

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):

Project Title: P.A.R.T.Y. (Playful Active Recreation: Targeted for You)

Report Prepared by: Lori Foresman-Kirpes & Patrice Petersen- Keys

Project Number: #06-09

Date Submitted: March 13, 2006

Check one:

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

Final report (covering Jan. 2006-June 2006 activities) **DUE: November 15, 2006**

Note: Your Final Project Billing Form and documentation will be due to the DNR (Kathleen Moench) on **August 31, 2006**. See Grant Agreement, Attachment B.

1) Project summary

PARTY, also known as “Playful, Active, Recreation: Targeted for YOU”, is a pilot program to get teens active in the outdoors through after school programs. This program will develop a curriculum for five different outdoor skills integrated with natural resource concepts. For example, water quality issues will be addressed during a unit on canoeing. These curriculums will be piloted to teens in the Des Moines metro area by a Polk County Conservation (PCC) naturalist.

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.) Conduct a teacher in-service to educate after-school program facilitators about the PARTY grant programming opportunities
- 2.) Develop Outdoor Skills curriculum for middle school students
- 3.) Conduct Outdoor Skills programs with after-school programs for middle school students
- 4.) Develop an evaluation tool for the P.A.R.T.Y. grant
- 5.) Public communications activities
- 6.) Adapt outdoor skills curriculum based on the evaluation results and data
- 7.) Grant transference to other entities.

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: Conduct a teacher in-service to educate after-school program facilitators about the P.A.R.T.Y. grant programming opportunities</p> <p>Activities: PCC naturalists met with coordinators of the two participating after-school programs and scheduled a teacher in-service time for promoting the PARTY grant to the instructors throughout the metro area. At the teacher in-service PCC provided the instructors with handouts detailing the 5 outdoor skills programs, which could be chosen for their groups. Contact information was also included on the sheet for instructors to call and schedule outdoor skills programs for the 2005-2006 school year. Several instructors scheduled programs at the in-service.</p> <p>Additional explanation, if needed: PCC is still receiving program scheduling request for the upcoming Spring season.</p>	100%
<p>#2 Develop Outdoor Skills curriculum for middle school students</p> <p>Activities: PCC naturalists identified 5 outdoor skills programs to develop and offer to the after-school programs. These programs include: GPS & Orienteering, Snowshoeing/Cross Country Skiing, Winter Survival Hike/ Backpacking, Fishing, and Canoeing</p> <p>Additional explanation, if needed: 17 outdoor skills programs are currently scheduled for the upcoming Spring season</p>	80%
<p>#3: Conduct Outdoor Skills programs with after-school programs for middle school students</p> <p>Activities: PCC naturalists have conducted over 21 outdoor skills programs from October 2005 to Feb 2006. Over 341 students have participated in these outdoor skills. Many of the middle school students we instruct are inner city kids who have very little connection to the environment and outdoor activities. These outdoor skill activities encourage students to become more physically active and learn about environmental issues facing Iowa.</p> <p>Additional explanation, if needed:</p>	55%
<p>#4: Develop an evaluation tool for the P.A.R.T.Y. grant</p> <p>Activities: PCC naturalists attended an Evaluation Strategies workshop held in Des Moines to assist with developing an effective evaluation tool for the P.A.R.T.Y. grant. After attending this workshop, we decided to change the initial evaluation. Our second evaluation with pre and post questions on the same form. A 2 to 5 month evaluation was developed for participants receiving two or more outdoor skills classes in the 2005-2006 school year</p> <p>Additional explanation, if needed: Based on the Evaluation Strategies workshop and after discussion with Susan Salterberg, the P.A.R.T.Y. outcomes were changed to be more effectively evaluated.</p>	85%
<p>#5: Public communications activities</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Marketed the P.A.R.T.Y. curriculum opportunities to the Des Moines metro coordinators of the Chrysalis Foundation after-school program. 2. Marketed the P.A.R.T.Y. curriculum to the Polk County ISU Extension after school program coordinators 3. Des Moines Register wrote articles on the P.A.R.T.Y. grant promoting the outdoor skill opportunities for after school youth. 4. The Chrysalis Foundation filmed the Winter survival hike PCC conducted to use for their marketing. 	60%

