow
- *instructors need to use body language - show what they mean with action!
- have films and audio-visuals that are captioned - many senior citizens could use this too
- self guided trails should have more pictures with simple words

Since sign language is the 3rd most used foreign language in the United States, it should be part of the in-service training.

Gary Bobb - Minneapolis Society for the Blind

(He just started as the recreation director - not too familiar with past programs)

Outdoor Recreation Activities:

- they have about the same percentage of their population interested in outdoor activities as does the sighted population
- they do not want any special preferences like ropes that are a conspicuous and specifically designed for someone blind
- he is trying to get a program going that will encourage involvement with the community - the types of activities he'll plan will depend on interest and money

Needs:

- have trail widen to indicate stopping point, or use textures
- clarify forks in trail - maybe have a marker at fork to indicate what lies in each direction
- use cassette tape recorders for interpretation; tactual experiences important
- transportation - big need for mass transit to outdoor sites - even more important some years down the road
- restrooms - need to build them uniformly - very confusing to a blind person = he thinks there will be a concerted effort to get a uniform model accepted as the style for all public restrooms. Also need to determine some way which is men's and women's

Trends:

- international signage system
- elderly population will continue to grow, so need to have programs and considerations for them (rest areas, large print, etc.)

Outreach:

He can put a write up in their newsletter and in their tape banks.

Gary's Comments:

- he would really like to be involved in the planning (tell Rita)
- be careful of architectural barriers like low over-hangs, phones stuck on the wall, etc.
- could possibly use color for things like trails, etc.

APPENDIX D

Consumer Interviews

Teacher Interview Questions

1. How often do you visit the nature center? Progressive programs? How long do you stay? Do you go to others also? (Why or why not? which ones?)
2. What kinds of programs are most interesting to your students? Why? Which ones didn't they like? Why?
3. In your "teachers role", are you used as observer, facilitator or leader in the activities?
4. Do you do pre and post activities with students before/after the visit? Does the center give suggestions?
5. Would you be able to use a central clearinghouse for outdoor education materials? What other services would be beneficial to you?
6. Would you be interested in training workshops in Environmental Education areas?
7. What are the problems involved in coming to a Nature Center?
8. Would you like to have a Naturalist or staff person be available to come to the school?
9. Do you use the outdoors for teaching areas on the school site?
10. Do you think more teachers are getting involved in taking students outside for learning activities?
11. What ways could nature centers improve their programming to be more beneficial to you?

5/9/79

Suzanne Haas - Lincoln Hills 1st Grade - Woodlake (29 students) Richfield

- 1) Visits about twice a year because kids have to go on the bus. (She used to go a minimum of six times when she was teaching at a school within walking distance of Woodlake). About seven teachers in her school go twice a year to Woodlake. She doesn't go to any other Nature Center but some of the upper grades go to Highland, Carver and the 6th grade goes to Isabella.
- 2) Any programs that are "look for" programs - hands on experiences.
- 3) Depends on schedule. Woodlake only allows 15 per naturalist, so if two weren't available, she can take on the naturalist role.
- 4) Not too much in the way of pre and post activities. Maybe a little introduction before and a discussion afterwards. Woodlake gives suggestions for some activities, but just usually doesn't use.
- 5) Could really use central clearinghouse.
- 6) She goes to workshops a lot - the ones who use the centers, seem to go to workshops. She takes other classes for the teachers who won't go to the nature center itself.
- 7) Busing can be a problem; can't leave until 9:30 and has to be back by 2. Scheduling not too big a problem - Richfield given so many days. She has self-contained classroom, so kid's schedule no problem. (They can go anywhere with no bus charge.)
- 8) Would like staff to come to school if it's appropriate to the class - not lective but something catchy.
- 9) Yes, they have an adjacent nature area so they do things there.
- 10) Majority still stay in classroom, but a mix of teachers do get outside; people who do go to Nature Centers, etc. are ones that the administration back; if administrators are involved and supportive, then much more innovative ideas can be tried.
- 11) Need more money for staff so they can offer things more times; good if they can help teacher get background.

