

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

Grant Recipient (organization name): Iowa Association of Naturalists

Project Title: National Association for Interpretation Region V Workshop

Report Prepared by: Beth Waage and Amy Yoakum

Project Number: 06-04

Date Submitted: 12-21-06

Check one:

Midterm report (covering July 2005-March 2006 activities) **DUE: April 15, 2006**

Final report (covering April 2006-Dec. 2006 activities) **DUE: Jan. 15, 2007**

Note: Your Final Project Billing Form and documentation will be due to the DNR (Kathleen Moench) on **Feb. 29, 2007**. See Grant Agreement, Attachment B.

1) Project summary

The Iowa Association of Naturalists, Iowa Conservation Education Council, and National Association for Interpretation (NAI) would like to see many Iowa educators take part in the NAI Region V workshop to be held in Dubuque in April 2006 without worrying about the cost. This can be achieved by offering scholarships in the amount of \$200.00 to those who would otherwise be unable to attend.

2) 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. Add other objectives as you deem appropriate.

1. Participants take part in sessions about EE, interpretative strategies, networking and other professional development. They will learn new programs and new ways to enhance their interpretive abilities.
2. Potential recipients of scholarships agree to complete two evaluations describing how they applied what they learned at the workshop to benefit either their job or personal life.
3. Scholarship recipients will complete one evaluation directly after the workshop.
4. Scholarship recipients will complete another evaluation six months after the workshop.
5. Public communications activities.

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, if needed: N/A</p>	80%
<p>#1: Participants take part in sessions about EE, interpretative strategies, networking and</p>	

<p>other professional development. They will learn new programs and new ways to enhance their interpretive abilities.</p> <p>Activities: The workshop has successfully been held and all of the scholarship recipients attended.</p> <p>Additional explanation, if needed:</p>	100%
<p>#2: Potential recipients of scholarships agree to complete two evaluations describing how they applied what they learned at the workshop to benefit either their job or personal life.</p> <p>Activities: Each scholarship recipient was sent either an e-mail or letter awarding them the scholarship. In accepting the scholarship, they agreed to complete the two evaluations.</p> <p>Additional explanation, if needed:</p>	100%
<p>#3: Scholarship recipients will complete one evaluation directly after the workshop.</p> <p>Activities: Every recipient completed the evaluation directly after the workshop. They had to do this before they were able to receive the second half of their scholarship.</p> <p>Additional explanation, if needed: The information from the evaluation has been compiled and attached to the final report. See Appendix B and C</p>	100%
<p>#4: Scholarship recipients will complete another evaluation six months after the workshop.</p> <p>Activities: 61% of scholarship recipients completed a second evaluation in October 2006.</p> <p>Additional explanation, if needed: The information from the evaluation has been compiled. See Appendix D and E</p>	100%
<p>#5: Public communications activities.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Advertised the scholarship/workshop on the Iowa Association of Naturalists (IAN), ICEC, and NAI web sites. 2. Announced the scholarship at the fall IAN conference, November 17, 2005. 3. Published scholarship and workshop announcement in the fall IAN newsletter. 4. Published scholarship and workshop announcement in summer, fall, and winter 2005 NAI Region V newsletter, <i>Buffalo Bull</i>. 5. E-mails were sent to several teacher listserves and the IAN Listerve announcing the scholarship and workshop. <p>Additional explanation, if needed: In the first evaluation scholarship recipients completed, they stated how they learned about the scholarship and workshop. This allowed us to judge the effectiveness of each of the above advertising routes. See Appendix C.</p>	100%

3A) Are there changes in the direction of your project (i.e., something different than outlined in your grant proposal)?

Yes No N/A

3B) if you answered “No” or N/A to 3A, skip to Question #4A. If you answered “Yes,” please describe the change(s) below and explain the reason(s) for the changes. Note: Any major changes should be approved by the Board before they occur. Contact CEP Contract Monitor, Susan Salterberg, at Salterberg@uni.edu or 319-337-4816 to request changes. She will review them with the Board and communicate with grantees regarding Board decisions. If necessary, the CEP Board may contact grantees directly to discuss changes, although *Susan shall be your first contact.*

4A) Is the project on schedule? Yes No

4B) If no, please explain:

5) Please briefly describe the contributions of third parties and of your organization to this project. A detailed accounting is not required, though the REAP CEP Board wants to ensure grantees provide a good faith effort to meet their proposed cash and in-kind matches.

