

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): Iowa Recycling Association

Project Title: 4R's (Reduce, Reuse, Recycle, Renew)

Report Prepared by: Shelene Codner/Teresa Kurtz

Project Number: # 07-07 **Date Submitted:** June 15, 2007

Check one:

Midterm report (covering July 2006-Dec. 2006 activities) **DUE:** February 15, 2007

Final report (covering Jan. 2007-June 2007 activities) **DUE:** June 15, 2007

Note: Your Final Project Billing Form and documentation will be due to Kathleen Moench of the DNR and Susan Salterberg (CEP contract monitor) on **August 31, 2007**. See Grant Agreement, Attachment B.

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. Solicit submission for 8 newsletters.
2. Produce 8 newsletters.
3. Layout 8 newsletters.
4. Distribute 8 newsletters electronically.
5. Communicate with public about REAP CEP.
6. Evaluate project.

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 ed ed teachers with NCLB requirements.</p>	80%
<p>#1: Solicit submission for 8 issues</p> <p>Activities: To date, submissions have been solicited for seven issues of 4R's. Solicitations have been directed to all subscribers who represent a cross-section of Iowa's Educational community and include traditional and non traditional administrators, teachers, public librarians, environmental educators, county naturalists, county extension offices, educational groups and organizations and other interested parties.</p> <p>Additional explanation, if needed: Per amendment, circulation was reduced to 7 issues.</p>	100%
<p>#2: Produce 8 newsletters</p>	

<p>Activities: To date, seven issues of 4R's have been produced. issues have included a cross-curricular selection of environmental activities, resources, funding opportunities and events, recognition as well as other pertinent environmental features.</p> <p>Additional explanation, if needed: Per amendment, circulation was reduced to 7 issues.</p>	100%
<p>#3: Layout 8 newsletters</p> <p>Activities: To date, seven issues of 4R's have been laid out. Because the newsletter is now distributed as an e-version, we have been able to incorporate the use of visually appealing full color images including recognition photos of educators and students contributing to the newsletter and participating in contests.</p> <p>Additional explanation, if needed: Per amendment, circulation was reduced to 7 issues.</p>	100%
<p>#4: Distribute 8 newsletters</p> <p>Activities: To date, seven issues of 4R's have been distributed. In addition, the distribution/subscribers listing has increased tremendously with each issue. We began with 0 subscribers and with the final distribution individual subscribers numbered 8,102. In addition, 1,517 public school administrators and 160 private school administrators who at a very conservative estimate forward the publication to 3 staff members for an additional circulation of 5,371. With the addition of IRA members the total estimated circulation is 13,543.</p> <p>Additional explanation, if needed: Per amendment, circulation was reduced to 7 issues.</p>	100%
<p>#5: Communicate with public about REAP CEP</p> <p>Activities: All distribution emails included information regarding REAP CEP as well as a link to ICEC's website directed to the page containing information regarding REAP CEP and the link to the IDNR website. In addition wording and links regarding REAP CEP appear on the mast of every issue of 4R's and have appeared in marketing articles that have been sent to several Iowa education groups. Beyond the funding period IRA continues and will continue to promote this invaluable Iowa resource to a cross-section of environmental educators and other interested parties.</p> <p>Additional explanation, if needed:</p>	100% +
<p>#6: Evaluate Project</p> <p>Activities: A final and formal evaluation survey was sent out to subscribers. The response was not overwhelming, however, we were able to obtain valuable data regarding outcomes and outputs, this will be included as an attachment to this report. We continue to monitor the project through subscriber inquiries, participatory interactions and comments received.</p> <p>Additional explanation, if needed:</p>	Ongoing

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.

Due to staff turnover the project began in November 2006 as opposed to the projected start date of October 2006. A request was made by Michaela Rich, who served as President of the Association at the time, to amend the project to reflect this change. This amendment was approved.

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.
Weyerhaeuser	\$5,000		
L.G. Publishing		\$1,825.35	Contest Prizes Special Events Prizes
Climb Theatres		\$900.00	Green Apple Awards Prize Pack Donation
Green Teacher Magazine		\$84.00	Green Apple Awards Prize Pack Donation
Stan Slaughter		\$210.00	Green Apple Awards Prize Pack Donation
TOTALS:	\$5,000.00	\$3,019.34	

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.)