(7500 Penn Avenue South)

5/10/79

Jeannie Ryan - Centennial Elementary 4th Grade - Woodlake - Richfield

- 1) Five times a year (3 during regular school year, 2 during summer school) - try to build upon previous experiences; used the same unit for everyone, so not too good a grade level division - but it is getting better; 2 hour time blocks (1 - 1½ hour for 1st and 2nd grade). Uses no others; others do.
- 2) Likes activities where each is individually involved outdoors; don't like a lot of talking and get bored if they've done it before.
- 3) More as observer and disciplinarian when with naturalist. Naturalist only takes 15 so teacher does the same activity on own if the second naturalist is not available.
- 4) Do both pre and post activities. Nature Center sends good ideas.
- 5) Really need a resource like that; should have master lists available to people who want to use it; maybe could have some special event things sent to same place.
- 6) Qualified yes - time factor can be a problem; would be more enticing if offered week nights, 4-9.
- 7) Problems include overlap and repetition on units - need to work on progressive units; can't pay for any fees or charges; Naturalists need to be scheduled some breaks and no overlapping of classes; need space to do alternate programs inside; need something kids can take back with them like a picture, diagram, etc. - things to share when back in school or at home.
- 8) Definitely could use Naturalist to come to school.
- 9) Haven't used it a lot - go for a walk maybe, but since it's a residential area, they don't use it a lot.
- 10) About the same, a lot don't want to get out in the bad weather or don't enjoy themselves (especially some of the older ones). Some concerned about liability - more control in classroom. A lot don't have instruction in environmental education - if came for in-service workshop from 4-6, would get great response and wouldn't be afraid to try things with other co-workers around.
- 11) Need more variety in what's offered; needs gearing towards specific grade levels, more pre - post activities; someone to come to school; resource center.

(7315 Bloomington Avenue South)

5/11/79

Dave Erbal - St. Huberts Junior High - Carver (30 students) Chanhassen

- 1) Three times, also to the new Zoo; go for entire day; all staff involved in going to Nature Center.
- 2) Field and water studies; none.
- 3) Used as a leader; work out program with staff ahead of time.
- 4) Some pre and post activities; Carver offers some ideas; Zoo sends good ideas.
- 5) Good idea - should have general listing; have rental or borrowing of equipment.
- 6) Necessary if you want to do a good job with Outdoor Education.
- 7) Cost of transportation; coordination with other teachers.
- 8) Good to have naturalist come in - good for kids and teacher.
- 9) Does quite a bit around the school.
- 10) About the same - good if staff could come to school and do a workshop there using the grounds.
- 11) Newer, revised activities; more pre and post activity ideas; get nature centers more involved with energy.

5/11/79

Dave Lagvold - West Middle School 6th Grade - Woodlake (30 students)
Richfield

- 1) Five to six times a year; go as long as nature center schedule will allow - minimum of two hours; tries not to repeat activities - has a little progressive programing.
- 2) Focus on animal behavior; idenification of pond critters; habitats; experiential activities; not really but depends on the staff - human factor usually makes it good or bad.
- 3) Leader; likes doing it.
- 4) Yes; do some provided by center and some he and Denny work up.
- 5) Really could use!
- 6) Teachers like on-site workshops - workshops really important!
- 7) Transportation; scheduling time with center to time they have available.
- 8) Not necessary for him to have a Naturalist because he has a lot of background - for some other teachers, though, may be real nice.
- 9) Yes, quite a bit.
- 10) Same or less - no administrators who are really pushing for it; other schools with stronger administrative support may be increasing.
- 11) More pre and post activity ideas; more teacher involvement in the activities.

(West Junior High, 7461 Oliver Avenue South)

5/11/79

Denny Davis - West Middle School 5th, 6th and 7th grades - Woodlake
(30 students) Richfield

- 1) Likes to get kids out about once a month; goes to Woodlake a minimum of 2-3 times a year; he tries to arrange for different activities; goes for two hours; visits Carver for one day during the year; goes to Isabella with 6th graders for one week; in past has gone to Highland but not recently.
- 2) Likes outdoor things where there is lots of involvement; likes having clipboards and paper so they can write out activities, etc. Only thing that is not good is when they get the students all psyched for an activity and then they can't do it or it doesn't work.
- 3) He is usually a leader - he likes it.
- 4) Yes, use the nature centers' suggestions for activities as guide.
- 5) Good idea to have central clearinghouse; have units designed by activities in detail; especially helpful to new or inexperienced teachers.
- 6) Good idea - again nice for new teachers.
- 7) Busing can be a problem - it takes up time.
- 8) Good to have Naturalist come to school - adds variety.
- 9) Have done things in past - not much now because it's getting so residential.
- 10) Have declined - some of the excitement has worn off - classes are bigger so harder to facilitate; pulling them out of class can be an internal problem with some teachers.
- 11) More new activities.

