

# Washington County Water Consortium

April 3, 2024

2 to 3:30 pm

Remote meeting - Zoom

(If you are not on the Consortium listserv, please email

[Adriana.Atcheson@co.washington.mn.us](mailto:Adriana.Atcheson@co.washington.mn.us) for the Zoom link and access code)

## Agenda

2:00 – 2:05 **Welcome**

Introductions, Announcements

2:05 – 2:45 **Cultivating Community through Soil Stewardship**

*Topic:* Hear from a St. Croix River Valley farmer on his experience as an area farmer, and his perspective on how climate change is impacting local food. Will review stewardship efforts being taken to help mitigate effects of climate change, and current/future work of local groups to support local farm success.

*Presenter:* Dan Guenther, Owner/Operator of Common Harvest Farm

2:45 – 3:25 **Campus Greening: Bringing Natural Back for Water, Habitat and Education**

*Topic:* Watershed Districts and conservation organizations are always on the lookout for areas to make a meaningful difference in expansion of habitat and natural cover, but often look past opportunities right in front of our eyes. The Campus Greening Program is a collaboration between the South Washington School District and South Washington Watershed District using an ecosystem approach to addressing stormwater quality by restoring large natural areas on campuses in lieu of installing more conventional treatment practices like ponds and infiltration basins. Where possible, the Districts are involving students and staff, as well as city and state agencies, to help expand natural areas on campuses and connect these to the larger regional landscapes. All of this provides endless opportunities for learning right at students' feet!

*Presenter:* Tony Randazzo, Watershed Restoration Specialist, SWWD

3:25 – 3:30 **Questions/Adjourn**



# **Campus Greening: *Bringing Natural Back for Water, Habitat and Education***

**Campus Greening:  
Bringing Natural Back**



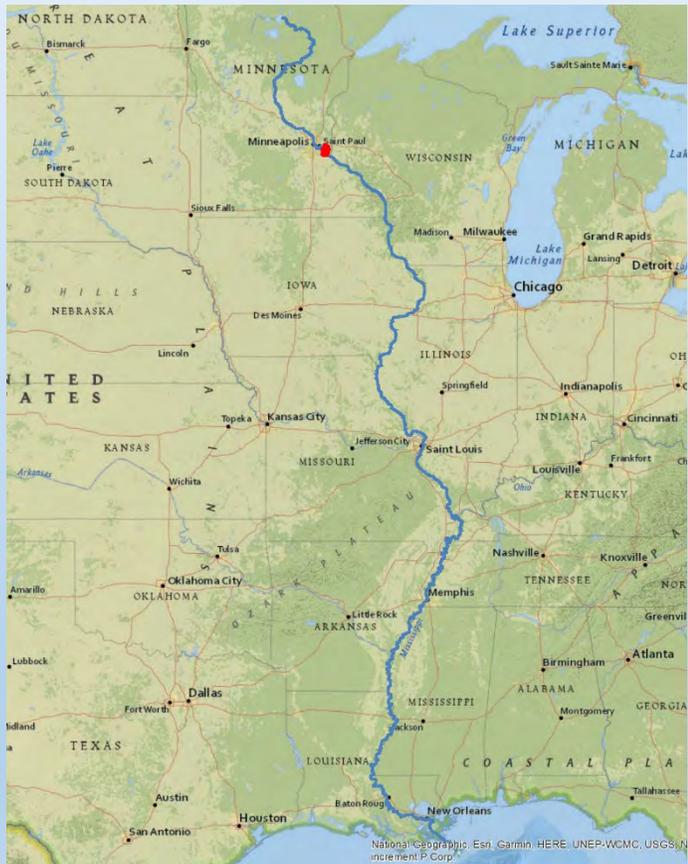


- **Campus Greening as Pilot Program**
- **Scaling Up Natural Habitat Restoration in the Developed Landscape**
- **Planning and Collaboration Between Districts**
- **Implementation: Bringing The Classroom Outdoors**
  - **Site Prep - Conventional to Innovative**
  - **Installation**
  - **Campus Greening as an Educational Incubator**
  - **Long Term Maintenance**
- **Going Forward**

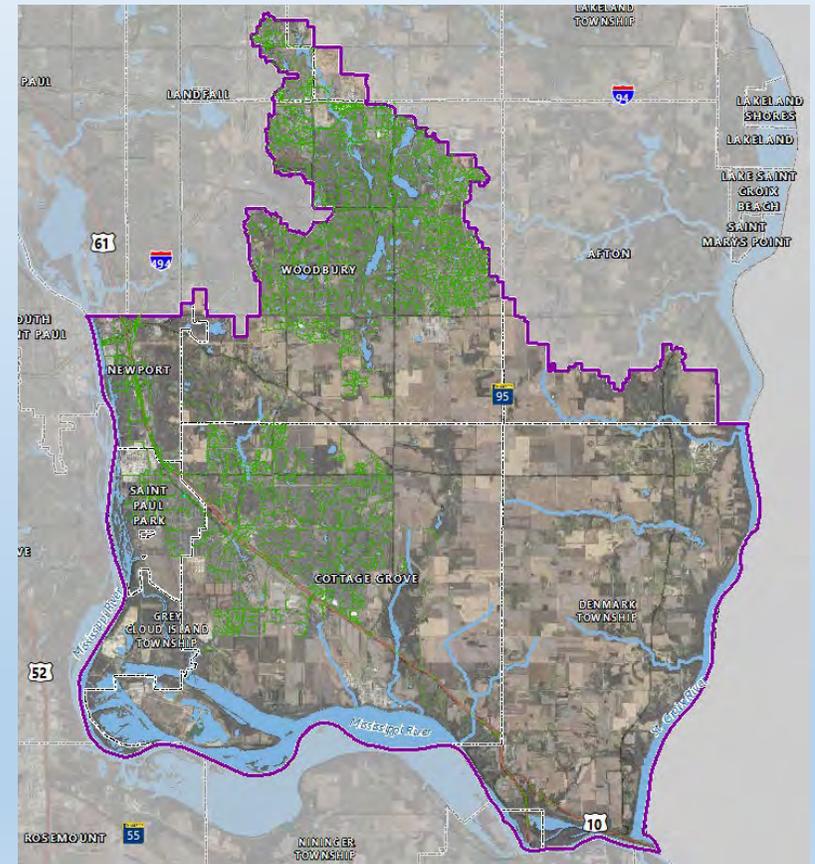
**Campus Greening:  
Bringing Natural Back**