The grant and workshop committee's volunteered their time. Advertising and marketing for the workshop and scholarship were donated by IAN, NAI, and ICEC. This included advertising in their newsletters and on the web sites for each of the above groups. IAN also contributed a cash match of \$2000.00. This will be used to reimburse scholarship recipients the second half of their funds.
See Appendix F.

What outputs and/or outcomes were identified? Please list each one and describe each in detail below.

Note: If outputs and outcomes are not available for your midterm report, so indicate. Be sure to include the outputs and outcomes outlined in your grant proposal, such as:

Outputs:¹ The average number of participants from Iowa at regional workshops is generally 8-12 (Illinois 2005 had 18, Nebraska 2004 had 13.) The number of Iowa participants in 2006 will be at least 108 due to the availability of scholarships to offset registration costs.

1. 100% of scholarship recipients will agree to complete two evaluations after the workshop.
In replying to their receipt of the scholarship, 100% of the recipients have agreed to fill out the two evaluations.
2. 100% of scholarship recipients will complete the evaluation of intended application of obtained information directly after the workshop.
100% of scholarship recipients completed the evaluation directly after the workshop. See Appendix B and C.
3. 60% of scholarship recipients will complete an evaluation six months after the workshop to describe how they were able to apply learned information to their job or personal life.
61% of scholarship recipients completed the six month evaluation. See Appendix D and E.

Outcomes:²

1. Participants surveyed will implement strategies learned and incorporate information learned into their programs/lessons.
38 or 57% of scholarship recipients who filled out the second evaluation have implemented new teaching strategies in to their lessons or programs.
47 or 70% of scholarship recipients who filled out the second evaluation have used information they learned at the conference in their programs or lessons.
2. Participants will be exposed to new or intensified areas of interest by attending a regional workshop.
Scholarship recipients identified 53 areas of new or intensified interest obtained by attending the workshop.
3. Participants will have the opportunity to meet and network with other naturalists and educators.
-93% of scholarship recipients said they had met a teacher/naturalist/colleague from their area during the workshop and 92% are "extremely likely or somewhat likely" to work with that new contact in the future hopefully building partnerships between naturalists and other education professionals.
-Six months after the conference, 43% of participants that filled out the second evaluation had worked with their new contact, 25% had not worked with the new contact but were still planning on it.

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.

4. Participants will have the opportunity to implement or refresh teaching strategies.
100% of scholarship recipients stated that they were “reminded of teaching strategies they hadn’t used for a while, picked up new teaching strategies or learned crucial new teaching strategies that will impact how they educate”, and are either “extremely likely or somewhat likely” to implement those strategies when teaching.
5. Participants will be exposed to the benefits of attending a regional versus state workshop.
92% of scholarship recipients saw benefits to attending a regional workshop versus a state workshop, with the following benefits listed:
 - 72% networking “with out of state people, with people who aren’t naturalists, or networking in general”.*
 - 24% more variety of presenters, programs, and techniques*
6. Participants would attend a regional workshop if financial assistance were provided.
77% of scholarship recipients are “extremely likely” and 23% are “somewhat likely” to attend a regional workshop on an annual basis if financial assistance were provided.
7. Attendance at the workshop will influence perceptions about environmental education.
42% of scholarship recipients who filled out the second evaluation changed their way of thinking about environmental education because of the conference or someone they met at the conference.
One example – “Have expanded my definition of EE to include seniors, not just kids.”

6) Remember: Include a completed Project Expenditure Summary with your midterm and final reports.

7) Other comments?

Attachments:

Appendix A

Compiled information from scholarship application

Appendix B

Evaluation 1 – directly after workshop

Appendix C

Compiled information from Evaluation 1

Appendix D

Evaluation 6 months after workshop

Appendix E

Compiled information from Evaluation 2

Appendix F

Description of in-kind contributions to date

Part II—Project Expenditure Summary

Please submit this completed form, along with Part I, via e-mail to salterberg@uni.edu

Grant Recipient (organization name): Iowa Association of Naturalists

Project Title: National Association for Interpretation Region V Workshop

Project Number: 06-04

Check one:

Midterm report (covering July 2005-March 2006 activities) **DUE: April 15, 2006**

Final report (covering April 2006-Dec. 2006 activities) **DUE: Jan. 15, 2007**

Note: The Midterm and Final Expenditure Summaries may be close estimates of expenses. These are e-mailed to Salterberg@uni.edu. The Final Project Billing Form shall be submitted as a hard copy to the DNR (Kathleen Moench) within 60 days of project completion and **must include actual expenditures.**

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)	\$1,600.00	\$800.00	\$1600.00	\$0.00
2. Travel				
3. Supplies				
4. Other (combine “Contractual” and “Other” categories here)	20,000.00	10,000.00	20,000.00	0.00
5. Indirect costs				
6. Total	21,600.00	10,800.00	21,600.00	0.00

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.