5/12/79

Chuck Heuser = Science Coordinator - Beacon Heights 5th Grade - Wayzata (Carver). (He is the coordinator for the other 12 teachers.)

- 1) They go two times a year; primary goes one time a year. They go for all day because it's easier for the busing and it costs less; they have gone to Morris T. Baker to camp overnight; visit Lake Rebecca.
- 2) Like bird-banding, bird catching, snowshoeing with outdoor activities; he takes his class out for doing Haiku Poetry and Photography, then come back to classroom and puts together a slide and tape show (his idea); tracks and traces; survival; staff flops rather than the program. Good to have the "Naturalist in the Classroom" program.
- 3) Usually as the leader or facilitator.
- 4) He tries to, he does get the packet of ideas.
- 5) Ideally, it would work well; practically - needs lots of promotion; if people know it's there, then they will use it. It'd be nice to have an "answer person" to help out with problems that arise.
- 6) Yes, in-service especially good for workshop days - in the past, they have hosted an Environmental Education workshop at their school district workshop day. It went over really well.
- 7) Cost of the bus - approximately \$33-35 a bus to go to Carver.
- 8) Yes, it'd be very helpful; variety and helps the teacher.
- 9) Uses school site - many others do too.
- 10) Still basically the same ones - will do it sometimes for special event things and will be more willing to do it in conjunction with a subject.
- 11) Have more naturalists for smaller groups would be ideal; need more information to take with them or get ahead of time.

(They have their own nature area of $\frac{1}{2}$ - 1 acre, has heavy woods and trail).

(12315 Highway 55)

5/12/79

Jane Olson - Pilot Knob 6th Grad - West St. Paul (Dodge)

- 1) Scheduled for three trips a year by Dodge; she goes more if it can be worked in; goes for 1½ hour; progressive units from year to year. Have gone to Woodlake once, but Dodge is very accommodating.
- 2) They really liked orienteering; none.
- 3) They are always with the Naturalist or one of the Volunteer Naturalists, so she is mainly an observer; when they are going to introduce a new unit, they have an in-service training for teachers, so they will be familiar with it, and the staff can suggest some good pre-post activities.
- 4) Yes, for example in orienteering, the center sent over hand-outs with what to cover before they came, they also do some of their own for their units.
- 5) Yes, especially if catalogued. Need reminders sent out so it stays fresh in everyone's mind; could there be movies to be loaned out? Slides?
- 6) Workshops helpful - either at the center itself, or at some central location within the school district.
- 7) Kids dressing appropriately; bus ride can be a hassle, depends a lot upon the administration. Their administration really supports the teachers going to the Nature Center, and Jim Malkowski and his staff have helped to really invigorate the program; they have good volunteers and always ready for them; staff is so important!
- 8) Good idea - especially as a special event; good if they can also work with the teacher, especially if it's the 1st time for an activity.
- 9) Not really.
- 10) More, because actually forced. Each teacher automatically scheduled by Dodge for three times a year for 1st - 6th grade, only 1-2 times for Kindergarten.
- 11) Programing is good already.

(1436 Lone Oak Road)

5/14/79

Gail Green - Oakdale Elementary, Kindergarten - West St. Paul (Dodge)
(20 - 25 students)

- 1) Three to five times a year in small groups of 8-10; the learning activities are for one hour and then they have another hour of just hiking, whatever, and have a snack; all the units are progressive from year to year.
- 2) Love the farm, like tracking, observation, "hands-on" experiences, orchard is less interesting because there is nothing to take home.
- 3) When they have enough volunteers, she is usually an observer; before she used to be a leader, but she thinks it's better to be an observer and help any little ones that need it.
- 4) Yes, from Nature Center - hold classes for teachers over there, so can really learn a lot ahead of time.
- 5) Yes, it'd be great! Good if had some stuffed animals, whatever that they could borrow.
- 6) Yes, if they can get credit for them, especially at school after job hours.
- 7) Weather can affect us and the program; with it being pre-scheduled, teacher needs to schedule transportation quickly.
- 8) Yes, definitely. Always nice to have guest speakers.
- 9) Yes, they get outside for walks.
- 10) Increased - use it more since the center is so much more organized and it is built right into the curriculum; free to come and use it whenever they want to.
- 11) Only thing is to be as certain as possible that staff will be there.