# South Washington Watershed District



- Southeast Metro Twin Cities
- 71,000 acres
- 2 Major Watersheds
- 120 Miles of Pipes and Natural Streams
- Encompasses areas from ten municipalities



Campus Greening:  
Bringing Natural Back



# **Campus Greening as Pilot Program: Watershed Benefits**

## **History:**

**The South Washington School District periodically makes upgrades, expands buildings and parking on schools throughout the District.**

**On a number of redevelopment projects, the School District did not need to provide additional retention for volume or rate,**

**but did need to provide additional treatment to meet SWWD's TP rule.**

**On several of the sites that would have been substantial since there was little existing treatment. In those situations, we waived the TP rule in exchange for campus greening.**

**Campus Greening:  
Bringing Natural Back**



# **Campus Greening as Pilot Program: Watershed Benefits**

**Under Agreements between the two bodies, the School District agreed to provide funds equivalent to the cost of installing conventional practices to reduce TP to the Watershed District**

**SWWD in turn works to develop plans, coordinate with the individual schools, hire contractors, and run the programs to achieve the greatest habitat restoration and educational benefits.**

**Campus Greening:  
Bringing Natural Back**



# **Campus Greening as Pilot Program: Watershed Benefits**

**Under the current MS4 permit, as promulgated through the SWWD and Cities, pretty much any campus redevelopment site is going to require additional rate and volume treatment.**

**Additionally, TP and TSS is required under the current MS4 permit and we will not be able to waive that.**

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Bringing Natural Back**

# Scaling Up Natural Habitat Restoration

## Urban Gardening with Native Plants



**Valuable as education and habitat, but limited in scale.  
Takes many neighbors to scale up**



**Campus Greening:  
Bringing Natural Back**

# Scaling Up Natural Habitat Restoration

## Gardening for Water Quality with Native Plants



*Image credit: Capitol Region Watershed District*

**Great dispersed solution, but can be a maintenance challenge, especially with changing ownership**



**Campus Greening:  
Bringing Natural Back**

# Scaling Up Natural Habitat Restoration

The (sub)urban has changed rapidly from.....



A mosaic of mixed native plant communities (1800s), mostly prairie, oak barrens and savanna

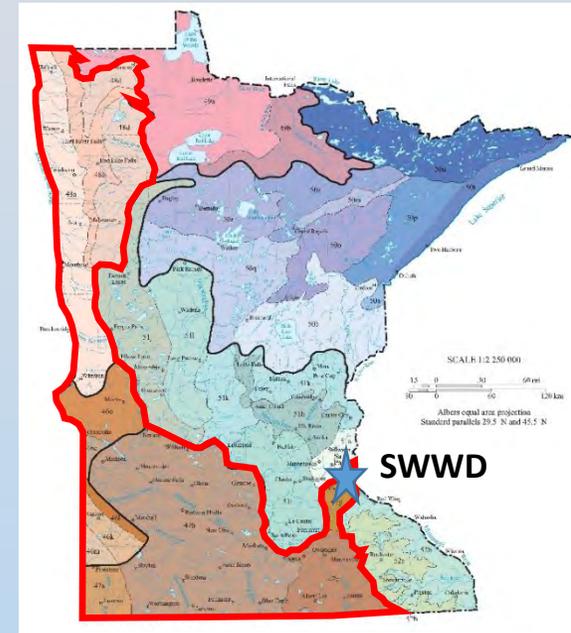


To largely tilled agriculture (1900s)

## A Profound Loss of Biodiversity



To large tracts of pavement and lawn (today)



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# Scaling Up Natural Habitat Restoration

**Where Can We Scale Up? Large Campuses – Schools, Churches, Corporate**  
**We all have heard that humans emerged from grasslands and savanna**



**Konza Prairie**



**Grey Cloud and Cottage Grove Schools, 2020**



**Grey Cloud and Cottage Grove, 2024 (Imagined)**

**What is beauty and where is change possible?**

**This transformation can build a New Aesthetic in our Communities**

**Campus Greening:  
Bringing Natural Back**

# Scaling Up Natural Habitat Restoration

## Benefits:

- Food for pollinating insects
- Habitat for insects, birds, reptiles, amphibians and mammals
- Reduces or eliminates the need for fertilizers and uses less pesticides/herbicides
- Provides greater stormwater infiltration and transpiration due to deep roots and surface vegetation. Reduces stormwater volumes and captures nutrients that cause negative downstream effects to local streams and lakes.
- Rebuilds structure and biological diversity within soils
- Offer a wide range of opportunities for students to have hands-on learning by wandering the restored habitats, gathering real world scientific knowledge, comfortability with the outdoors and close up appreciation for the beauty of the Minnesota landscape.