Appendix A
 Compiled information from scholarship application

How have you contributed to the profession of interpretation and/or environmental education? (example - offices held, committees for IAN, ICEC, NAI or other related groups, related volunteer work, etc.)

Elected to Boards/offices		
ICEC		14
IAN		20
NAI		2
IACCB		2
NAI student chapter		1
Misc		3
	Total	42 (38%)

Served on a committee		
	Total	47 (43%)

Examples: Winterfest, Iowa Recycling, NAI, IAN, ICEC.

Served as a volunteer		
	Total	28 (26%)

Examples: Outdoor Journey, Project A.W.A.R.E., IWINR, scout leader, Girl Scouts, private nature center, county conservation board.

NAI Student chapter		4 (4%)
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Presented at workshops		
	Total	5 (5%)

AmeriCorps volunteer		5 (5%)
Student Conservation Association		1 (<1%)

Other		
Attended an EE related conference		1 (<1%)
General naturalist duties		19 (17%)
Fundraising		1 (<1%)
Taught EE in Classes		2 (1%)
Provides workshops for educators		1 (<1%)

Summary

Professionals in the field of environmental education were more likely to be elected to the board of a related organization after they had worked in the field for a number of years. Generally board members have been working between 8 and 30 years in the profession, with the average being 13 years. Service on a committee was similar to being elected to a board. People working in the profession between 3 and 30 years were likely to serve on a committee, with the average being 13 years. Those who served as volunteers were people who had been in the profession a shorter amount of time. Those who volunteered have been in the field between 1 and 30 years, with the average being 9 years.

How will you benefit by being able to attend the Region V NAI workshop?

Networking	77
New program ideas	80
Learn more	4
New to field	4
Never been to NAI	1
Grow in profession	1
Wants to add EE to Curriculum	1
Expand knowledge of EE programs	1
Be a better naturalist	1
Learn about new resources	1
Learn about more organizations	1
Gain knowledge to share	1
Learn new things	1
Presenting at workshop	1
Needs help with fundraising, writing grants	1
Keep current	3
Learn local information	1
Serving on workshop committee	1
Has no education in EE	1
Meet new contacts for his program	1

Summary

Scholarship recipients have the desire to attend a regional workshop to learn new program ideas and to network with other environmental education professionals.

Explain your financial need

Can't go if county has to pay for all of workshop	1
Limited in-service budget	16
Organization will only pay for part	1
Couldn't go without scholarship	16
Professional development is a non-essential expense	1
Only one workshop per year is approved in budget	3
Two naturalists are attending, county can't afford to send both	1
Student or grad student - can't go without scholarship	5
More staff can attend with scholarship	1
AmeriCorps - no in-service budget	2
Can only attend regional when in Iowa, no in-service budget	1
Budget for only one naturalist to attend	3
Want many staff to go to implement new ideas	1
Small EE budget - this would take most	3
Seasonal employee - no in-service budget	4
Budget for program, not for in-service	1
County doesn't pay for workshops	1
Tight budget	1
Non-profit, no in-service funds	2
Otherwise out of pocket	5
Part-time - no in-service budget	6
Budget cuts	2
Makes income from program fees, not salary - no in-service budget	1
Full time teacher	1
No budget for regional or national workshops	1
No budget in school district	2
Only has budget to attend IAN	1

So I can attend the entire workshop, not 1 or 2 days	1
Lessen strain on EE budget	1
Workshop not in budget	2
Department has no in-service money	3
Self employed	1
Workshop budget has been cut	1
Freelance jobs, irregular income	1
Tight budget, better chance to attend with cost saving scholarship	1
Usually can't go to NAI functions because of budget	1
Doesn't know how much employer will provide	1
Workshop means unpaid leave plus hotel	1
Small business owner, no in-service funds	1
Multiple staff attending, limited in-service budget	2
No in-service budget	3
County can't send more than 1 naturalist	1