(1033 Oakdale Avenue)

5/14/79

Marge Harein - Garlough Elementary 6th Grade - West St. Paul (Dodge)
(23 students)

- 1) Go 6 - 8 times a year; usually 1-1½ hour stay; all Dodge is on progressive units; doesn't go anywhere else because Dodge is right across the road.
- 2) Bird watching; orienteering is big favorite; snowshoeing; only thing would be that the second part of orienteering wasn't hard enough, need more challenge.
- 3) Generally as observer; prefers to have kids with a naturalist because it's their specialty - not hers.
- 4) Yes, usually suggested by Dodge.
- 5) It'd be OK; she herself has so much material already.
- 6) People get interested so get them out to the center; if doing pre-post materials, come to the individual school, otherwise go to the center.
- 7) None, because so close.
- 8) Not really because again, they are so close to Dodge; could maybe use as guest speaker.
- 9) Usually go over to the center.
- 10) Seems to be developing because of availability of materials and accessibility of the grounds.
- 11) Education of the teachers very important - things to orient teachers ahead of time; availability of naturalist to come to school to work with teachers.

(1740 Charlton)

Jim Rhoerborn - Mendota School 4th Grade (Dodge) 24 students

- 1) Three times a year, 1½ hours, carry over from year to year.
- 2) Bird observation good because of carry over value; none.
- 3) Observer mostly, but can help out.
- 4) Yes, mainly the ones by Dodge.
- 5) OK; need to know what kinds of information would be available - need to be catalogued.
- 6) Yes, could use them.
- 7) Having enough Naturalists to have small groups - six students is ideal group size.
- 8) Good idea.
- 9) Not much; have used in the past before housing development started.
- 10) Yes, more involvement - they have workshops by grade levels so Dodge gets the teachers over there. Also, each teacher is scheduled for nature center trips, so if a teacher won't go, then another teacher can trade classes for that time so all the kids get to go.
- 11) Need a little more pre trip preparation; more developed units; be good if staff could get acquainted with the students ahead of time; need more resources to go along with the units.

(2001 South Victoria Road)

Brenda Hanks - Garlough Elementary School 2nd Grade - West St. Paul
(Dodge) 22 students)
(Will be Pilot Knob next year - has taught K-3)

- 1) Three for fall/winter - four times in spring - right across the road from Dodge; go for approximately one hour; all scheduled times are progressive units; other visits tie into a particular unit.
- 2) Like them all; likes experiential activities outside; good because the kids don't always understand that things are there in wet or cold; none - some haven't gone as well because kids forget to come prepared in cold or wet weather.
- 3) Observer, sometimes disciplinarian - good for kids to hear someone else.
- 4) Dodge gives the units and suggestions.
- 5) Love the idea! Good to have slides, films, activities and special event publications and addresses for free materials.
- 6) Yes - desperately need them with college credit available.
- 7) Weather can be a problem if not dressed properly; otherwise not much problem since right across road. Need to use small groups! (10 or less).
- 8) Nice to have someone available for special events.
- 9) Yes, do math and art outside.
- 10) Yes, because Dodge is now designing and involved with units for the primary, so more of these teachers getting into it; also helps that all materials are provided, teachers get a briefing before hand and the staff will help them out with about anything.
- 11) Some programs have been limited due to staff size. Really doing a good job, especially with activities for the primaries getting going.

(Sent materials about 5900 class)

Mary Catherine Murray - Farmington Elementary - 1st Grade (Woodlake)
25 students
(have seven rooms now, next year eight of 1st grade)

- 1) One time in the spring; make appointment with Woodlake; at least 1½ hour. No don't go anywhere else, except the University Farm. Go here because it's close and has the floating marsh walkway - lots to do.
- 2) Birds, water studies; animal homes - touch and feel really important. None.
- 3) Guide own group because not enough Naturalists.
- 4) Yes, take walks around school and do some activities sent by Woodlake.
- 5) Yes.
- 6) Yes, week-ends good.
- 7) Staying with the group and having them in control; need opportunities for each child to do the stuff.
- 8) Yes.
- 9) Yes.
- 10) Yes, because they have such interesting tours now.
- 11) More naturalists; each grade can only have two trips and they have to decide as a grade where to go.