Please see page 6

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)

Please see page 7

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.

For the Final Summary please see pages 8 and 9

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.

For photos, please see page 10

9) Mid-term and final reports: Include a completed Project Expenditure Summary with your mid-term and final reports. (See next page.)

10) Other comments?

The Iowa Recycling Association Board of Directors and staff would like to sincerely thank REAP-CEP for their generous sponsorship in the continuation of the 4R's program throughout the 2006-2007 school year. Your ongoing commitment to environmental education and conservation throughout the state is invaluable and has and will undoubtedly continue to move Iowa towards a more sustainable future.

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 Project Expenditure Summary

For your mid-term and final reports, please submit this completed form, along with Part I, via e-mail to salterberg@uni.edu.

For your final report, please also submit the Final Project Billing Form as a hard copy to Kathleen Moench at the DNR within 60 days of project completion. See Grant Agreement, Attachment B.

Grant Recipient (organization name): Iowa Recycling Association

Project Title and Number: 4R's (Reduce, Reuse, Recycle, Renew) # 07-07

Check one:

Midterm Project Expenditure Summary (covering July 2006-Dec. 2006 activities) **DUE:** February 15, 2007

Note: The mid-term expenditure report may be close estimates of REAP CEP expenses to date. This is not an official auditing document. Do not include non-REAP CEP expenditures in the table below. E-mail to Salterberg@uni.edu.

Final Project Expenditure Summary (covering Jan. 2007-June 2007 activities) **DUE:** June 15, 2007

Note: The Final Project Expenditure Summary is not an official auditing document, though should accurately reflect project expenses. Do not include non-REAP CEP expenditures. 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)	\$12,600.00	\$6,720.00	\$12,600.00	\$0
2. Travel				
3. Supplies				
4. Other				
5. Indirect costs				
6. Total	\$12,600.00	\$6,720.00	\$12,600.00	\$0

*SEE BELOW

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.

* The initial 50% advance was based on the approved funding amount of \$14,400.00. Since that time, a request and amendment lowering that amount to \$12,600.00 was submitted and approved. Therefore, the 50% advance of \$7,200.00 was overstated by \$900.00.

This amount was deducted from the second 40% advance. The next advance was in the amount of \$4,140.00 (\$5,040 (40% of 12,600.00) less \$900.00 (the overstated amount of the first advance)=\$4,140.00). The final 10% remaining totals \$1,260.00.

- 6A) The concrete examples of how Iowa educators have used the 4R's publication to assist them in meeting their environmental education goals are plentiful. However, the heartening exemplar below demonstrates how the cross-curricular seeds of sustainability provided by the 4R's publication are planted in the classroom, nurtured long after the last bell of the day has sounded and grow to produce fruits so delectable that soon others are unable to refrain from seizing a didactic nibble themselves.

Music for Music



Using recycled and found objects to make music is a world-wide art. In some parts of the world it means playing gourds, coconuts and bamboo; in others, washboards, jugs, spoons, bones and even plungers. In Kenya, the ridges of soda bottles are played with metal rods as percussive scrapers. In Indonesia, scraps of iron are recycled into gongs.

In celebration of *Music in Our School's Month*, the *Student Challenge* in the March issue of **4R's** requested students identify an item from the trash that could be used to make a musical sound. However, bright-eyed Grace Hansen went beyond just identifying a musical trash object – she constructed one.

Long after her school day had ended, this ambitious seven-year old spent the weekend tunneling through her family's trash and "experimenting" with potential musical objects before finally deciding to create a "rain-stick". For her creation she used found objects including a wrapping paper tube, old toothpicks and a package of outdated rice. With the help of her Mom, she carefully poked holes in the tube with an awl and skillfully pushed her "found" toothpicks through the holes.

Using recycled corrugated cardboard, she traced and cut out two circles for the ends of the recycled tube. After taping one circle to the bottom, she poured in the outdated rice and sealed the other end with her remaining corrugated circle.