Summary

Issues sending multiple staff

Two naturalists are attending, county can't afford to send both	1
More staff can attend with scholarship	1
Budget for only one naturalist to attend	3
Want many staff to go to implement new ideas	1
Multiple staff attending, limited in-service budget	2
County can't send more than 1 naturalist	1
Total	9

No In-service Funds

Couldn't go without scholarship	16
Professional development is a non-essential expense	1
Student or grad student - can't go without scholarship	5
AmeriCorps, no in-service budget	2
Seasonal employee - no in-service budget	4
Budget for program, not for in-service	1
County doesn't pay for workshops	1
Non-profit, no in-service funds	2
Otherwise out of pocket	5
Part-time - no in-service budget	6
Makes income from program fees, not salary - no in-service budget	1
Full time teacher	1
No budget in school district	2
So I can attend the entire workshop, not 1 or 2 days	1
Department has no in-service money	3
Self employed	1
Freelance jobs, irregular income	1
Workshop means unpaid leave plus hotel	1
Small business owner, no in-service funds	1
No in-service budget	3
Total	58

Budget cuts / small budget

Can't go if county has to pay for all of workshop	1
Limited in-service budget	16
Organization will only pay for part	1

Small EE budget - this would take most	3
Tight budget	1
Budget cuts	2
Lessen strain on EE budget	1
Workshop not in budget	2
Workshop budget has been cut	1
Tight budget, better chance to attend with cost saving scholarship	1
Usually can't go to NAI functions because of budget	1
Doesn't know how much employer will provide	1
Total	31

Restricted / limited to certain workshops

Only one workshop per year is approved in budget	3
Can only attend regional when in Iowa, no in-service budget	1
No budget for regional or national workshops	1
Only has budget to attend IAN	1
Total	6

Financial need falls into four categories: Issues sending multiple staff to workshops, no in-service budget, budget cuts or small budgets, and restrictions or limitations on attending certain workshops.

-Most scholarship recipients receive no in-service money from their employers (56).

-Budget line items for in-service and professional development are often the first to be cut in many organizations (13).

-Organizations sometimes can send one staff member to an in-service event but not multiple staff members (9).

-Some organizations restrict the employee to one in-service event per year, one specific workshop, or attendance at the workshop may depend on the workshop location (6).

Clearly the information shows a need for financial assistance for environmental educators to attend in-service and professional development events.

Appendix B



Evaluation 1

National
for



Association



Interpretation Region V Workshop
IAN/REAP Scholarship Evaluation Form

1. How did you find out about the workshop? Please check all that apply.

- Iowa Conservation Education Council (ICEC) Newsletter
 - Iowa Association of Naturalists (IAN) Newsletter
 - National Association of Interpreters Region V website
 - E-mail from Workshop Committee (i.e. registration chair, etc.)
 - E-mail from Scholarship Committee
 - Other, please list _____
- ICEC website (iowacee.org)
 - IAN website
 - Buffalo Bull Newsletter
 - Colleagues

2. How did you find out about the scholarship? Please check all that apply.

- Iowa Conservation Education Council (ICEC) Newsletter
 - Iowa Association of Naturalists (IAN) Newsletter
 - National Association of Interpreters Region V website
 - E-mail from Workshop Committee (i.e. registration chair, etc.)
 - E-mail from Scholarship Committee
 - Other, please list _____
- ICEC website (iowacee.org)
 - IAN website
 - Buffalo Bull Newsletter
 - Colleagues

3. List one or more areas of new or intensified interest in which you now have as a result of the conference.

4. Did you meet a teacher/naturalist/colleague from your area? _____ Yes _____ No

If yes, how likely are you to work with them in the future?

- Extremely Likely
- Somewhat Likely
- Not Likely at all

5. To what extent did the conference sessions, speakers and/or interactions with other professionals refresh or

introduce you to **new teaching strategies** such that you are now better prepared to educate more effectively?

(Check all that apply.)

- No new strategies
- Reminded of strategies I knew but hadn't used for awhile
- Picked up a few new ideas
- Learned crucial new strategies that will impact how I educate

How likely are you to implement one or more of these strategies into your lessons/programs?

