

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): Loess Hills Alliance

Project Title: Prescribed Fire Education for Loess Hills Absentee Landowners

Report Prepared by: Jamie Ridgely, Agren, Inc.

Project Number: 07-09

Date Submitted: July 13, 2007

Check one:

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

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

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

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) Contact absentee landowners to introduce services and educational opportunities
- 2) Conduct three conference call interviews, two meetings to familiarize landowners of benefits of prescribed fire, etc.
- 3) Make phone calls re: opportunities, one-on-one assistance, etc.
- 4) Provide one-on-one consultation and in-field visits
- 5) Evaluate outputs and outcomes.
- 6) Publicize and disseminate.

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: Contact absentee landowners to introduce services and educational opportunities.</p> <p>Activities:</p> <ol style="list-style-type: none">1) Compiled and sorted landowner list to include only “absentee” landowners who owned land in selected Loess Hills Special Landscape Areas. Also conducted internet search to augment list with phone numbers. Final contact list was made up of approximately 335 names of landowners who lived outside of Iowa or	100%

<p>outside of the county they owned land in.</p> <p>2) Developed introductory letter and promotional materials for upcoming educational opportunities and mailed to each contact. These packets included a self-addressed postcard that landowners could return to request additional prescribed fire resources.</p> <p>Additional explanation, if needed: Coming up with accurate mailing lists for this group of absentee landowners was more difficult than anticipated. Lists from last year's project were incomplete. Therefore, landowner lists had to be requested from the county assessor's office in each of seven counties we worked in. If the county had GIS capability, these were then cross-referenced with the Special Landscape Areas in each county. There was a charge for processing some of these lists and others were received free of charge. These lists are not formatted consistently between counties and took a significant effort to remove duplicates and sort to include only out-of-county landowners. However, it appears that this tax roll data is the best available and most current mailing address and ownership list in most states and counties. We continue to use this method for developing absentee landowner contact lists in other counties.</p>	
<p>#2: Conduct three conference call interviews, two meetings to familiarize landowners of benefits of prescribed fire, etc.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Met with Loess Hills Alliance Stewardship Committee to discuss format for calls and meetings and any new content for the Prescribed Fire Information Toolkit. 2) Updated Prescribed Fire Information Toolkit as a reference for absentee landowners. 3) Organized presenters and small group meetings in the metropolitan areas of Sioux City and Council Bluffs. 4) Prepared scripts for each of the three conference call interviews on the topics of benefits of prescribed fire, technical assistance available for prescribed fire, and financial assistance available for prescribed fire. 5) Phoned each landowner within an approximately 60 mile radius of each meeting area to remind them of the small group meetings. 6) Designed, printed, and mailed reminder postcards for the conference calls to all absentee landowners not attending small group meetings. 7) Updated Prescribed Fire Information Toolkit and printed 100 copies. 8) Held two small group meetings and three conference call interviews. 9) Mailed out seven Prescribed Fire Information Toolkits to landowners who requested them through returned postcards or phone calls to the Conservation Connect Hotline. <p>Additional explanation, if needed: Participation in both the small group meetings and the conference calls was disappointing. Eight absentee landowners participated in the Sioux City meeting, and seven absentee landowners participated in Omaha meeting. Seven individuals participated in the conference calls, some of them participating in more than one of the calls, and another five accessed the conference call recordings. An additional seven requested additional information by mail. Therefore, a total of 35 landowners out of the original 320 landowners (about 11%) participated at this stage of outreach. Although the response rate was low, we do feel that this series of introductory contacts was very important to the success of the individual phone calls (see next objective).</p>	100 %
<p>#3: Make phone calls re: opportunities, one-on-one assistance, etc.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Attempted to contact all landowners who did not actively participate in an earlier stage of outreach via telephone to ask if they were interested in learning more 	100 %

<p>about prescribed fire. Each landowner on the list was called up to three times at different times of the day or evening until they were reached. If they were not reached by the third call, a message was left with the toll-free Conservation Connect Hotline number. 141 absentee landowners were reached in-person via phone, and messages were left for an additional 64 landowners. 80 landowners requested additional information of some form through the phone call. During this phone conversation, landowners were offered access to listen to recorded conference calls, Prescribed Fire Information Toolkits, and/or on-site consultations by a Loess Hills prescribed fire professional.</p> <ol style="list-style-type: none"> 2) Mailed out Prescribed Fire Information Toolkits to an additional 70 landowners who requested them via the calls. 3) Compiled list of 10 landowners who were interested in an on-site consultation with a prescribed fire professional. <p>Additional explanation, if needed: These one-on-one phone calls were an extremely effective method of getting information to absentee landowners on prescribed fire in this instance. However, we do not believe that this method would have been effective the calls had not been prefaced by a series of other contacts. Many landowners indicated they recalled getting information in the mail from “Conservation Connect”. Very few landowners responded with “I’m not interested” or hung-up on the caller. We do believe that the personality of the caller and interest shown in landowner needs are important in getting a good response to the phone calls.</p>	
<p>#4: Provide one-on-one consultation and in-field visits</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Compiled list of 10 landowners interested in on-site consultations. 2) Requested technical assistance from prescribed fire professionals in the Loess Hills to phone landowners and make plans for on-site visit and follow-up consultation. 3) Visit potential burn sites and formulate recommendations. 4) Meet with landowner to discuss recommendations for their site and possible resources prescribed fire implementation. <p>Additional explanation, if needed: This objective has changed slightly from the original proposal. Matt Graeve left his position as TNC Loess Hills Burn Boss in early spring. Because of this, other professionals were sought out to provide one-on-one consultation to landowners. Agren has identified several qualified individuals who work in areas local to the potential burn sites and agreed to provide in-kind consultation to these landowners. These professionals will be working with landowners throughout the summer months to complete activities #3 and #4 above.</p>	30 %
<p>#5: Evaluate outputs and outcomes.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Develop two written survey tools, one for participants and one for non-participants. 2) Mail satisfaction survey tool to all absentee landowner contacts and follow-up with reminder postcards. 3) Compile and analyze survey results. 4) Prepare summary report of written survey results. 5) Adapt telephone survey from 2005 project. 6) Phone each landowner indicating they intended to conduct a prescribed fire to determine actual implementation. 7) Compile and analyze phone survey results. 8) Prepare summary report on final project outcomes. 	30%

<p>Additional explanation, if needed: There survey tools were developed and distributed in early July. Follow-up postcards will be mailed one-week following the initial mailing. Results will be compiled and analyzed as surveys are returned. Phone surveys will be conducted after the fall 2007 burn season.</p>	
<p>#6: Publicize and disseminate results.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Integrate project results into best practice recommendation developed by the Center for Absentee Landowners website and other pilot activities. 2) Prepare and conduct two or more presentations in Iowa. <p>Additional explanation, if needed: Dissemination will occur as results become available.</p>	<p>0 %</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 reports, 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 iowae.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?

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 **July 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 and back-up documentation to Susan Salterberg within 60 days of project completion. (Due Feb. 28, 2008.) See Grant Agreement, Attachment B. Mail the billing information to: Susan Salterberg, 4059 Stewart Rd., Iowa City, IA 52240.

Grant Recipient (organization name):

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)	0	0	0	0
2. Travel	0	0	0	0
3. Supplies	0	0	0	0
4. Other (Consulting- Agren, Inc.)	\$30,000	\$22,593	\$22,593	\$7407
5. Indirect costs	0	0	0	0
6. Total	\$30,000	\$22,592	\$22,592	\$7,407

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.