Additional explanation, if needed:	
<p>#6: Adapt outdoor skills curriculum based on the evaluation results and data</p> <p>Activities: Collect and review evaluation data and comments and adjust programming accordingly to be most effective in teaching the outdoor skills, promoting an active lifestyle and bringing to light environmental issues facing Iowans.</p> <p>Additional explanation, if needed:</p>	60%
<p>#7: Grant transference to other entities.</p> <p>Activities: PCC has already received requests from the partnering agencies to continue this program next year. PCC worked with the Des Moines Success program in writing a grant extending these outdoor skill opportunities for youth in the Summer months. PCC will present the P.A.R.T.Y. program at upcoming Fall/Winter conferences and workshops.</p> <p>Additional explanation, if needed:</p>	30%

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.*

Based on the Fall 20065 Evaluation Strategies Workshop PCC naturalists attended, we discussed changing our Outcomes with Susan Salterberg. These changes allow the grant to be more effectively and realistically evaluated. Below are the new outcomes developed as well as the initial outcomes written in the grant.

NEW -Outcomes will be determined thru evaluations.

Students will gain an increased knowledge of an outdoor skill.

Students will share their experience of the new outdoor skill with family or friends.

Students will have an increased awareness of environmental issues in Iowa.

Students will attend a PCC sponsored activity, such as, a public program or outdoor skill activity.

Students will visit the PCC website for additional information on environmental issues and activities.

Students will visit a new park and participate in the outdoor skill.

OLD (Initial) Outcomes

Students will encourage two family members or friends to join them in an outdoor activity.

Students will visit two new parks or recreation areas in the next six months.

Students will make personal choices that will help improve Iowa’s environment.

Students will continue to participate in an outdoor activity six months after conclusion of the program.

As the program is implemented and results from the teacher and student evaluations are determined, adjustments to the curriculum and delivery methods will be made. The results will be included in the final report to the REAP/CEP Board.

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.

Polk County Conservation has been working with a variety of entities to bring these outdoor skills programs to middle school children. A major collaborating entity is the Chrysalis Foundation and another entity is the Polk County Extension with their after school program for middle school students entitled "Show'em Whatcha Got".

6) 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

Develop five outdoor skill curriculums

4 out of the 5 outdoor skill curriculums have been developed. Based on evaluations changes/adaptations will be made for the final report and to present at conferences.

Involve 500 students in learning and doing at least one outdoor skill.

341 students have been taught at least one outdoor skill as of Feb 2006.

Involve 300 students in learning and doing three or more outdoor skills.

238 students (of the 341) have been taught 2 or more outdoor skills as of Feb 2006.

Present at one or more environmental education conferences.

This is projected to be done this Fall/Winter.

Write an article about PARTY and have it published in two professional newsletters.

This is projected to be completed in the Fall/Winter after all data has been collected and analyzed.

Outcomes:²

NEW -Outcomes will be determined thru evaluations.

Students will gain an increased knowledge of an outdoor skill.

Based on the pre-post survey given at the end of the program, there was a 42% increase in knowledge of the outdoor skill being taught that afternoon.

Students will share their experience of the new outdoor skill with family or friends.

Students are 35% more likely to share this experience with family or friends after attending the outdoor skills program.

Students will have an increased awareness of environmental issues in Iowa.

Students indicated a 39% increase in knowledge of environmental issues after the outdoor skills program.

Students will attend a PCC sponsored activity, such as, a public program or outdoor skill activity.

Students are 33% more likely to attend a PCC public program after learning about PCC activities at the outdoor skills program

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.

Students will visit the PCC website for additional information on environmental issues and activities.

Students are 44% more likely to visit the PCC website for additional information on upcoming activities and environmental issues after participating in the outdoor skills program.

Students will visit a new park and participate in the outdoor skill.

Students are 37% more likely to visit a new park and participate in the newly learned outdoor skill.

OLD Outcomes

Students will encourage two family members or friends to join them in an outdoor activity.

Students will visit two new parks or recreation areas in the next six months.