(Independent School District #192)

6/1/79

Lynn Martin - Mississippi 2nd Grade (Highland) Bloomington (29 Students)
(all four 2nd grade classes went)

- 1) Depends, normally use Elm Creek - went there because they had good experience there last year; fit into curriculum enrichment program; go once a year; 10-2:30 PM; almost whole day, Zoo.
- 2) Second grade - identifying plants, looking for animals, likes to handle the animals, looking for habitats; need variety of activities; not really.
- 3) Used as a part-time leader; she like that because she likes to be included and involved. Helped to have materials provided; simple things for teacher to do.
- 4) Yes, will use what they send - she also puts together her own things.
- 5) Goodness yes! Films, slides, printed materials they could duplicate; some activities; packets.
- 6) Appreciate it a lot!
- 7) Time is a problem; they pay, so harder to pay for bus; must be back by 1:30 (bus). Minnesota Valley not too far if they can plan in advance - would be good to have a residence facility.
- 8) Yes.
- 9) Have an Outdoor Site they developed - kids involved in the planning and growing of things.
- 10) Yes - especially since they have their own area.
- 11) More pre and post activity packets.

Velma Peterson - Bancroft 5th Grade (Highland) Minneapolis (30 students)

- 1) Three times (seasonal); not in progressive units; 9-1:30; yes Carver and Wisconsin.
- 2) Actually doing stuff, hunting and looking; tracks; depends on group but sometimes the water study is not too interesting.
- 3) Not enough staff, so was a part time leader.
- 4) Yes, used to be provided but not lately.
- 5) Yes, definitely! Films, pictures (slides); things common to the area; units or reference materials.
- 6) I think so.
- 7) Lack of something constructive to do once at the site; need planned activities by the center and teacher; no problem with taking the trip except buses have to get back on time.
- 8) Yes, very good.
- 9) Just at nature center - nothing really close.
- 10) I think they are more aware of activities and heightening the child's awareness.
- 11) Have naturalist spend more time with children; go in-depth a little more - need more habitats shown and explained. Need naturalist to work with children in small groups of 8-15 maximum. Teacher shouldn't always be teaching, especially since this is to be the naturalist's area of expertise and not necessarily the teacher's.

6/1/79

Kevin Sandell - Parkview Kindergarten (Highland) Bloomington
(55 students split)

- 1) First time here - in past has taken a class once a year during summer school; 2 hours is too long for kindergarten, has gone to Pike Island and Richardson with 2nd grade.
- 2) Using senses, observation skills, animal homes; actively involved; tried observation sheet for things in nature - not good because if things they happened to see weren't on sheet, they didn't pay attention to it.
- 3) Leader/facilitator - went out before hand to talk to naturalist - information could have been communicated through a booklet, packet or phone - should have the teachers walk the trails first with the naturalist.
- 4) Not too much - always wish to do more before and after - not much help given from nature center.
- 5) Yes, would be - really needs to be communicated to the teachers in order to be effective.
- 6) Yes, have taken some before.
- 7) Availability of gas; get parents to go.
- 8) Yes.
- 9) Very little.
- 10) Yes, if site and materials are available.
- 11) More convenient times.

Lorraine Schultz - Parkview Elementary - Kindergarten (Highland)
Bloomington (55 students split)

- 1) This was their first time here; 1½ hours; no.
- 2) Love live animals - no.
- 3) Supposed to be a leader, she needed more beforehand help.
- 5) Yes; exposure important so the more things available, the better.
- 6) Yes.
- 7) No problems.
- 8) Great idea! Could really use them.
- 9) Not really - in a housing development (Northview).
- 10) Getting out more because more things are available and more help around for the teacher.
- 11) Having outreach programs, training workshops; provide more pre and post for all levels.

