

Attachment A (Part I & Part II)

REAP Conservation Education Program Part I—Midterm and Final Report Form

*Please submit this completed form, along with Part II, via e-mail to Salterberg@uni.edu.
If you include other documents, if possible please paste them at the end of this report rather than
as a separate attachment.*

Grant Recipient (organization name): Practical Farmers of Iowa

Project Title: PFI Youth Program: Conservation, Food and Farming

Report Prepared by: Cedar Johnson

Project Number: 07-17

Date Submitted: June 14, 2007

Check one:

Midterm report (covering Jan. 07-June 10, 2007 activities) **DUE: June 15, 2007**

Final report (covering June 07-Dec 07 activities) **DUE: Jan 15, 2008**

Note: Your Final Project Billing Form and documentation will be due to Susan Salterberg (CEP contract monitor) on **February 28, 2008**. See Grant Agreement, Attachment B for a copy of the Billing Form. Mail this billing information to: Susan Salterberg, REAP CEP, 4059 Stewart Rd., Iowa City, IA 52240.

1) Objectives and activities

The REAP CEP Board expects all work outlined in your original proposal to be completed. At a minimum, briefly explain activities completed to date for the following, as well as the percent of total work completed to date. Include what is going well, and explain. Also include challenges, and explain. Add other objectives as you deem appropriate.

- 1) Program planning.
- 2) Participant Recruitment.
- 3) Instruction.
- 4) Application of instruction.
- 5) Update.
- 6) Publicity and Dissemination.
- 7) Evaluation.

EXAMPLE	Percent completed to date
<p>#1: Market REAP CEP and workshops (i.e., public communications)</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Seven news releases published in: Iowa Reading Association, Iowa Middle Level Educators and Iowa Recycling Association newsletters as well as in the Creston, Clear Lake, Dubuque and Davenport newspapers. 2) Two workshop announcements published in Iowa Environmental Council listserv and in Iowa Conservation Education Council newsletter <p>Additional explanation: The releases sent to local newspapers generated a lot of inquiries, and subsequent registrations from teachers. I will definitely do this again. The challenge is to get more middle school teachers enrolled, as they are the target audience, but seem to be more pressured than el ed teachers with NCLB requirements.</p>	80%
<p>#1: Provide a high quality experience to 40 campers</p> <p>Activities: To obtain the 27 campers we did, I distributed our camp brochure or a flier of our brochure in the following ways:</p> <p>1) mailed 1,792 from the print house, including our membership, Iowa Farmers Union's membership and County Conservation Boards across the state</p>	100%