Grace then used markers to decorate her rain-stick with encouraging messages promoting recycling. According to Grace's Mom, "She was absolutely delighted with the realistic sound her "instrument" made and even more thrilled when she found out she didn't have to actually send in her rain-stick to enter the contest!"

As specified for the purposes of this report, this is but one example. If the opportunity arises, (speaking or otherwise) IRA would enjoy elaborating on other sustainability successes such as this.

6B) Testimonials have not only assisted us in evaluating the 4R's, but comments received have allowed us in determining our subscriber's needs and expectations. This invaluable feedback allows us to refrain from reinventing the wheel but push it further down the road of sustainability. These comments have also allowed us to share with our donating sponsors, the gratitude and outcomes of their generous sponsorships. In addition correspondence with our subscribers shows that they are in need of a resource such as 4R's and related staff to assist them in finding answers to their environmental related questions. Two testimonials and one inquiry are listed below:

"I teach geography, government and economics at Chariton High School. The newsletter is a constant source of great ideas, projects, discussions and contests. I enjoy reading it and sharing it. It is a superior classroom resource. Recycling and conservation/stewardship is more important today than ever and I appreciate your support and respectfully request that you continue backing quality Iowa education through the Iowa Recycling Association."

- Mark Felderman, Chariton High School, Chariton, Iowa.

"Wanted to let you know I received my Green Apple Ipod Shuffle today and can't wait to use it! What a neat gift! I also received your package with the CD, poster and card game on Monday. I will use them with all of my students and know they'll get a kick out of the songs and composting card game. I hope to use my certificate for Climb Theaters towards an environmental presentation at our school. (Hoping my school will sponsor the rest!) Thanks so much for everything and please send my thanks to the Iowa Recycling Association and all the sponsors who were so generous.

"I can't wait to get started on our next year's environmental project. We'll continue to keep Lake Iowa waste free and it's recycling program progressing. We see a need to get our town of Millersburg cleaned up as well, so hope to involve my students in meeting with the city council to help promote and find ways we can help the community together to become litter-free. Your support and acknowledgement is greatly appreciated and motivates me to keep doing my part in Keeping Iowa Beautiful! Thanks so much!"

Barb Hagerty, Deep River Millersburg Community Schools.

I have a couple of questions concerning recycling? Do you know if a person/school can recycle milk cartons? We currently recycle paper and I am working on the school to start to recycle cardboard, but my students want to know if we could recycle milk cartons. Thanks,
Laurie Schroeder, Wilton Community Schools

Final Summary

Project Title: **4R's, Reduce, Reuse, Recycle, Renew**

Project Number: **#07-07**

Organization: **Iowa Recycling Association**

Contact Person: **Teresa Kurtz, (515) 265-1596 or tkurtz@iowarecycles.org**

Website: <http://www.iowarecycles.org>

Project Purpose:

There were six primary purposes in the continuation of **4R's** they are listed below:

1. Educate teachers and other interested parties about conservation and environmental stewardship and provide cross-curricular hands-on learning opportunities as well as fun and exciting opportunities to become actively involved.
2. Inform teachers about cross-curricular environmental volunteer opportunities, contests and special events.
4. Provide teachers with interdisciplinary environmental curricula, activities, resources and funding opportunities.
5. Connect teachers with other environmental educators, recycling service providers and IRA members.
6. Provide a broader target audience for other established Iowa Environmental programs and activities including but not limited to: Keep Iowa Beautiful, Project Aware, IOWater, Fish Iowa, Iowa Children's Water Festival and Iowa Conservation Education Council.

Target Audience

The target audience for this publication is broad and includes public and private school administrators, facility and support staff, home-schooled students and parents, educational organizations and associations, conservation boards, naturalists, public librarians, solid waste professionals, extension staff and organized youth group i.e. boy scouts, girl scouts, 4-H.