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Bringing Natural Back

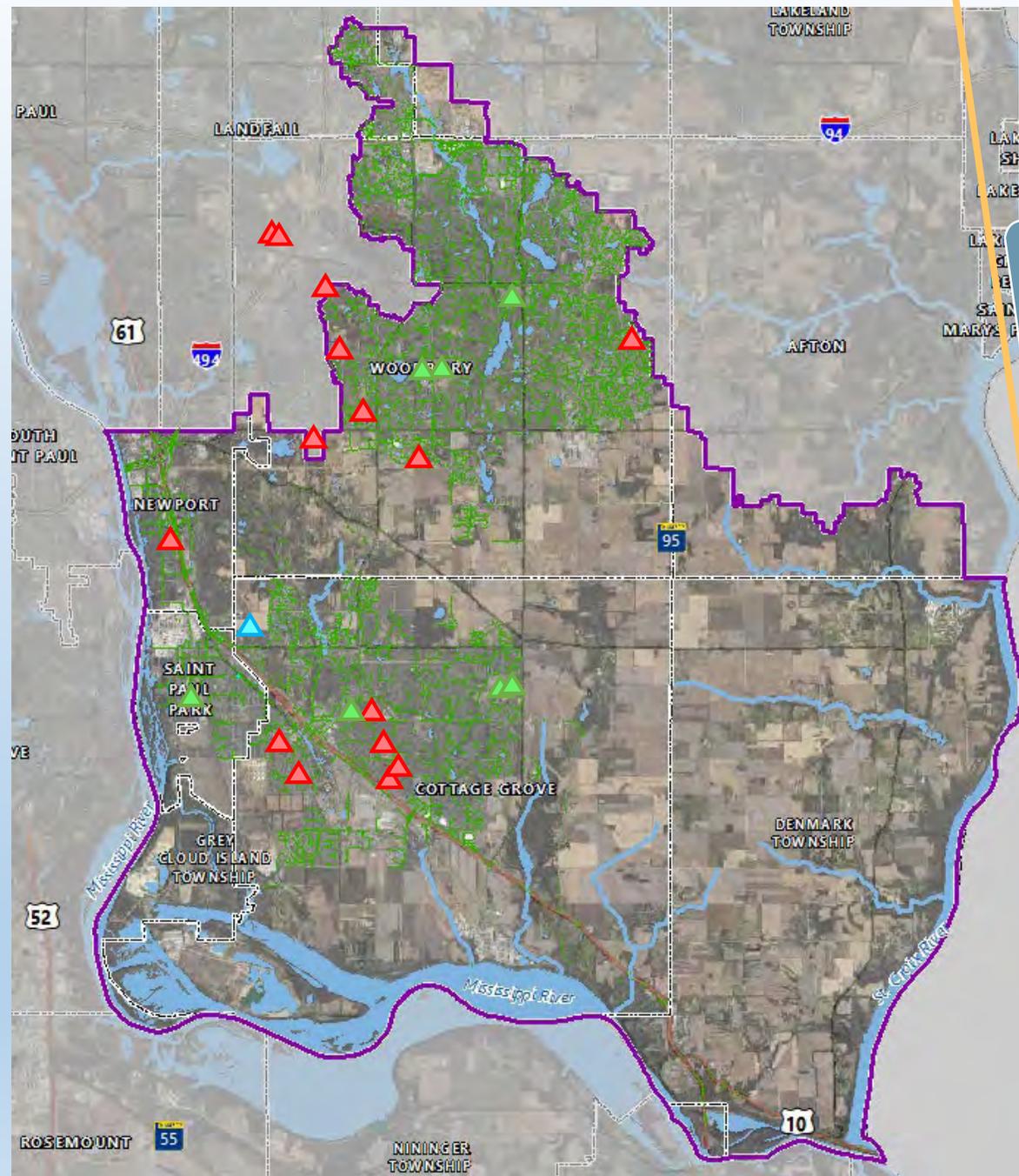
## Planning and Collaboration between Districts

### Campus Greening Program

- Alternative to Conventional Stormwater Treatment
- 7 schools in the District
- Many 100s acres in turf
- 50+ acres natural areas restoration and enhancement on school campuses

#### *Campus Programming*

- ▲ - Full Campus Greening Programming
- ▲ - Education Only
- ▲ - No Campus Greening Programs