Students will make personal choices that will help improve Iowa's environment.

Students will continue to participate in an outdoor activity six months after conclusion of the program.

Following is a list of additional comments the students put on the evaluation forms:

I had a really fun day

I learned about trees and animals

I had a really fun afternoon and everything was cool

The best thing was the really big tree, but the pooh stuff was mean!

I had a lot of fun

Rock on

I thought it was fun and wish *show- em- whacha- you- got* was having it again!!!

I can't wait to share it with my friends it was the best!!

It was fun

It was fun!

I thought it was cool and learned new things!

I think the activity would have been better if I was dressed better

It was nice to get outside and walk around

The hike was great, wonderful

This activity was fun. I enjoyed it!

It was really fun, I can try the pet thing and know where a beaver has been

It was cool and I get some exercise while learning!

It was fun!

"all tens"

I had a bunch of fun even though my animal died

I had a lot of fun, I enjoyed this hike!

It was Ok and I probably wouldn't do it again

It was very fun, I enjoyed it very much, thanks!

I loved it

I like hiking I will try it in the park by my house

I will go again

It was ok but will not do it again

I really thought it was really cool and want to do it again

I think it was gets, I like it

It was very fun and educational. I learned about beavers and seeing a lot of beaver chewed trees

(no computer) This is in regards to question about looking up environmental info. And PCC on the website.

It was fun

(No computer)

I really would like to come to all the programs (no computer)

It was fun, sweet, gay of a time

It was fun!

It was a great time. My animal died.

Cold!!! (no computer)

Fun!

It was fun and I got cold

Great time

I had a great time!

I had a great time!

Fun!

Had a great time

Was ok

I loved this experience, it felt like I was in the Rockies

This was the best game I ever played

I think snowshoeing was fun and got them out of the box for teens – (leader comments)

No I did not like the outdoors

It was kind of fun but very hard to walk in (snowshoes)

I enjoyed learning how to survive in the outdoors, mostly during the spring

Arthur was very funny

Thank you for telling us all the new things we learned today

It was fun, I got to play with my friend, I hit myself in the back when I was running, it hurt really bad,
plus I fell right down the hill

I thought it was going to be hard but it wasn't at all. It was also a very fun thing to do

It was very fun when we were learning about hypothermia

I didn't like this activity at all, I don't like being outside during the fall and winter, so I wouldn't do this activity at all,

I wouldn't go to any of these activities

I didn't like this activity, I am just not interested in these outdoor activities, I wouldn't ever want to come

I had a lot of fun trying this activity and I hope we can do it again

I liked this class!

I didn't like it

I didn't like it

Ice water is very, very cold

It was fun going snowshoeing

I loved it, it was cool, It made me feel like big foot (snowshoes)

I think this program was fun and I would suggest it to some of my friends

I like the snow shoeing

I really liked this class

7) Final report only: What were your one to three most effective marketing tools (i.e., conferences, e-mails, flyers, news releases in local papers) and why? Describe your use of them.

8) Final report only: Please summarize your project, in 250 words or less. This summary will be published on the iowaee.org website as your Final Report Summary. The primary audiences for iowaee.org's website are formal and non-formal educators. The final report should include the following, in the order and bulleted format shown below:

- Project title and Project number:
- Contact person:
- Organization's name, address, website, phone and e-mail:
- Project beginning and ending dates:
- Amount of REAP CEP grant award:
- Project's purpose and targeted audience:
- Project highlights:
- At least one but no more than six photo(s) of activities in jpeg format (*Be sure to secure subjects' written permission to allow for use of photo(s) as REAP CEP deems appropriate. Provide photo descriptions and identification of people in the photo(s), and include names of all parties for whom permission was garnered. Note: Receipt of permission to use photos is your responsibility as a grantee, not REAP CEP's.*)

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

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

10) Other comments?

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): Polk County Conservation

Project Title: P.A.R.T.Y. (Playful Active Recreation: Targeted For You)

Project Number: #06-09

Check one:

As of May 2005, this section is personalized for each grantee (grantees should refer to their Grant Agreement), but below is a sample schedule of due dates.

