

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): University of Northern Iowa

Project Title: Iowa's Roadside Prairies

Report Prepared by: Carl Bollwinkel

Project Number: 07-08

Date Submitted: 8 April 2008

Check one:

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

Final report (covering Oct. 2007-June 08 activities) **DUE: July 15, 2008 (Changed to 15 Jan 09)**

Note: Your Final Project Billing Form and back-up documentation will be due to Susan Salterberg (CEP contract monitor) on **August 31, 2008**. See Grant Agreement, Attachment B, for a copy of the Billing Form. Send billing information to: Susan Salterberg, 4059 Stewart Rd., 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) Program planning.
- 2) Participant Recruitment.
- 3) Instruction.
- 4) Application of instruction.
- 5) Update.
- 6) Publicity and Dissemination.
- 7) Evaluation.

#1: Program Planning The original plan called for a workshop in Nov. 2007 in Carroll, IA and a second in Pleasant Hill, IA on Jan., 18-20/ April 4-5, 2008. The Carroll registration was not adequate so another workshop was scheduled for Coralville, IA on March 7-9 / Oct. 10-11, 2008. Activities: The entire eii team planned this program in last year's debriefing sessions after REAP workshops. Two days of additional meetings were held to prepare the resource materials and make plans as revised from those used previously. The eii team uses formative as well as summative evaluation so planning continued during the instructional phase.	100%
#2: Participant Recruitment Activities: It was anticipated that recruitment in western Iowa would be difficult. As a	100%

<p>result, a number of paranormal recruitment actions were taken. Over 1000 post cards were mailed to the homes of past participants during the summer. Contacts were made via the Iowa Prairie Network which seems to have more members in western than eastern Iowa. Iowa County roadside managers were contacted at two meetings. A presentation was given at one and an exhibit was displayed at the other. Brochures were mailed after the beginning of school to a science teacher in each school along and west of I-35. Twenty-five counties, Carroll and surrounding, also had brochures mailed to the teachers lounge and the principal at each school, elementary, middle and high. Two UNI teacher in-service classes for media and literature also received brochures. A large number of personal emails were sent to past participants that resulted in complimentary notes and confirmation of personal date conflicts but few registrations.</p> <p>The usual notices were included in the ICEC, ISTS and IEC electronic newsletters. Several AEA coordinators were contacted. A registration brochure is posted on the eii web site.</p> <p>Seven registrations were received. All were pleased to attend the Jan. workshop at Pleasant Hill.</p> <p>Probably a number of factors influenced the low registration. After it was too late to make a change, we were informed the update session was scheduled on a weekend when many western science teachers were planning on a student NASA trip.</p> <p>Conversations with central administrators in Iowa City indicated the publicity they disseminated in Iowa City might well fill the Coralville workshop. This was not the case but various means of recruitment filled the workshop with teachers from other districts. There was a short waiting list.</p> <p>Various means of recruitment mentioned, filled the Pleasant Hill workshop.</p> <p>A survey taken in one workshop indicates there is no one means which is most effective in reaching teachers and that all means mentioned above had best be used.</p>	
<p>#3: Instruction Activities: Class sessions were completed as scheduled in Pleasant Hill, IA (Sleep Inn) on Jan. 18-20 and Coralville, IA (Baymont Inn) on March 7-9. The Pleasant Hill Update was completed on April 4-5 as scheduled. The Coralville Update is to be completed on Oct. 10-11. Instruction was completed by five eii team members as listed in the grant (not including Schulte) plus presentations from representatives of supporting organizations: IDOT, ISU, SUI, Trees Forever, Keep IA Beautiful. Instruction was aided by planning consultations with staff of the UNI Tallgrass Prairie Center.</p> <p>Outstanding materials were contributed by the ILRT and U.S. Dept. of Transportation. Large three-ring binders filled with resource materials, coordinated to the four instructional levels of the instructional model, were also given to each participant. From these and the ILRT materials were chosen specific activities carried out in the training sessions.</p>	80%
<p>#4: Application of Instruction: Activities: : The activities experienced in the class sessions were used by the teachers with their classes between the first weekend of instruction and the update. Many teachers have not completed instruction because of delays caused by weather, NCLB, and other dated school commitments. Units are also extending well beyond the Pleasant Hill update because of teacher/student interest in the unit and the very extensive application of the development of a native prairie plot. It was anticipated that the extensive application of plot development would extend the unit. Contacts with teachers are continuing via visits,</p>	50%

email and phone. Many teachers requested an additional weekend experience in support of their extended activities. Such a program has been planned, funded by REAP-CEP and LRTF and will be conducted on July 27-28 at Pleasant Hill and Neal Smith. Initial registration has been completed.	
#5: Update: Activities: The Pleasant Hill update has been completed and the Coralville update is scheduled for Oct. 10-11. Teachers were/will be presented with additional activities and information to assist them with continued use of the unit as this year progresses and for planning for the coming year for which many of them plan an expanded unit. The most significant update activities are the grade level and whole group discussions of teaching experiences in which teachers help each other plan for future instruction. Because of the extended activities of the development of prairie plots, assistance from Steve Holland (LRTF) and Mark Pingenot (Trees Forever) were very important parts of the update. A most helpful presentation by Gerry Schnepf (Keep Iowa Beautiful) closed the Pleasant Hill Update.	50%
#6: Publicity and Dissemination: Activities: An exhibit was presented at ICEC Winter Solstice. A presentation was given at the ILRT meeting in July and at the IAS teacher's section conference in October. A presentation has been proposed for the NAAEE meeting in Wichita, KA for next October. Numerous presentations have and will be made at school and district teacher and parent meetings as well as district board meetings. The established prairie plots will be a continuing testimonial to the work and support of REAP and the LRTF.	45%

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.

A site change from Carroll to Coralville was made for reasons explained in sections #1 and #2.

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?

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 by October 15, 2007, along with Part I, via e-mail to salterberg@uni.edu. 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 Aug. 31, 2008.) See Grant Agreement, Attachment B, for a copy of the Billing Form. Send billing information to: Susan Salterberg, 4059 Stewart Rd., Iowa City, IA 52240.

Grant Recipient (organization name): University of Northern Iowa

Project Title and Number: : Iowa's Roadside Prairies 07-08

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)	2,098.00	00	567.50	1,530.50
2. Travel	5,717.00	1,514.85	2,525.12	3,191.88
3. Supplies	2,286.18	12.66	252.41	2,033.77
4. Other	23,417.00	00	00	23,417.00
5. Indirect costs	3,351.82	35.32	3,351.82	00
6. Total	36,870.00	3,576.28	3,165.57	30,128.15

As posted 2/29/08

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.