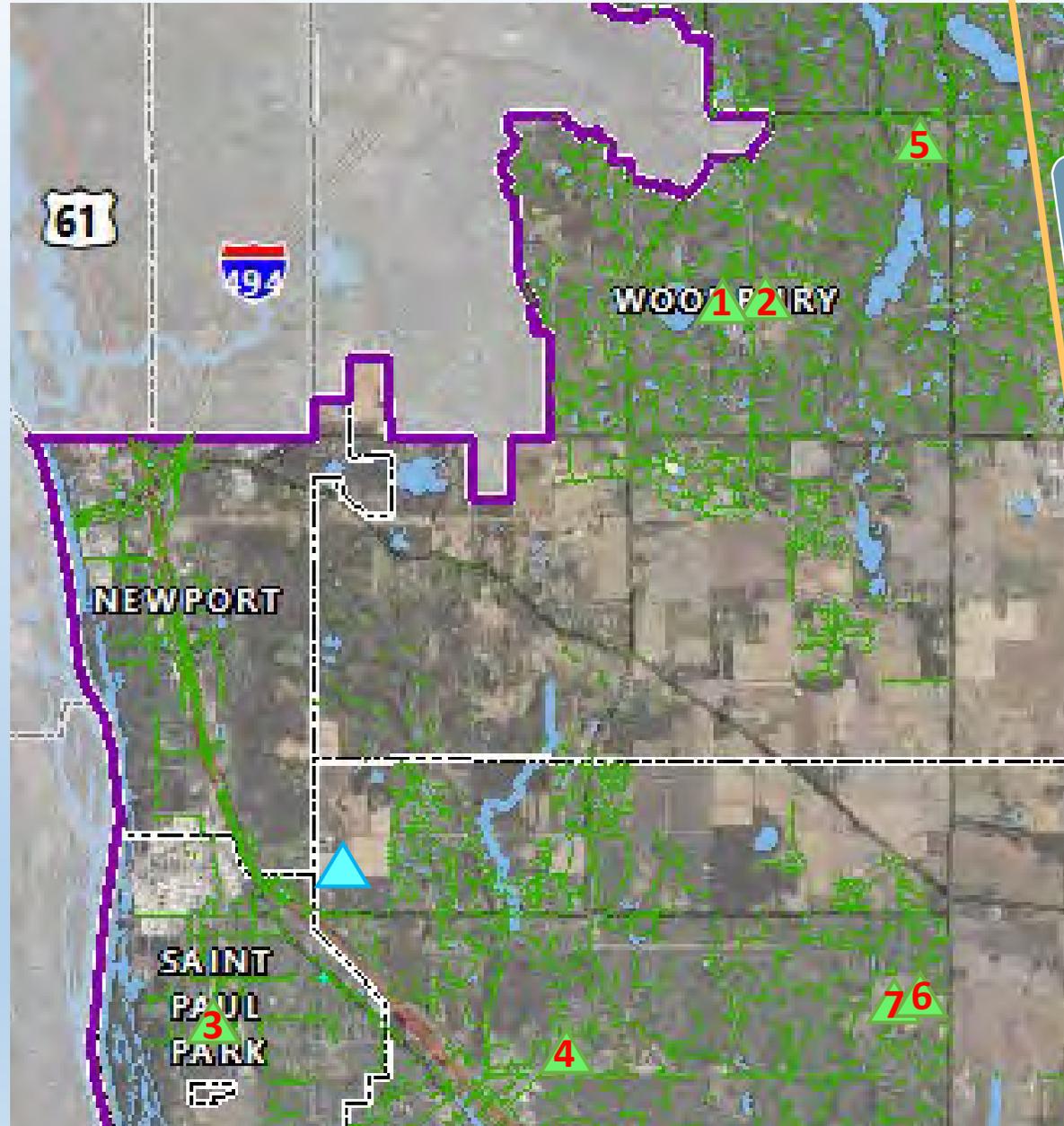


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## Planning and Collaboration between Districts

### Schools (Acres of Restoration/Enhancement):

1. Lake Middle School  
and
2. Middleton Elementary (15)
3. Nuevas Fronteras (3.7)
4. Crestview Elementary (11.5)
5. Valley Crossing Elementary (12)
6. Cottage Grove Middle School  
and
7. Grey Cloud Elementary (9)



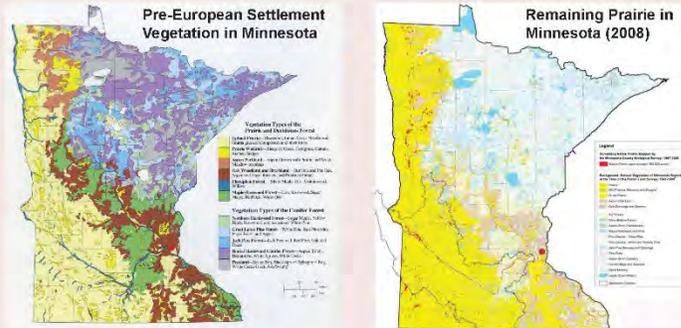
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# Planning and Collaboration between Districts



## Crestview Campus Greening: Campus Setting Past and Present

### Campus Setting: Past



Minnesota Pre-settlement Vegetation Map  
(Source: Minnesota DNR)

Remaining Prairie in Minnesota shown in Red.  
(Source: Minnesota DNR)

### Minnesota's Pre-European Vegetation

Prior to the arrival of European settlers, Minnesota's landscape was a rich mosaic of native plant communities. Each plant community supported a vast range of plants and animals adapted to the particular characteristics of its own particular site. Minnesota's native landscape was a rich mix of coniferous forests to the north/northeast, prairies to the west and deciduous forests in the southeast. These deciduous forests are similar to those of the United States east coast. In the transition zone between forest and prairie where Crestview is located today, oak savanna was dominant. This plant community and similar community types (Oak Woodlands, Barrens and Prairie) contained a mix of species adapted to open landscapes as well as forests.

Oak Savanna and Prairie have been largely replaced by farms and development in Minnesota. In fact, according to the MN DNR, only 2% of the original prairie and 1% of Oak Savanna remain in Minnesota. Restoring a variety of natural plant community types that would have been present in Minnesota a century ago provides valuable habitat for the preservation of plants and animals that once roamed the state. This type of restoration is especially valuable on multi-acre sites. Restoring native plant communities at Crestview provides stormwater and habitat benefits but also provides a way for young folks of today to learn about the native plant communities of Minnesota right at home.

Within each of these large-scale landscape, a mix of plant communities existed. Changes in plant communities was determined by a combination of factors including soils, topography, slope aspect, soil moisture, surface water, micro-climate and frequency of disturbance (fire, grazing, etc...). Soils and topography were entirely altered in the early 1960s to build both the Elementary and High Schools. Reconstructing native plant communities on a fully altered site provides an opportunity to rehabilitate and reintroduce lost ecosystem values and function.

### Campus Setting: Present



### Crestview Elementary School Campus Uses

**Degraded Woodland:** Along the northern edge of the Crestview Campus, 7.5 acres of degraded woods, grasslands and shrublands sit within the campus property. The woods are largely dominated by buckthorn, boxelder and green ash with minimal diversity in the understory. Grasslands are dominated by non-native smooth brome and largely overgrown by sumac. Scattered planted pines and spruce are present in clusters throughout. Stormwater from north and south collects in an existing basin within the woods.

**Active Use Areas:** Crestview has a combination of ball fields and maintained turf areas that are actively used by classes and for community purposes. These areas include ballfields that host school activities as well as soccer and other sports group during after school hours.

**Snow Storage:** Snow removal is a reality in Minnesota and should always play a role in the planning of active and passive use areas on campuses and parks. Restoration of habitat, trees, and even turf areas are often degraded by snow storage as chemicals and salts contained within the snow can have a very detrimental effect on planted materials.

**Adjacent and On-Site Roads:** 80th Street South and Hinton Avenue South are both very busy arterial streets with heavy traffic and accompanying noise. Automobile traffic is heaviest within the campus on the southeast entry where automobiles access parking. Bus traffic is generally confined to the west side of campus where it is heaviest in during morning and afternoon dropoff and pickup.

**Stormwater Pathways:** Site stormwater collects and leaves the site from three catchment areas. To the east, stormwater from the ballfields and high school is collected in a cattail dominate stormwater basin. The south side of the campus drains across parking to catchbasins on 80th Street. A culvert under Hinton Avenue takes drainage from the western portion of the campus, though a significant portion of stormwater is treated within a basin in the north woods.



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# Planning and Collaboration between Districts



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## Designs Alternatives were developed as a result of working with teachers, administration and facilities



**Outdoor Classroom**  
This ADA accessible outdoor space would be designed to accommodate up to 40 elementary school students set into an area of restored oak savanna. The space would be located to encourage direct interaction with outdoor natural space.