Talk with Richfield Senior Citizens Club

Informally with 4-8 seniors

Contact: Dean Lovering
President of Young at Heart Club 869-4398
Meet 1st and 3rd Wednesday of month = 125

Get youth groups to help do upkeep on the place - YCC good.
Have big, easy to get to picnic areas.
Have log bridges over gullies - easy to walk the trail.
Have some kind of law enforcement to keep people from tearing up
stuff and being too loud.
Steps of any account are out! Have slopes.
Shuttle bus is good idea - people can get to areas they can't
walk to.
Carriage riding would be really fun!
All the activities are good - lots of people have lots of interest.
If MTC went there, so would they.
Not sure of hunting and trapping - good probably for younger people -
they've given away a lot of their equipment - any rental?
Berry gathering for jelly might be fun.

- *** send list of naturalists and parks to Sue H. - Trevilla
- also send Sue manual to review
- send Sue a map

Trevilla: Robbinsdale

18 individuals +

Activities:

- 1) fishing and fishing boats
 - 2) hiking
 - 3) nature
 - 4) trails left "natural" yet can go on own - nice for trail length to be flexible - good trail system; various lengths
 - 5) important to provide information to blind, etc.
 - 6) cross-country skiing
 - 7) miniature golf
 - 8) tubing and ropes
 - 9) pontoon boats
 - 10) tent camping
 - 11) canoeing
 - 12) ice fishing
 - 13) hunting (disabled sportsmen)
- likes to travel when hunting
 - 14) trail rest areas - into environments
 - 15) boat landings
 - 16) fish hatchery
- * picnic tables: need to get under; table top needs to be higher

Programs Environmental Education Center:

birdwatching, learning, nature studies, etc.

Toilets:

- need to get to independently
- exterior is essential
- interior is often too difficult
- need for row access vault toilets for farther possible camping experience

Nature Centers

- programing - naturalists
- equipment, i.e., fishing poles
- fishing displays, aquariums, etc.

Trends:

More tent camping.

- need sheltered areas

Transportation:

- project mobility expansion - check this
- needed on general MTC

Camping: A good, safe experience

Finnhansen 217 Tel: 522-9650
Mornings & evenings 588-7078

- slope of trails
- AAA

- preservation of resources
- nice trails

Trevilla of Robbinsdale - 18 residents

Camping - tent sites (Deb)
 individual and group (Deb)
 dorm possibilities (Deb)
 Are there old buildings? yes (Deb)
 Are there old buildings at Fort Snelling? Fort area buildings
 may be available. (Rita)
 Status of the park at Fort Snelling - picnicking, swimming. (Rita)
 Nature Center is accessible. (Rita)
 With making accessible, do you still keep wilderness? yes. (Deb)
 Development will not be done.
 What recreation activities?
 Fishing
 Hiking - looking at the views along the way
 Trail development that is very natural (meander around)
 How long should a wheelchair be? How far will it go?
 Dirt is better than limestone.
 100% crushed limestone is best. (Rita)
 Option would be really nice for people.
 15 mile trail - suggested by resident.
 Skiing
 Tubing - lift to get residents up the hill.
 Special fishing areas.
 Pontoon boat
 Picnic tables - accessible ones.
 Won't be lighted at night. (Deb)
 Canoeing
 Ice fishing
 Hunting (Deb)
 Like to travel to other states (Resident)
 Long trail with loops which could come back
 Have loops go to somewhere.
 Place to sit off the trail. (Deb)
 Program for environmental nature center.
 Bird observations
 Program will be set up for all handicaps
 How many buildings - the only one will be the Nature Center.
 Nature Center will be energy efficient.
 Boat landings

 Fish hatchery
 Canoeing
 * Make sure bathrooms are accessible to them (without having help
 to be pushed into them)
 Restrooms out away down the trail for long hikes.
 Place to try new activities - equipment available.
 Displays of fishing - things to do inside.
 Learning experiences available.
 Make sure camping is really comfortable.
 - make the first experience the best possible
 - good, safe experience
 Tent camping appears to be on the increase.

Transportation

Expansion of Project mobility - check on this.

Will there be sheltered area? (for in case of rain)

What about the possibility of getting a guide? (Sue asked)

When would you use the area?

Summer long - during week and weekends.

Idea to have a naturalist give a special program. (Deb)

Trying to get parks up north to be accessible.

Make sure the trails aren't too steep so you wouldn't go off
the trail.

Slope are really important.

Triple A should use an access symbol.

New Horizons Group

(A social recreation group of Mentally Retarded Young Adults organized by The Suburban Community Services - majority of these people are from community based group homes.)