<p>2) delivered 4,134 to area schools to be sent home with students 3) mailed another 331 per request to educators around the state 4) received word from 4 local high schools that our information would be posted and promoted 5) gave two camp scholarships as a special award at the State Science and Technology Fair 6) volunteered at the regional and state Envirothon to promote the Youth Leadership Program 7) offered scholarships to children at the Des Moines Boys and Girls Club</p> <p>Additional explanation, if needed: All of the feedback we have received verbally or through email from parents has indicated that the experience was high quality for all children who attended.</p>	
<p>#2: Achieve a diverse mix of campers</p> <p>Activities: We definitely achieved the diverse mix of campers we desired as indicated by: 1) Nearly half of the youth attending camp live on farms (10 out of 22 youth), while the other 12 live in town. 2) We had three children from Guatemala, and two recent immigrants from Japan and China. 3) We also gave scholarships to low-income children</p> <p>Additional explanation, if needed: We attempted a partnership with the Boys and Girls Club of Des Moines, as mentioned, and will partner with them in the future, but even without this working out this year, the mix of campers we obtained was just what we had hoped for.</p>	100%
<p>#3: Commit to locally grown food</p> <p>Activities: Ten local farmers were supported and showcased at the camp... Full-Circle Farm, Madrid—ground beef Cindy Madsen, Audubon—chickens, pork roast, bacon, breakfast sausage patties, pork patties Turtle Farm, Johnston—salad greens Growing Harmony Farms, Nevada—greens (plus farm tour/Scavenger Hunt) SalAmander Farms, Bondurant—eggs + herbs Berry Patch, Nevada—strawberries Picket Fence Creamery, Woodward—ice cream, milk Grains of Wisdom, Ames—rolls, buns, Italian loaves, multi-grain loaf Paul’s Grains, Laurel—wheat for baking Small Potatoes, Minburn—radishes, asparagus</p> <p>Additional explanation, if needed: The farms were spotlighted in the programming and the children commented that the food did taste noticeably better. The chef who prepared the food also said the quality of the local food was much better than what he was used to cooking with.</p>	90% (will also use local food for fall retreat)
<p>#4: Provide meaningful programming that makes the connection between food, farming, and the environment clear</p> <p>Activities: Seven outside educators contributed to the programming this year on top of the Y-Camp expertise in leadership training for the older youth. 1) Rich Schuler – Science Center of Iowa, did programs on Astronomy and Farming and the Stars 2) Leigh Adcock –Iowa Farmers Union, taught a session on co-op games 3) Ryan Marquart—a graduate student in sustainable agriculture, taught a session on soil conservation and led an educational night hike 4) Dan Isbell—artist, taught watercolor painting 5) Gina Lloyd—Iowa Farmers Union, taught the children about soil 6) Cory Miller—previous Johnston Elementary teacher, taught which parts of plants we eat 7) Kim Isbell—teacher in Vinton, taught about seeds and growing food</p>	100%

<p>Additional explanation, if needed: The programming was designed to fit together in 4 distinct and related topics: 1) ‘What’s in your backyard grocery store?’ (Iowa), where we looked at where food comes from and the availability of local foods in Iowa (including what we ate at camp); 2) ‘How to grow your own backyard grocery store’, where we looked at how plants make food for us using sun, soil, water and air; 3) ‘Your farmer’s backyard grocery store’, where we looked at how much of the money we spend on food actually goes to the farmer, what farmers are doing to protect the land, and a scavenger hunt on a local farm so the children could see the growing in action; and 4) ‘what to do with all this food’, where the children played with a wide variety of fruits, vegetables and herbs to familiarize themselves with these healthy foods from the garden.</p>	
<p>#5: Partner with at least four other organizations</p> <p>Activities: We received sponsorship funding, as well as publicity, from the Iowa Natural Heritage Foundation and Conservation Districts of Iowa. The Johnson County Food Alliance, Iowa Association of Naturalists, and Iowa Farmers Union all publicized our camp in their publications. I also received training with many naturalists around the state from ISU Extension 4-H Growing in the Garden Curriculum training. The Iowa Farmers Union provided support by teaching two sessions at the camp as well as distributing our brochures to their membership. The County Conservation Boards of Iowa also promoted the camp.</p> <p>Additional explanation, if needed: Mike Havlik, a naturalist at the Y-Camp commented that he saw our camp advertised everywhere he turned as a conservation-minded person and naturalist. He said he saw it at least 5 or 6 different places and was impressed with how well we got the word out this year. I attribute this largely to the publicity support from so many other organizations.</p>	100%
<p>#6: Secure coverage of our REAP funded summer camp in 75 media outlets.</p> <p>Activities: 1) We distributed a press release about the camp to over 280 media outlets twice before the camp. 2) We also received radio coverage from Radio Iowa, Radio News Service, and Hwy 6 –Your road to the country radio show. At least 47 stations ran the story through the Radio New Service, and it went out to 55 stations through Radio Iowa. The Radio Iowa and Hwy 6 radio show stories were also publicized online.</p> <p>Additional explanation, if needed: A new magazine called the <i>Farmers Market Today</i> would like to do an article on our camp, so we will be sending them the story and pictures shortly. We will also be sending press releases out about the camp state-wide with pictures of the children from each town represented to that town.</p>	100% (and more follow-up coverage to come)

2A) Are there changes in the direction of your project (i.e., something different than outlined in your grant proposal)?