**Turf to Native Plantings**  
Turf to Native Plant conversion provides stormwater, habitat, educational and aesthetic benefits. Prairie or Savanna plantings will include a combination of Oak Savanna and Prairie trees, shrubs, flowers and grasses. Within the Crestview open areas, numerous opportunities for infiltration are available. Low areas will be planted with wetland species adapted to wet soil conditions that can handle periods of inundation following storm events.  
  
School sign will be planted with a mix of showy flowers and grasses found scattered in the restored areas of prairie and savanna.

### Crestview Campus Greening Option 1: Outdoor Classroom Plan Features

Restoring a variety of native plant communities and plant species offers a wide range of ecosystem benefits. These include, but are not limited to:

- Food for pollinating insects
- Habitat for insects, birds, reptiles, amphibians and mammals
- Provides greater stormwater infiltration and transpiration due to deep roots and surface vegetation. Reduces stormwater volumes and captures nutrients that cause negative downstream effects to local streams and lakes.
- Rebuilding structure and biological diversity within soils
- Offer a wide range of opportunities for students to have hands-on learning by wandering the restored habitats, gathering real world scientific knowledge, comfortability with the outdoors and close up appreciation for the beauty of the Minnesota landscape.

**Turf to Savanna and Turf to Infiltration Conversion:** At present, large areas of turf on the Crestview Campus are unused by students, require frequent maintenance (mowing, watering, fertilizers, etc...) and provide little habitat or stormwater benefit. These areas have the potential to provide a range of ecosystem improvement and by extension, could offer great hands-on learning opportunities for students. Savannas and Oak Brushlands were a common natural communities of the pre-European settlement landscape of Woodbury. These natural communities are comprised of shrubs, grasses and prairies which provide ha



**Outdoor Classroom:** restored by staff and communities. A full class allow direct appreciation for the beauty of the Minnesota landscape.



**Campus Outdoor Laboratory**  
The north end of the Crestview campus contains more than 7 acres of degraded woodlands and Sump/Brome dominated grassland/shrubland. The area offers a great opportunity to restore a variety of natural plant community types from dry prairie and savanna to forest communities lower on the slopes and wetlands at the bottom of the basins. This restoration would involve a variety of methods to remove invasive species followed by the planting of a variety of grasses, flowers, shrubs and trees to restore ecosystem function.

**Turf to Savanna Plantings**  
Turf to Savanna provides stormwater, habitat, educational and aesthetic benefits. Savanna plantings will include a combination of Oak Savanna trees, shrubs, flowers and grasses. Within the Crestview open areas, numerous opportunities for infiltration are available. These areas will be planted to species adapted to wet soil conditions that can handle periods of inundation following storm events.

### Crestview Campus Greening Option 2: Eco-Restoration Plan Features

Restoring a variety of native plant communities and plant species offers a wide range of ecosystem benefits. These include, but are not limited to:

- Food for pollinating insects
- Habitat for insects, birds, reptiles, amphibians and mammals
- Provides greater stormwater infiltration and transpiration due to deep roots and surface vegetation. Reduces stormwater volumes and captures nutrients that cause negative downstream effects to local streams and lakes.
- Rebuilding structure and biological diversity within soils
- Offer a wide range of opportunities for students to have hands-on learning by wandering the restored habitats, gathering real world scientific knowledge, comfortability with the outdoors and close up appreciation for the beauty of the Minnesota landscape.



Blazingstar dominates this moist prairie



Oak Woodlands are dominated by oak trees with straight, upright trunks and dappled light that allows diverse ground layer vegetation.

**Turf to Savanna and Turf to Infiltration Conversion:** At present, large areas of turf on the Crestview Campus are unused by students, require frequent maintenance (mowing, watering, fertilizers, etc...) and provide little habitat or stormwater benefit. These areas have the potential to provide a range of ecosystem improvement and by extension, could offer great hands-on learning opportunities for students. Savannas and Oak Brushlands were common natural communities of the pre-European settlement landscape of Woodbury. These natural communities are comprised of shrubs, grasses and flowers typical of both woodlands and prairies with trees scattered as individuals or in clumps and provide habitat for a wide range of animal species.

**Campus Outdoor Laboratory:** The north end of the Crestview campus contains about 7.5 acres of degraded woodland and grassland overgrown by shrubs. Topography of this area appears to have been entirely created when the campuses were built and vegetation is a mix of planted conifers and adventitious deciduous trees and shrubs. The area has great potential for the restoration of a variety of native plant communities. Prairie and savanna would likely thrive on the top of slopes where soils are well drained and runoff is high. Dry woodland would likely be appropriate on mid level and upper slopes as well as acting as a buffer on north property boundary. Lower areas would likely offer good habitat for the restoration of lowland hardwood and shady sedge meadows. A restoration of this type would require multiple years of implementation using a variety of techniques that may include cutting and treating of woody species, controlled burns, grazing by goats, tree planting and large scale seeding. Ecological restoration of this area offers endless long-term education opportunities for students interested in botany, entomology, ecology, stormwater, and many more.