Assessment

The overall objective was to produce 8 issues of **4R's** to be distributed to teachers and other environmental educators, each issue revolving around a central and timely environmental theme and including reoccurring departments, educator success stories and other submissions. Due to staff turnover and organizational changes, there was a delay in the start of the publication for the 2006-2007 school year and the number of issues was dropped to seven for this year. This is regrettable as this also delayed the interjection of cross-curricular resources at the beginning of the school year when educators were in the lesson-planning process. Next year, the goal is to provide information at the beginning of the school year. Through various interactions we have found that there are several environmentally minded educators and have discovered that environmental education is a value, however administrators/directors/managers in schools, institutions and other organizations set the standards by which support staff measure this value. This year, it is our goal to incorporate specific target marketing to those with the leadership to interject these sustainable influences. In addition, it

would be satisfying to see through the educators that use the publication, how many students have been reached – it may not be possible to get a concrete number, for in order to track this, we would have to track the day to day student interactions with over 13,000 subscribers, perhaps for the upcoming year, we can investigate a possible formula for estimating this number. We have also learned that there is a competition factor among educational institutions and recognition and publication of the successes of others spurs increased participation. We were very satisfied with the overall participation and interaction, but we're disappointed regarding the response from the evaluation surveys. We received only 49 surveys and that includes those returned by our own members (who total over 400). It would be advantageous to investigate ways to increase participation in the evaluation process and techniques in increasing responses.

Relevant Outputs

Outputs included: 1) Producing seven issues of the **4R's**. 2) Expanding the publications reach to over 13,000. 3) Receiving an average of 218 interactions with educators and students per issue through the *Retro Recycling*, *Student Challenge*, *Green Apple Award* and *Picture This* departments, contests, interactions and correspondence. 4) Through the generosity of sponsors, awarding 7 (seven) students with Student Challenge prizes, 7 (seven) Educators with Retro Recycling prizes, 6 (six) educators with the Green Apple Award and accompany prize package and 3 (three) students and 1 (one) teacher with the *Picture This*, *A Waste Free World* prizes.

Specific Outcomes

Although we did not receive a large number of evaluation surveys, those we did receive provided several examples of specific outcomes as a result of the **4R's**. These surveys can be found as an attachment to this report. There were **NO** negative outputs or outcomes, **ALL** evaluation data and correspondence and interactions has been highly positive and supportive.

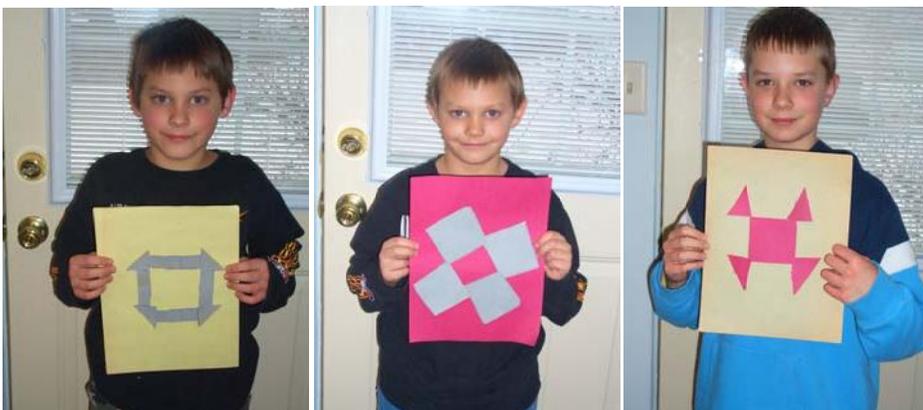
Public communication activities include interacting with the target audience as well as providing a forum for other organizations to get their messages into the classroom. Copies of **4R's** are also placed at environmentally themed conferences and educational activities including but not limited to the Iowa Recycling Association's annual conference and the Iowa Children's Water Festival.

Marketing

Since this is an email newsletter the most effective marketing tool has been via email and by the Iowa Recycling Association's website. Press releases regarding details of Green Apple Award winners are sent to the recipient's official county news outlets, which has been helpful in not only providing them with valuable recognition for their outstanding achievements but has assisted in cultivating pride and ownership of environmental programs and successes at individual schools and communities.

Photos

For more photos, please visit archives of 4R's at www.iowarecycles.org



Black History Month
February
Recycled
Freedom
Quilt
Patterns