(Approximately 24 members attended and were interviewed by Sue Armagost and myself)

Almost all of these individuals were interested in tent camping with their friends - they have gone as a group before and really liked it - some go to camp during the summer and enjoy that too.

Things they like to do outside or at parks:

- singing
- weather activities (sky-watching)
- picnics (cookouts)
- throw frisbees
- go on nature walks (like to do this alone sometimes)
- boating and fishing (really popular)
- make craft things like rugs, necklaces, bracelets (natural materials?)
- beehives
- stars and moon
- softball (sports of all kinds - a social activity rather than competition)

They aren't real familiar with winter activities, although some have skied and sledged and went ice fishing.

They need to be able to get equipment.

When asked about visiting nature centers and doing nature activities, almost all of them said they had never been to one (one person who still lived with her family had gone to one and really liked it) and the only nature things they could think of was the nature walk they had taken. One woman was very adamant about wanting a place in the woods where she could walk by herself and be alone for awhile.

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Physically Disabled - Chronic Illness

Bob Pollard - Courage Center

Mary Jambeck - Multiple Sclerosis

Kay Miller - Muscular Dystrophy

Cindy VanAusdell - United Cerebral Palsy

Sue Hendrickson - Trevilla (Robbinsdale)

Greg Lais - Wilderness Inquiry II

Micki Pierson - Michael Dowling School

Jim Christi - Minneapolis Schools Handicapped Recreation Program

Jane Schwartz - Minnesota Epilepsy League

Steve Smith - Minnesota Lung Association (Asthma)

Debbie Westdon - Minnesota Diabetes Association

Mentally Impaired - Emotional Disorders

Bobbi Veech - Northwest Hospital - Sister Kenny Institute

Don Hamm - (Logan Park) Minneapolis Park Board

Deb Backstrom - Suburban Community Service

Roger Moore - Forestview Community Homes

Jerri Stubbin - Minneapolis Association for Retarded Citizens

Gail Yarger - Dakota County Association for Retarded Citizens

Thad Kranz - Minneapolis Schools (Special Education Program)

Walt Zobol, et al - Portland High School (Mentally Retarded)

Becky Meers - Thompson Avenue Group Home

Linda Blattie - Day Trac (Psychiatric)

Susan Warweg - Bryant Avenue Group Home

Kathy Meers - Social Group for Mentally Retarded Teens

Patty Stein - Orvilla, Inc.

Jeanne Tuggle - Dakota's Children

Juvenile Delinquent's

Tom Bezek - Hennepin County Home School

Low Income - Minorities

Janabelle Taylor - Hallie Q. Brown

Jim Mason - Director, Camp Wilder, Wilder Foundation

Jim Cherry - Plymouth Christian Youth Center

Mike Shypulski - St. Paul Salvation Army

Mr. Bailey - Phyllis Wheatley

Phil Revitzky - Neighborhood House
(also Frank Hajakata)

Bruce Graves - Native American Center

Greg Hani - Pillsbury-Waite Center

Hearing Impaired

Peg Thomas - Technical Vocational Institute, Petro Howard
House

Bob Cooke - President, Minnesota Association for Deaf Persons

Linda Nelson - Mental Health for Hearing Impaired

Al Sonnenstrahl - Petro Howard House

Candy Schwartz - Hearing Impaired Specialist, Chaska School
District

Kent Winchester - National Technical Institute for the Deaf

Visually Impaired

Connie David - Minneapolis Girl Scouts

Arlene Gabel - Visually Impaired Support Services for Portland
High School

Gary Bobb - Minneapolis Society for the Blind

Seniors

Larry Nelson - Camden Senior Citizens

Lil Hipp - Richfield Community Center

Community Agencies (Non-special Populations)

Dan Lindsey - State Extension Service (Urban, Handicapped,
Disadvantaged Program)