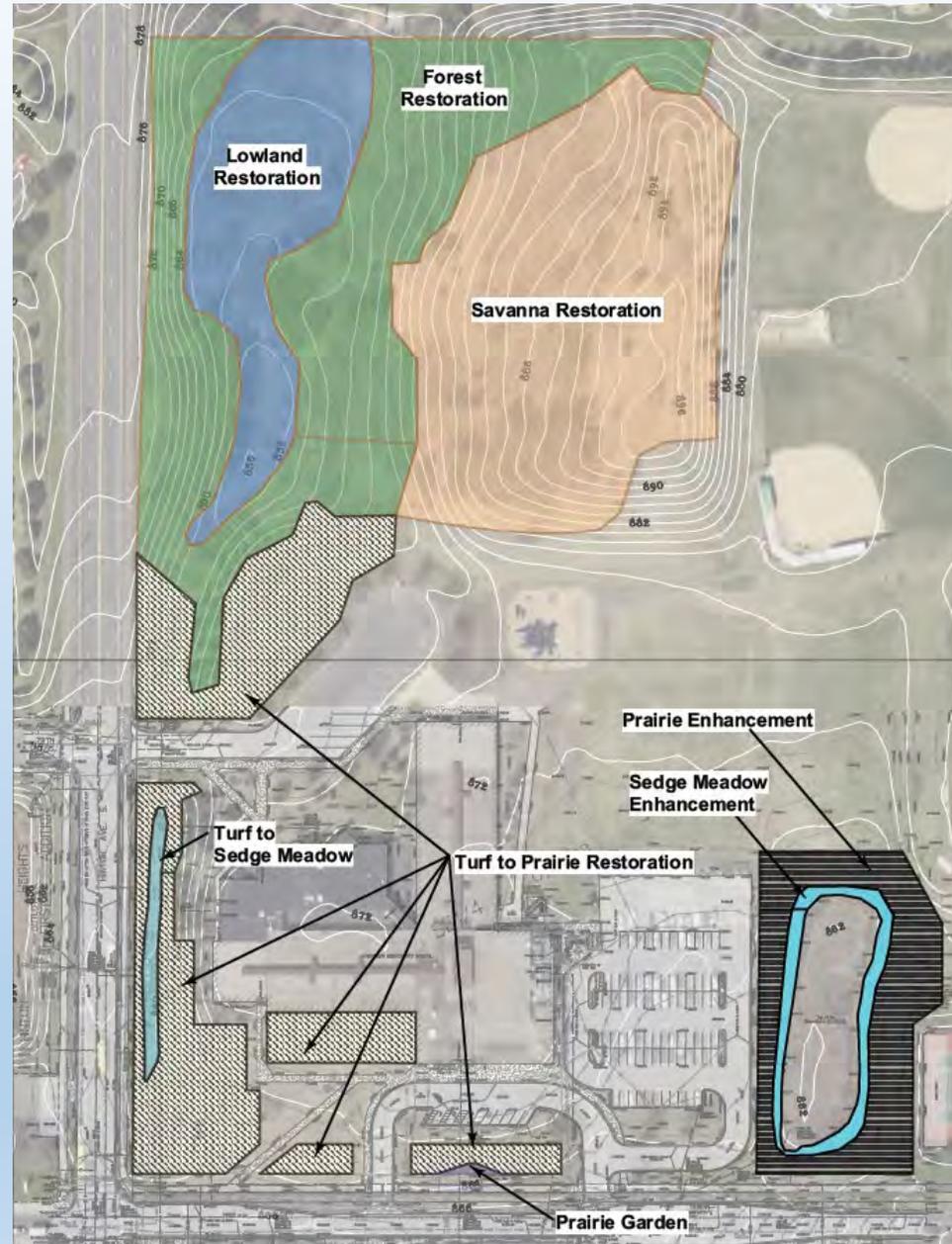
Selections were based on local wishes and local factors

Campus Greening: Bringing Natural Back

## Planning and Collaboration between Districts

Alternatives ranged from more or less restoration areas or outdoor features with ecological restoration at the foundation

- Hardscape Outdoor Classrooms to foster learning
- Enhancements of Existing Areas
- Neglected Woodland Restorations
- Planted Teaching Gardens
- Crestview's Selection of "Outdoor Laboratory" made DNR CPL possible



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Bringing Natural Back

# Implementation: Bringing the Classroom Outdoors

As a pilot program, the Watershed District is Committed to 3-5 years of establishment



**Crestview Campus Greening Restoration Timeline**

Restoration Area: (Activity)	Responsible Party	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	2023	2024						
<b>Turf to Prairie</b>																																																		
Herbicide Applications	Contractor																																																	
Seeding (Wetland and Upland)	Contractor																																																	
Tree Plantings	Contractor																																																	
Plug Plantings (with students)	SWWD/Crestview																																																	
Maintenance (Mow, Spot Spray, Burn)	Contractor																																																	
<b>Oak Savanna</b>																																																		
Tree Removals	STS																																																	
Shrub Removal (Mowing)	CG Parks/Contractor																																																	
Goat Grazing	Contractor																																																	
Savanna Burn	Contractor																																																	
Savanna Herbicide Treatment	Contractor																																																	
Harrow and Seed (Contractor)	Contractor																																																	
Savanna Mowing	Contractor																																																	
Savanna Spot Herbicide Treatment	MCC																																																	
Frost Seeding (with Students)	SWWD/Crestview																																																	
Maintenance (Mow, Spot Spray, Burn)	Contractor																																																	
<b>Mesic Forest</b>																																																		
Shrub Removal (Mowing)	CG Parks/Contractor																																																	
Canopy Thinning	STS																																																	
Goat Grazing	Contractor																																																	
Spot Herbicide Applications (woody focus)	MCC																																																	
Seeding (with students)	SWWD/Crestview																																																	
Maintenance (as needed)	Contractor																																																	
<b>Wooded Wetland And Sedge Meadow</b>																																																		
Shrub Removal (Mowing)	CG Parks/Contractor																																																	
Spot Herbicide Applications (woody focus)	MCC																																																	
Tree Removals	STS																																																	
Goat Grazing	Contractor																																																	
Seeding (with Students)	SWWD/Crestview																																																	
Maintenance (as needed)	Contractor																																																	
Planting Event (Great River Greening)	Great River Green																																																	

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Bringing Natural Back

## Implementation: Site Prep - Conventional to Innovative



**Conventional Turf Kill (Prairie Reintroduction)**



**Reintroducing Fire to Enhance**



### **Savanna Restoration**

- **Forestry Mowing**
- **Grazing**
- **Canopy Thinning**



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## Implementation: Installation (Contractor)