Yes No

2B) If yes, please explain the changes and the reason for them: **Please see additional comments #10 as the changes are not related to the objectives outlined above. Please let us know if the proposed amendment is approved.** Also, please let us know if the discussed change in directors is officially approved.

Note: Any major changes must be approved by the Board as soon as possible. Contact CEP Contract Monitor, Susan Salterberg, at Salterberg@uni.edu or 319-337-4816 to determine whether board approval is needed for your proposed changes.

3A) Is the project on schedule? Yes No

3B) If no, please explain:

4A) For midterm only: Are matching funds coming in for your project as anticipated and as outlined in your proposal? Yes No

4B) If no, please explain:

For midterm report, go to Question 9.

5) Final report only: Please describe the contributions of third parties and of your organization to this project. List the contributors and their estimated financial contribution. Explain each contribution, if a non-cash contribution.

Name of organization	Cash contribution	Matching contribution (non-cash)	Explanation, if non-cash
Example: Iowa Talented and Gifted Assoc.		\$500	Provided 10 hrs. of assistance reviewing curriculum materials valued @ \$20/hr.
TOTALS:			

6A) Final report only. Please provide at least one concrete example of how your project met one or more of the environmental education goals listed below.

- Understand environmental processes and systems (such as the earth as a physical system, the living environment, humans and their societies, and/or environment and society)
- Develop skills for understanding and addressing environmental issues
- Understand personal and civic responsibility
- Develop lifelong learning skills such as critical thinking, questioning and analysis skills
- Understand that human well-being is tied to environmental quality
- Understand and forge connections with their immediate surroundings
- Conserve and protect Iowa’s resources

(Example: The “Project X” helped students develop skills for understanding and addressing environmental issues, understand personal and civic responsibility and forge connections with their immediate surroundings. This was made possible through service-learning projects. Nearly all of the 260 students involved with Project X devoted a combination of around 10,000 hours on service-learning projects in their communities...from picking up litter and establishing recycling programs to selling used books and giving money earned to a charitable cause working on humanitarian and environmental causes.)

6B) Final report only. Testimonials from people influenced through your project help the CEP Board substantiate the need for this program. Please provide one but no more than three testimonials that address one or more of the environmental education goals listed in 6A. If possible, include identification information such as name, grade and subject taught, school and city. If you provide this information, you are responsible to secure written permission from the person quoted for use of the testimonial by REAP CEP.

(Example: “My reactions ... were feelings of reward as I witnessed all my students (even the students who are toughest to keep on task and to keep motivated), totally involved and excited to perform a positive service for others. I will definitely do the...research and reporting project next year, along with another project related to waste management with my seventh graders.”—Margaret Hogan, 7th grade, Dyersville-Beckman High School, Dyersville)

7A) Final report only. (Please read Questions 7A, 7B and 7C before responding.)

Please summarize your project in three or fewer pages. This summary should include the following (including the headers), in the order shown below. Your honesty and frankness will be appreciated, and will help strengthen environmental education in Iowa.

- **Project title and Project number:**
- **Organization's name, contact person, website, phone and e-mail:**
- **Project's purpose and targeted audience:**
- **Reflect on your project, providing a self-assessment. At a minimum, answer the following questions: Did your project go as planned? Explain what went well and why. Explain what you would do differently if you did the project again, and why.**
- **Please list the most relevant outputs,¹ and explain, if necessary.**
- **Please list the outcomes,² and explain, if necessary. Be sure to include the outcomes outlined in your grant proposal.**
- **Were there any negative outputs or outcomes, and/or concerns about the accuracy of your evaluation data, which you did not list above? If so, please identify the most relevant ones and explain.**
- **Identify your one to three most effective marketing tools (i.e., conferences, e-mails, flyers, news releases in local papers), describe your use of them, and why they were effective.**
- **At least one but no more than three photo(s) of activities in jpeg format.**

7B) The REAP CEP Board wants to share your successes and lessons learned with other environmental educators. However, they respect your wishes to not share on the web potentially sensitive information that you may not want readily accessible to others. With this in mind, may the summary you have written (as well as the photos submitted) for 7A be published on the REAP CEP website?