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

Final report (covering Jan. 2006-June 2006 activities) **DUE: November 15, 2006**

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)	26,096	13,048	13,048	13,048
2. Travel	1,250	315.18	315.18	934.82
3. Supplies	0			
4. Other (combine "Contractual" and "Other" categories here)	0			
5. Indirect costs	2,734	1,640.40	1,640.40	1,093.60
6. Total	30,080	15,003.58	15,003.58	15,076.42

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.

****PLEASE NOTE ATTACHMENTS:**

Pre-Test Information for PARTY “Playful Active Recreation: Targeted for YOU” Grant

- 1.) Do you recycle?
Always most of the time sometimes never
- 2.) Do you pick up litter to help clean-up the environment?
Always most of the time sometimes never
- 3.) Do you shut off the lights or TV when you leave the room?
Always most of the time sometimes never
- 4.) Have you ever done any volunteer service for the environment, such as, litter pick-up? If so, what was the activity?
- 5.) Name three environmental issues facing Iowa today.
- 6.) Name two personal things you currently do to improve Iowa’s environment (i.e. shut off the water when I brush my teeth, keep the doors and windows closed when the furnace or air conditioner are on).
- 7.) What outdoor skills\activities do you currently participate in and how often do you participate in this activity?

a. Fishing	never	1to 2 times	3 or 4 times	5 or more times
b. Canoeing/kayaking	never	1to 2 times	3 or 4 times	5 or more times
c. Orienteering/GPS	never	1to 2 times	3 or 4 times	5 or more times
d. Cross-country skiing	never	1to 2 times	3 or 4 times	5 or more times
e. Snowshoeing	never	1to 2 times	3 or 4 times	5 or more times
f. Hiking/Backpacking	never	1to 2 times	3 or 4 times	5 or more time
g. Biking	never	1to 2 times	3 or 4 times	5 or more times
h. Rollerblading	never	1to 2 times	3 or 4 times	5 or more times
i. Other:				
- 8.) How often do you currently visit a park or open space for outdoor recreation:

a. more than 3x’s per week	b. once per week	c. once every couple weeks
d. once a month	e. a couple times a year	f. never g: other
- 9.) Follow-up contact information:
Name: Address: Phone: email:

Outdoor Skill Class – Winter Hike/Winter Survival Evaluation Information

1. Rate your knowledge of this activity **before the class (x)** and **knowledge after the class (0)**

1 2 3 4 5 6 7 8 9 10
No knowledge I am very knowledgeable
about this activity.

2. Rate your knowledge of environmental issues **before(X)** and **after(O)** the class

1 2 3 4 5 6 7 8 9 10
No knowledge I am very well informed.

3. How likely are you to come to a Polk County Conservation outdoor skill public program?
(X) Before class (0) After the class

1 2 3 4 5 6 7 8 9 10
Never As many as I can!

4. How likely are you to visit Polk County Conservation's website for more information on
upcoming programs and environmental questions? **(X) Before class (0) After the class**

1 2 3 4 5 6 7 8 9 10
Not at all I will definitely visit the
website!

5. How likely are you to visit a new park and try this outdoor skill?
(X) Before class (0) After the class

1 2 3 4 5 6 7 8 9 10
Not at all I will definitely visit a new
park!

6. How likely are you to share this new outdoor skill information with family or friends

1 2 3 4 5 6 7 8 9 10
Not at all I can't wait to share
this information!

7. Additional comments:



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P.A.R.T.Y. – Outdoor Skills Evaluation Follow-up

1. What was the outdoor skill that Polk County Conservation presented to your group at the last class?
2. Name two things you learned/remember from the last outdoor skill program?

3. Did you share your outdoor skill experience with family or friends?

If Yes, how many people? _____ and who? _____

4. Did you try this new outdoor skill since the last session?
If yes, with whom did you try the outdoor skill?

5. Did you visit a new park or nature area since the last outdoor skill program?
Yes or No *If yes*, name the park _____

6. Name two environmental issues facing Iowa today?

7. Have you attended a Polk County Conservation program since the last outdoor skills class?
Why or Why not?

8. Have you visited the Polk County Conservation website?
If Yes, how many times? _____



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