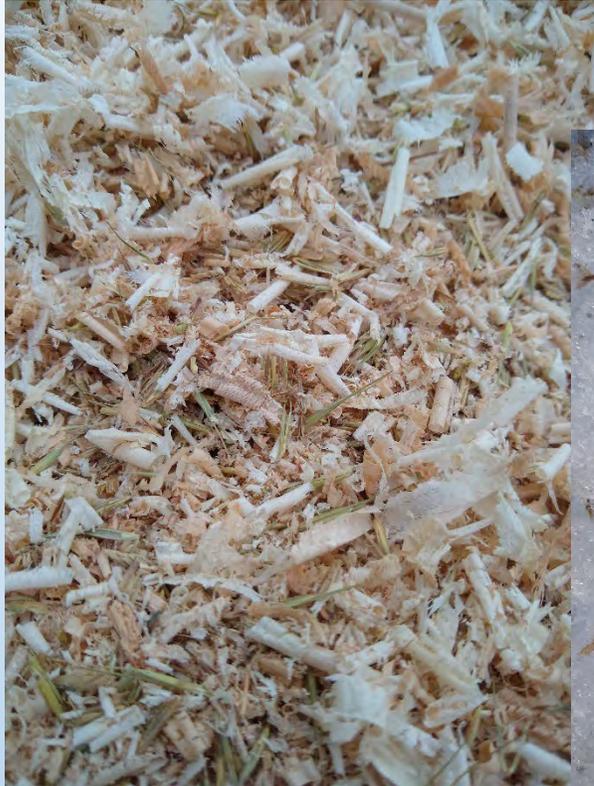


**Contractor Seeding**



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# Campus Greening Installation (Involving the Students)



Student Seeding of Purchased and Student Collected Seed

Minnesota Native Landscapes  
8740 77th Street NE, Oberg, MN 55367

South Washington Watershed District  
Custom Mix

Scientific Name	Common Name	Genetic Origin/Variety	Pure Seed %	Germ %	Hard or Dormant %	Total T2 %	Total Viable %	PLS %	PLS lbs	Bulk lbs
<i>Bouteloua curtipendula</i>	Side-Oats Grama	Pope Co. MN	38.71	37.00	18.00	0.00	55.00	49.49	6.00	12.12
<i>Sporobolus gracilis</i>	Blue Grama	Kittson Co. MN	3.47	0.00	0.00	97.00	97.00	86.23	1.00	1.17
<i>Bromus kalmii</i>	Prairie Blume	Ottelbalt Co. MN	7.01	17.00	79.00	0.00	86.00	92.44	2.00	2.19
<i>Elymus virginicus</i>	Virginia Wild Rye	MN	10.41	0.00	0.00	97.00	97.00	92.15	3.00	3.26
<i>Koeleria macrantha</i>	Junegrass	Benton Co. MN	0.75	83.00	7.00	0.00	90.00	71.33	0.20	0.28
<i>Schizachyria scopulorum</i>	Little Bluestem	Marshall Co. MN	14.79	0.00	0.00	91.00	91.00	74.29	4.00	5.38
<i>Sporobolus heterolepis</i>	Prairie Dropseed	Ottelbalt Co. MN	2.96	0.00	0.00	91.00	91.00	89.59	0.80	0.89
<i>Carex bicknelli</i>	Bicknell's Sedge	Sherburne Co. MN	0.93	40.00	50.00	0.00	90.00	87.58	0.25	0.28
<i>Dalea purpurea</i>	Purple Prairie Clover	Polk Co. MN	7.32	55.00	37.00	0.00	92.00	91.96	2.00	2.17
<i>Rutbeckia hirta</i>	Black Eyed Susan	Dakota Co. MN	1.77	61.00	34.00	0.00	95.00	91.11	0.50	0.55
<i>Agrostis foeniculum</i>	Fragrant Giant Hyssop	Benton Co. MN	0.53	29.00	50.00	0.00	79.00	39.32	0.13	0.32
<i>Monarda fistulosa</i>	Wild Bergamot	Rice Co. MN	0.86	98.00	0.00	0.00	98.00	94.85	0.25	0.26
<i>Verbena hastata</i>	Blue Vorvan	Vernon Co. WI	0.92	0.00	0.00	91.00	91.00	86.6	0.25	0.29
<i>Helleopsis helianthoides</i>	Common Ox-Eye	Northern IA	0.61	42.00	50.00	0.00	92.00	91.75	0.25	0.27
<i>Solidago rigida</i>	Stiff Goldenrod	McLeod Co. MN	0.95	40.00	48.00	0.00	88.00	88.4	0.25	0.29
Purity:			90.31						20.88	29.71
Inert:			9.08							
Other Crop:			0.58							
Weed Seed:			0.03							
Noxious Weeds/bs:			none							
Test Date:			7/7/2020							
AMS #:			7032							



