

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): Polk CC

Project Title: PARTY-on

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

Project Number: 07-18

Date Submitted:

Check one:

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

Final report (covering Oct. 07-March 08 activities) **DUE: April 15, 2008**

Note: Your Final Project Billing Form and back-up documentation will be due to Susan Salterberg (CEP contract monitor) on **May 30, 2008**. See Grant Agreement, Attachment B, for billing information. Please send the billing information to: Susan Salterberg, 4059 Stewart Road, 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) Identify methods for teaching environmental concepts
- 2) Develop GPS curriculum that will include EE components
- 3) Facilitate PARTY-on 3-part programs for 600 participants, which include the service learning project and the teaching of at least three environmental concepts
- 4) Evaluate the project throughout and at its conclusion
- 5) Publicize project activities and REAP CEP's role

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: Identify methods for teaching environmental concepts</p> <p>Activities: PCC's goal for the PARTY-on grant is to meet with each Middle/Jr. High Afterschool group three times. The three programs will consist of: 1. Introduction to the GPS and Geocaching incorporated with environmental concepts 2. A service learning project in the parks emphasizing environmental issues relevant to Iowa. 3. Participate in an outdoor skill with the group and incorporating environmental issues into the program.</p>	80%

<p>Additional explanation, if needed:</p>	
<p>#2: Develop GPS curriculum that will include EE components Activities: A hands-on GPS curriculum has been developed which incorporates, a variety of environmental issues relevant to Iowa and introduces the concept of Geocaching and finding “caches”.</p> <p>Additional explanation, if needed: This activity has been well received by the afterschool groups. It gets the students outside working together in teams. And then has them problem solving in the classroom on putting their puzzle together and discussing the environmental issue they have been assigned. This activity has led to great group discussion and is relevant to their everyday lives. Plus, the students really enjoy working with technology.</p>	<p>80%</p>
<p>#3: Facilitate PARTY-on 3-part programs for 600 participants, which include the service learning project and the teaching of at least three environmental concepts</p> <p>Activities: As of September 2007, PCC has given GPS programs, outdoor skill programs and service learning activities to 416 students in the greater Des Moines metro area. We have received a great response and results from the students and teachers with the hands-on experiential programming PCC has been able to offer to the middle school students via the REAP grant.</p> <p>Additional explanation, if needed: The preliminary data/evaluations received indicate over 76% of the students are now more likely to spend more time outdoors after doing the PARTY-on programs with Polk County Conservation</p>	<p>60%</p>
<p>#4: Evaluate the project throughout and at its conclusion</p> <p>Activities: As of September 2007, PCC has completed over 50% of the REAP grant. See the attached evaluations: 1. GPS evaluation 2. Party-on follow-up evaluation (for students completing all three classes – GPS – Service Learning and Outdoor skills) 3. Teacher’s evaluation</p> <p>Additional explanation, if needed: Amazing results and insights from the students and teachers after completing all three Party-on classes. For example,</p> <ul style="list-style-type: none"> • There was a 58% increase in the students knowledge of what a GPS is and how to use it • 40% of the middle school students indicated they are likely to visit a new park and try the outdoor skill • 39% of the middle school students indicated an increase in the knowledge of environmental issues in Iowa • 55% of the middle school participants indicated they plan to share this new knowledge with friends and family • 31 middle school students shared their new outdoor skill and experience with over 153 friends, family and other youth. • 16 middle school students visited a new park or outdoor area after their Party-on classes • Teachers/counselors gave the program a 9.6 rating (out of 10 max) for a very positive/beneficial impact for their students • Teacher comments, included: The students had to work together, problem solve and learn a new skill. The students really got into this also, all tried it, put worm on their own (hook) and enjoyed trying to catch fish. The outdoors skills connected students to the outdoors right in our neighborhood. The naturalists were engaging, encouraging, knowledgeable and friendly. They did a great job of working lessons about nature and ecology into the activities we did. They did not let weather interfere with planned activities, but found a way to adapt. • Student comments, included: 	<p>60%</p>

<ol style="list-style-type: none"> 1. Yes, I would do this program again, because it shows we care for our state and our environment 2. Students learned: Not to litter next time they visit a park, How to put a worm on the hook, how to take care of prairies, how to plant a tree and hook a worm, how to GPS and trust people, how to canoe and paddle. 3. Most common environmental issue listed by the students, included, pollution, litter, animal extinction, invasive species and global warming. 4. Students remembered after several weeks, The parts of the canoe and the canoe strokes, Don't touch poison ivy, The three names for a sunfish, and bass are carnivorous, That it is fun, How to use a GPS, I remembered it was lots of fun and loved the kids I worked with., Keep the environment clean 	
<p>#5: Publicize project activities and REAP CEP's role</p> <p>Activities: The Party-on program has been publicized in the Polk County Conservation Teacher Newsletter and e-mailed to a variety of afterschool's instructors via the Chrysalis program and via Iowa State's Extension after the bell programs. The Party-on program photos were also utilized in a variety of promotional venues for REAP, such as, at the Iowa State Capitol.</p> <p>Additional explanation, if needed:</p>	30%
<p>#6:</p> <p>Activities:</p> <p>Additional explanation, if needed:</p>	

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:

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?

The main challenge of the Party-on has been the timing of when the grant started Jan 2007. It doesn't coincide with the traditional school year and has been a scheduling challenge. But we have worked with great teachers and facilitators. They see the great value in the outdoor skills and environmental programming for the students. The teachers/counselors have been accommodating to include us in their schedules during the abbreviated school year.

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.

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 Oct 15, 2007. The midterm expenditure report may be a close estimate of REAP CEP expenses to date. This is not an official auditing document.

Your Final Project Billing Form and back-up documentation will be due to Susan Salterberg (CEP contract monitor) on **May 30, 2008**. See Grant Agreement, Attachment B, for billing information. Please send the billing information to: Susan Salterberg, 4059 Stewart Road, Iowa City, IA 52240.

Grant Recipient (organization name): Polk County Conservation

Project Title and Number:

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)	27,331	13,665	13,665	13,666
2. Travel	700	534	534	166
3. Supplies				
4. Other				
5. Indirect costs	2,841	1420	1420	1421
6. Total	31,252	15,619	15,619	15,253

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.