Yes No (If no, please see 7C.)

7C) If no, please omit the sections and/or revise the above summary for publication on the web. Include the revised section below. Note: The primary audiences for iowaee.org's website are formal and non-formal educators, who may be able to learn from your experiences—both positive and negative.

Please carefully write and review your summary to ensure it is in publishable format.

8) Final report: Please include attachments, including a copy of your evaluation form(s), your complete evaluation results, and a minimum of one photo in jpeg format. Some of this information may be published on the web, along with your project summary. Please clearly mark any attachments you do NOT want included on the website.

9) Midterm report: Include a completed Project Expenditure Summary with your midterm report. (See next page.)

10) Other comments? Two objectives were not covered in this mid-term evaluation.

¹ Measurements of production, such as number in attendance at a workshop.

² What important things happen as a result of the project, such as a documented change in behavior or new concepts learned.

1) Hold an on-farm camp reunion, or retreat, for high school youth who have attended the Leadership Camp. **We would like to amend this to include all the children who attended the camp, as the bonds the younger children also formed are notable and important to foster, and they would love the chance to see each other again before next summer.** A place has been booked and a date set for October 27-28th at Shivvers Fair Acres and Spring Valley Bed and Breakfast near Knoxville, Iowa. I visited both places on May 8th and will send a brochure to our membership and all those who attended the summer camp by the end of next month. We told all the children at camp about this opportunity for reunion on Saturday before they left, and many were enthused and plan on coming.

2) Evaluate our progress toward our ultimate outcome: To help guide Iowa youth to become food, farm, and environmental leaders of the near future. We will use our REAP Chain of Outcomes and Progress Markers, as well as follow-up interviews with children and parents to evaluate our progress from the camp and fall retreat.

Part II—REAP CEP Midterm Project Expenditure Summary

For your **midterm report**, please submit this completed form, along with Part I, via e-mail to salterberg@uni.edu by June 15, 2007. The midterm expenditure report may be close estimates of REAP CEP expenses to date. This is not an official auditing document.

For your **final report**, please submit the Final Project Billing Form to Susan Salterberg within 60 days of project completion. (Due Feb. 28, 2008.) See Grant Agreement, Attachment B for a copy of the Billing Form. Mail this billing information to: Susan Salterberg, REAP CEP, 4059 Stewart Rd., Iowa City, IA 52240.

Grant Recipient (organization name): Practical Farmers of Iowa

Project Title and Number: 07-17

Do not include non-REAP CEP expenditures in the table below. E-mail to Salterberg@uni.edu.

Budget Line Item (A)	Approved Budget (B)	This Period Expenses (C)	Year-to-date Expenses (D)	Remaining Balance (B-D) E
1. Personnel (Salary and Fringe)	4685	2713	2713	1972
2. Travel	800	352	352	448
3. Supplies	1000	991	991	9
4. Other	2615	1930	1930	685
5. Indirect costs	900	250	250	650
6. Total	10,000	6236	6236	3764

Note: *Changes in the proposed budget that deviate from any line item by 10% or more must be approved before the expenditure occurs.* Contact CEP Contract Monitor, Susan Salterberg, at Salterberg@uni.edu or 319-337-4816 to request changes. She may approve small changes and subsequently inform the REAP CEP Board. If she is uncertain, she will present those requests to the REAP CEP Board and inform grantees of Board's decision. The Board may request additional information, and may or may not negotiate a revision to the contract to allow for expansion or modification of services. If a revision is granted, no increase in the total amount of the grant award shall occur. Once approved, the DNR director or the REAP CEP coordinator will provide a written amendment to the agreement.

Susan Salterberg, CEP Monitor, shall be your first contact regarding changes to the proposed budget.