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## Implementation: Mowing

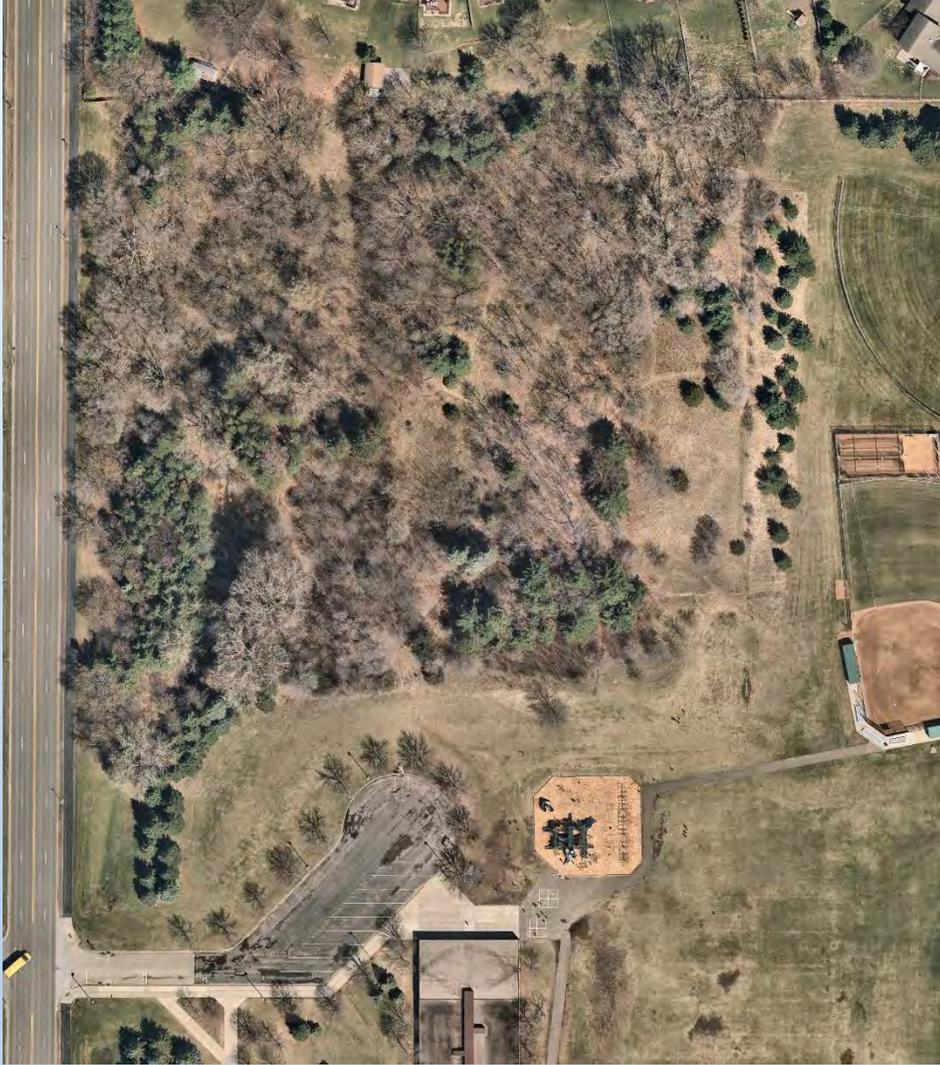


**First Year Maintenance (Mow, Mow, Mow!),  
not an attractive mow, and not an attractive year  
In the new prairie**



**Campus Greening:  
Bringing Natural Back**

## Implementation (Landscape Transformation)



2019



2023



Campus Greening:  
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## Implementation (Landscape Transformation)



2019



2022



2022

**Savanna Success:  
Fully Student seeded!**



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# Campus Greening (Landscape Transformation)



5<sup>th</sup> Year Prairie



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# **Campus Greening as an Educational Incubator:**

**By Transforming the Physical Landscapes of these Campuses, we are creating Landscapes of Engagement and Learning that have the potential to create new relationships with the landscapes of school and home.**

**Campus Greening:  
Bringing Natural Back**

## An Educational Incubator



**Here's How:**

**All Students at Crestview were able to interact and feed goats**



**Campus Greening:  
Bringing Natural Back**

## An Educational Incubator



Campus Greening:  
Bringing Natural Back

Here's How: Community Planting Events have taken place at Lake and Middleton, Valley Crossing and Crestview

## An Educational Incubator

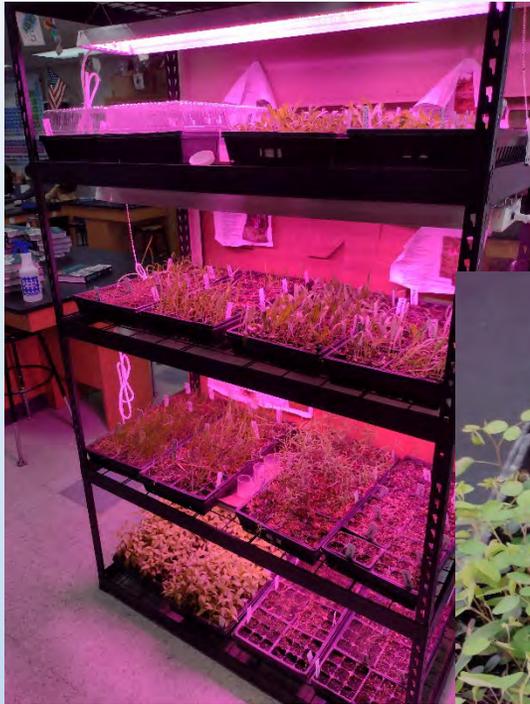


**The Watershed District, School District and Carpenter Nature Center are now full partners in the Experiential Education of South Washington Students, encouraging hands on learning. Middle School programs reach all of the students in the SWWD area.**



**Campus Greening:  
Bringing Natural Back**

## An Educational Incubator



Campus Greening:  
Bringing Natural Back

Through a BWSR HELP Grant, classroom “greenhouses” are giving students opportunities to sow and grow from collection to growing to planting and learning from the process.

## An Educational Incubator



**Planting Classroom Grown  
Dry and Wet Prairie species**



**Planting to Address Ongoing  
Mowing Problems with School  
District Maintenance Contractors**



**Campus Greening:  
Bringing Natural Back**

# An Educational Incubator



**Seed Collection**



**Seed Prep**



**Sowing Seed the Same Seed!**

**Campus Greening:  
Bringing Natural Back**

## An Educational Incubator



Conducting prescribed burns during the school day engages students in the process and raises so many questions. (“How can fire be a good thing?”)

**Bringing Back Natural Processes:** Maintenance through natural methods is another way for students to understand the dynamic natural world



Campus Greening:  
Bringing Natural Back

**Educational Opportunities are Endless. To Date, the implementation of Campus Greening has facilitated a wide range of organic grown educational opportunities beyond District Led activities:**

- **Teacher and Student Led Programming**
  - Insect Identification and Study
  - Bird Counts
  - Pollinator Garden Plantings
- **Parent and Student Led Programming**
  - Bat house construction and installation
  - At-home greenhouses and growing
- **Outside and Community Groups**
  - Master Gardeners Design
  - Scout Troops Planting and Maint.
  - Tree Trust and Great River Greening
  - Collaborations with Cities and County
- **After School Programs are immediately drawn to wild spaces**



# Long-Term Maintenance: The Long Struggle

- SWWD has stayed with the sites for a full five years of (difficult) establishment
- *Future Programs*
  - Help with purchase of machinery (mowers)
  - Share Maintenance (field guidance and time with facilities staff)
  - Embrace by and education of teachers builds capacity to continue educational and maintenance programs
  - Help connect the schools with the right contractors





## Take Aways

- **Highly Visible Program is a Teaching Tool On and Beyond Campuses**
- **Terrestrial Restoration has Watershed Benefits**
- **Staying engaged builds partnerships and ownership**
- **Long-term Management is still a concern, but SWWD will work to support this community asset**
- **Future programming to include soil and water benefit explorations**



**Thank You!**

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**Chat Time**



**Campus Greening:  
Bringing Natural Back**