Jewish Community Center

Charlie Spears - Superintendent of Minneapolis Park Board

Helen Waldock - Community Education Services, West St. Paul

Sharon Drumm - West St. Paul Recreation Department

"Discovery" - Church Group

Connie Lewis - Ramsey County Extension

Teacher Interviews

Dave Lagvold - West Middle School

Denny Davis - West Middle School

Jeannie Ryan - Centennial Elementary

Suzanne Haas - Lincoln Hills

Mary Murray - Farmington Elementary

Dave Erbal - St. Huberts, Chanhassen

Chuck Heuser - Beacon Heights

Jim Gilbert - West Junior High, Hopkins

Jim Rhoerborn - Mendota School

Jane Olson - Pilot Knob

Marge Harein - Garlough Elementary

Brenda Hanks - Garlough Elementary

Gail Green - Oakdale Elementary

Lynn Martin - Mississippi

Lorraine Schultz - Parkview

Sam Larson - Bancroft

Velma Peterson - Bancroft

Rita Johnson - Bancroft

Chemical Dependency

Scott Acbischer - Jamestown

Kevin Molloy - Shanti House

Environmental Education - Schools

Brian Swedburg - Mounds Park Junior High

Charlie Smith - Metropolitan Council

Bob Callecod - Hennepin County Park Reserve

Bob Simonette - Science Museum

Kate Murray - Bell Museum

Bernie Schmidt - Emerson School

Mary O'Connor - Emerson School

Environmental Education - Native Centers, Museums, etc.

Randi Hughes - Woodlake

Jim Malkowski - Dodge

Pat (Kuntz) Parker - Richardson (Highland)

Roy Walker - Land Between the Lakes, Kentucky

Dick Abraham - Minnesota Zoo

Roger Stein - Lowry (Carver)

Kay Getting - Camp Widjiwagen

Lindsey Hart - Camp Widjiwagen

Bruce Lindbergh - Camp Tamarack

Dixie Hessler and Sue Thomas - Wisconsin State Extension Office
(Division of Natural Resources and Environmental Education)

Interviewed - Twenty-four mentally retarded young adults from the
New Horizons Group (Suburban Community Services)

Interviewed - Twenty physically disabled residents from Trevilla
(Robbinsdale)

Interviewed in person and through questionnaire numerous senior
citizens throughout the state.

Outdoor/Environmental Education
School Groups Contacts

Brian Swedburg - Outdoor Education Program - Mounds Park Junior High School. 771-5535

Dave Lagrold - West Middle School (6th & 7th). 861-8270, Ext. 317

Denny Davis - West Middle School

Jeannie Ryan - Centennial Elementary School. 861-8280

Suzanne Haas - Lincoln Hills. 861-8290

Mary Murray - Farmington Elementary School. 463-7193

Lorraine Schultz - Parkview. 423-4441

Lynn Martin - Mississippi. 421-9250

Sam Larson, Velma Peterson, Rita Johnson - Bancroft (Minneapolis). 827-3685

Sue Klein - Chaska Schools. 448-2854

Dave Erbal - Chanhassen (St. Huberts). 474-6003

Chuck Heuser (Coordinator) - Beacon Heights, Wayzata. 545-6840

Jim Gilbert - West Junior High, Hopkins. (933-9256)

Jim Rhoerborn - (4th) Mendota School. 457-9533

Jane Olson - (6th) Pilot Knob. 457-9539

Marge Harein (6th) Garlough Elementary. 457-9530

Brenda Hanks (2nd) Garlough Elementary. 457-9530

Gail Green (K) Oakdale Elementary. 457-9537

Kevin Sandsell (K) Parkview. 423-4441

Outdoor/Environmental Education
Individual Contacts

Tex Hawkins - U. S. Fish and Wildlife Service

Bob Bystrom - MREEC

Charlie Smith - Metro Council (sending report)

Bob Callecod - Hennepin County Park Reserve District

Leo McAvoy - Asst. Professor - Recreation Division - University
of Minnesota

Bob Simonette - Minnesota Science Museum (Metcalf Center)

Kate Murray - Bell Museum

John Miller - State Department of Education. Environmental Education

Randi Hughes - Woodlake Nature Center (Naturalist Association)

Jim Malkowski - Dodge Nature Center - Association of Interpretive
Naturalists

Mickey Pierson - Michael Dowling School. Community Studies
Committee

Pat Kuntz - Richardson Nature Center

Roy Walker, Richard Cottrell - Land Between the Lakes, Environmental
Education Learning Center, Kentucky - 502-924-5602

Brian Swedburg - Outdoor Education Program, Mounds Park Junior High
School (St. Paul)

Sandra Quinn - Minnesota Science Museum

Dick Abraham - Education Director, Minnesota Zoo

Roger Stein - Carver Regional Park - Lowry Nature Center

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