- _____ Extremely Likely
- _____ Somewhat Likely
- _____ Not Likely at all

6. How many regional interpretive workshops, including this workshop, have you attended? _____

7. Did you see any benefits to attending a regional workshop such as NAI, versus attending a state workshop, such

as Iowa Association of Naturalists, Iowa Conservation Education Council's Winter Solstice, Iowa Science Teachers, etc.? _____ Yes _____ No

If yes, what are the benefits?

8. If scholarships were available every year for you to attend a regional workshop, how likely would you be to attend?

- _____ Extremely Likely
- _____ Somewhat Likely
- _____ Not Likely at all

9. How easy did you find the process of applying for the scholarship?

- _____ Extremely Easy
- _____ Somewhat Easy
- _____ Not Easy at All Why?

10. How easy did you find the process of receiving the scholarship?

- _____ Extremely Easy
- _____ Somewhat Easy
- _____ Not Easy at All Why?

Who would you like your check made out to? _____

Where would you like your check mailed? _____

You will be receiving the second evaluation via e-mail. Please look for it in six months.

Leave in basket at REAP table or send to:
Beth Waage
15565 118th Ave.
Indianola, IA 50125 E-mail: bethwaage@mindspring.com

Appendix C
Compilation of Evaluation 1



National
for



Association



Interpretation Region V

Workshop

IAN/REAP Scholarship Evaluation Form

1. How did you find out about the workshop? Please check all that apply.

- _26_ Iowa Conservation Education Council (ICEC) Newsletter _7_ ICEC website
66 Iowa Association of Naturalists (IAN) Newsletter _27_ IAN website
27 National Association of Interpreters Region V website _16_ Buffalo Bull

Newsletter

- _28_ E-mail from Workshop Committee _42_ Colleagues
30 E-mail from Scholarship Committee

Other, please list

- _4_ IAN Listserve
3 on planning committee for workshop
9 IAN Conference
3 Dr. Pease
4 e-mail/flyer from NAI

2. How did you find out about the scholarship? Please check all that apply.

- _13_ Iowa Conservation Education Council (ICEC) Newsletter _4_ ICEC website
52 Iowa Association of Naturalists (IAN) Newsletter _22_ IAN website
9 National Association of Interpreters Region V website _5_ Buffalo Bull

Newsletter

- _26_ E-mail from Workshop Committee _35_ Colleagues
41 E-mail from Scholarship Committee

Other, please list:

- _5_ IAN Listserve
1 REAP/CEP meeting when awarded grant
2 co-wrote the grant
8 IAN Conference
2 Dr. Pease

3. List one or more areas of new or intensified interest in which you now have as a result of the conference.

- _2_ Finger puppet programs
1 Nature Center Design

- _6_ History of EE
- _2_ Iowater
- _1_ Ecotourism
- _5_ Programs based on children's books
- _17_ Senior Programming
- _1_ Hands-on activities with children
- _1_ Fire making w/bow drill (personal contact)
- _1_ Will work more with sound simulations
- _12_ Pre-school age programming (3-5 years old)
- _4_ Iowa Caves
- _10_ 1st person Historical programming
- _1_ Good ideas for bus tours
- _8_ Insect Programs
- _17_ Fact checking program information to separate Myths from facts
- _9_ Design topics/issues for newsletters/publications
- _1_ web-sites for reference on EE Topics and factual research
- _1_ on workshop committee so understands what goes in to planning a region V workshop
- _10_ Prehistoric Programs
- _1_ Contributing to workshops
- _6_ Integrating music in to programs
- _3_ Firsthand info. On how to work w/an exhibit firm
- _2_ Historical Interpretation of local culture
- _2_ Evaluating training of volunteers
- _2_ Program Evaluation
- _1_ Professional Association Involvement (NAI,IAN)
- _3_ ways to combine nature and history in to interpretive programs
- _16_ exhibit/sign designs
- _2_ working with kids
- _7_ sandbox archaeology
- _9_ program development
- _1_ Green Architecture
- _1_ towboat industry
- _1_ bird nesting areas along the Mississippi
- _4_ Gender Issues in EE
- _1_ NAI Web-site exploration
- _4_ New prop ideas
- _2_ Great Depression/Dust Bowl Era
- _2_ Behavior Strategies in the Field
- _1_ Ways to deal w/people who disagree w/agencies programs/policies
- _1_ Program packages for volunteer use
- _1_ Iowa's Natural Resources and State Parks
- _1_ Public relations
- _7_ Need for and benefit of interpretive master planning
- _1_ New technology to make information sharing easier
- _1_ Publishing through NAI
- _1_ Dealing w/irrational ideas
- _1_ New strategies to recruit staff
- _1_ Better understanding of NAI

1 Snail Identification

 1 Watersheds

 1 Sinkholes

4. Did you meet a teacher/naturalist/colleague from your area? 99 Yes 8 No

If yes, how likely are you to work with them in the future?

 51 Extremely Likely

 47 Somewhat Likely

 1 Not Likely at all

5. To what extent did the conference sessions, speakers and/or interactions with other professionals refresh or

introduce you to **new teaching strategies** such that you are now better prepared to educate more effectively?

(Check all that apply.)

 No new strategies

 41 Reminded of strategies I knew but hadn't used for awhile

 79 Picked up a few new ideas

 30 Learned crucial new strategies that will impact how I educate

How likely are you to implement one or more of these strategies into your lessons/programs?

 79 Extremely Likely

 28 Somewhat Likely

 Not Likely at all

6. How many regional interpretive workshops, including this workshop, have you attended?

Number of Workshops

Number of scholarship recipients

1

56

2

16

3

10

4

6

5

11

Average=2.7

6

1

8

2

13

1

15

2

21

1

7. Did you see any benefits to attending a regional workshop such as NAI, versus attending a state workshop, such as Iowa Association of Naturalists, Iowa Conservation Education Council's Winter Solstice,

Iowa Science Teachers, etc.?

 99 Yes

 5 No,

 1 Benefits to attending both

 3 Unsure, haven't attended others to compare

If yes, what are the benefits?

 13 Networking w/people who aren't naturalists

 64 Networking w/out of state people

 5 visiting new parks/areas in other states

__33_ more variety of presenters, programs, and techniques

__1_ greater variety of vendors and booths

__23_ Networking

8. If scholarships were available every year for you to attend a regional workshop, how likely would you be to attend?

__83__ Extremely Likely

__25_ Somewhat Likely

_____ Not Likely at all

9. How easy did you find the process of applying for the scholarship?

__105_ Extremely Easy

__3_ Somewhat Easy

_____ Not Easy at All Why?

10. How easy did you find the process of receiving the scholarship?

100 Extremely Easy

__6_ Somewhat Easy

_____ Not Easy at All Why?

Appendix D
Evaluation 2



National Association for

Interpretation Region V Workshop
IAN/REAP Scholarship Evaluation Form

1. Have you used information you learned at the conference in your personal life?

- Yes
 No, but I will when I have the opportunity
 No

2. If you met a teacher/naturalist from your area at the conference, have you worked with them?

- Yes.
 No, but I am still planning on it.
 No.

3. Have you implemented new teaching strategies into your lessons or programs?

- Yes.
 No, but I will when I have the opportunity.
 No.

Please list the strategies you have used:

4. Have you changed your thinking of environmental education because of the conference or somebody you met at the conference?

- Yes.
 No.

If you answered yes, please explain what caused you to change your way of thinking?

5. Have you used information you learned at the conference in your programs or lessons?

- Yes.
 No, but I will when I have the opportunity.
 No.

Please summarize the information or list the session from which you learned the information.

Appendix E
Compilation of Evaluation 2



National
for



Association



Interpretation Region V Workshop
IAN/REAP Scholarship Evaluation Form

1. Have you used information you learned at the conference in your personal life?

51/76% Yes
10/15% No, but I will when I have the opportunity
6/9% No

2. If you met a teacher/naturalist from your area at the conference, have you worked with them?

29/43% Yes.
17/25% No, but I am still planning on it.
17/25% No.
4/6% N/A

3. Have you implemented new teaching strategies into your lessons or programs?

38/57% Yes.
23/34% No, but I will when I have the opportunity.
6/9% No.

Please list the strategies you have used:

- 1 Have tried to add more passion to my programs
- 1 Trail Hike ideas
- 2 Human Glacier Program
- 1 Rearranged presentation for better flow
- 2 Researching nature myths before presenting
- 2 Integrating more literature and evaluating it before using it
- 1 Using more costumes
- 1 Jeopardy Game
- 1 Where your food comes from
- 1 Snake Lifecycle
- 1 Have used strategies from Tricks, Tools and Treats
- 1 Have incorporated an activity in to a team building class
- 1 Marbles for attention getting and other tips and techniques
- 4 More active participation
- 1 Using Icebreakers
- 1 Ideas from "A Boatload of Ideas"

4. Have you changed your thinking of environmental education because of the conference or somebody you met at the conference?

28/42% Yes.

38/58% No.

If you answered yes, please explain what caused you to change your way of thinking?

1 Have new ideas for effectively teaching the public on topics close to wildlife management.

1 Just more aware now

1 My way of thinking was reinforced by like-minded individuals.

1 Informal discussions with other attendees.

1 Met another naturalist with same philosophies

1 A lot of examples of people passionate about EE

2 Meeting different people and seeing their styles/topics/programs allowed me to envision different ways to teach

1 From trading ideas with others.

1 Making sure things are facts before presenting them

1 Session on Design and Interpretation- learned how to impact the public's perception of the env through signage and publications.

3 Where is Env. Ed session

1 Visiting Osborne Nature Center reinforced not having live animals on display

2 Expanding the definition of EE to include seniors, not just kids

1 Need to learn how to think like others who don't necessarily think or learn like I do

5. Have you used information you learned at the conference in your programs or lessons?

47/70% Yes.

16/24% No, but I will when I have the opportunity.

4/6% No.

Please summarize the information or list the session from which you learned the information.

7 "Life Cycle and Adaptation Fun for Children"

1 "The Skeptical Interpreter"

1 "Kindernature"

1 "Sustainability: Australia and the Midwest"

4 "A Boatload of Ideas"

2 "Iowa Underground"

1 "Take a Trip to an Ice Age Refuge"

6 "Teamwork for Successful Exhibits and Displays"

5 "Tricks, Tools and Treats: Working With Children"

4 "Discover the Stories Written in the Dust- The Great Depression"

5 "Natural Music"

4 "Senior Citizens: An Eager Audience for Nature Programs"

2 "Sandbox Archeology"

6 "Is that a fact?"

1 "Interpretive Planning for the Busy Naturalist"

1 "Behind the Scenes Tour" at the Museum

1 "Dubuque A.M. Field Trip"- Historic Information

4 "Getting the Best from Books"

3 "Design and Interpretation: What Graphic Designers Can Learn from Yard Sale Signs"

2 "Where's Environmental Ed?"

1 "Impact of Gender on Your Career and Your Audience"

3 "Recent Prehistoric Life- A Local Focus"

1 "Victorian Progressive Dinner"

2 "Insectigations!"

2 Getting more hands on with program activities

2 Craft activities

1 From discussions of nature deficit disorder

1 Have made EE a priority and am adding it to as much curriculum as I can

1 Revamped pre-school programs after the conference

1 Learning about fish at the river museum has helped in river programs

1 Master Conservationist

1 During Networking

1 Behavior and group management

Please return to Beth Waage or Amy Yoakum. You can mail them to Beth at 15565 118th Ave. Indianola, IA 50125

Appendix F

In-kind contributions - estimated and actual

Estimated volunteer time - grant and workshop committee

21 members x 40 hrs @\$16/hr = \$13,440

Actual volunteer time - grant and workshop committee

Exhibits	25
Auction	32
Special Events	17
Grant	130
Volunteer	73
Workshop	240
Off Site	250
Entertainment	28
Registration	120
Program	200
Logistics	70
Promotions	80
Concurrent Sessions	120

1385 @ \$16/hr = \$22,160

In-Kind advertising/marketing of scholarship and workshop

NAI Region V newsletter <i>Buffalo Bull</i>	Donation \$200
Volume 17 Number 3 June 2005 page 14	
Volume 17 Number 4 September 2005 pages 6, 9, and 11	
Volume 18 Number 1 December 2005 page 16	
NAI Region V Website June 2005 to April 2006	Donation \$1,000
Complete scholarship on Iowa page	
Workshop details on workshop page	
NAI National newsletter <i>InterpNews</i>	Donation \$400
Fall 2005	
IAN newsletter <i>The Web</i>	Donation \$100
Volume 15 Number 3 Autumn 2005	
IAN Website	Donation \$100
September 2004 to April 2006	
ICEC Website	Donation \$100
September 2004 to April 2006	
ICEC Newsletter	
Fall 2005	
	Total In-Kind marketing/advertising
	\$1,900

Estimated In-Kind contributions \$15,340

Actual In-Kind contributions \$24,060