

## 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 Ross Harrison. 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: Service Learning: Moving Environmental Issues Beyond the Classroom**

**Report Prepared by: Susan Salterberg**

**Project Number: 08-04**

**Date Submitted: June 24, 2008**

**Check one:**

Midterm report (covering July 2007-Dec. 07 activities) **DUE: Jan. 15, 2008**

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

Note: Your Final Project Billing Form and back-up documentation will be due to Ross Harrison on **August 31, 2008**. See Grant Agreement, Attachment B, for a copy of the Billing Form. Send billing information to: Ross Harrison, Iowa DNR.

#### 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) Market workshop.
- 2) Plan and coordinate workshop.
- 3) Conduct workshop.
- 4) Expose students to environmental issues through service learning projects.
- 5) Conduct Part II workshop.
- 6) Evaluation.

<b>EXAMPLE</b>	<b>Percent completed to date</b>
<p><b>#1: Market REAP CEP and workshops (i.e., public communications)</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"><li>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.</li><li>2) Two workshop announcements published in Iowa Environmental Council listserv and in Iowa Conservation Education Council newsletter</li></ol> <p><b>Additional explanation:</b> 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><b>#1: Market Workshop.</b></p> <p><b>Activities:</b></p> <p>The workshop has been marketed during this grant period in the following avenues:</p> <ol style="list-style-type: none"><li>1) E-mail to principals from nearly every school within a 150-mile radius of</li></ol>	100%

<p>Grinnell.</p> <p>2) Listserv announcements to former participants in the Waste Reduction class and to participants in conference presentations.</p> <p><b>Additional explanation, if needed:</b> The email to principals was hugely successful. By the end of Day I of marketing, the course had 15 enrolled and more on a waiting list.  <b>Note:</b> The grant requested funding for 20-22 teachers. However, I made a mistake and capped the course at 15, because I was thinking registration numbers were the same as last year's class. (It had been capped at 15.) Therefore, though many more would have signed up (more than 10 were on a waiting list), registration numbers did not meet grant project goals.</p>	
<p><b>#2: Plan and Coordinate Workshop.</b></p> <p>Activities: During this half of the project, the Part II workshop agenda and evaluation materials were developed.</p>	100%
<p><b>#3: Conduct workshop.</b></p> <p>Activities: The Part II workshop was held April 12.</p> <p>Additional explanation, if needed:</p>	100%
<p><b>#4: Expose students to environmental issues through service learning projects.</b></p> <p>Activities: Two teams of two teachers, and one individual teacher, each exposed their students to environmental issues through service projects.</p> <p>For example, in Iowa City, Roosevelt Elementary kindergarten and first grade teachers worked with their students to create a self-guided reflective journal/coloring book to be used by children, families and classes as they visit the Roosevelt Ravine, which is immediately behind the school. These teachers worked with their teacher colleagues, as well as several non-school partners, to the project. A number of standards were met, such as “becoming aware of changes in nature” and “developing a curiosity and interest in the physical world around them.” Several of the ways in which they involved colleagues not in the class included:</p> <ol style="list-style-type: none"> <li>1) Working with the music teacher, who wrote The Ravine Song for students to learn and to help students develop ownership for the ravine.</li> <li>2) Working with the art teacher to have the instructor do leaf and other art activities with the students.</li> </ol> <p>In Nevada, the teacher exposed her high school Spanish students to environmental issues by introducing them to monarch butterflies and connecting it to the Day of the Dead celebration. In her assignment, the teacher wrote: “In learning about the Days of the Dead celebration in Mexico, students learned that they share a connection with the Mexicans. The ancient Aztecs thought the monarch butterflies that arrived the end of October/beginning of November were the returning spirits of their departed ancestors. Today educated Mexicans know that the butterflies are there for the hibernation stage of their life cycle. The monarch butterfly migration begins in Canada and ends in Central Mexico, and the butterflies pass through Iowa in late September. <b>Our primary goal in doing this project was to aid the miracle of monarch migration by planting a butterfly way station to supply nectar for the journey to Mexico and to plant milkweeds for the returning butterflies which rely on them for the caterpillar stage (caterpillars rely solely on milk weeds). We will do the planting in May on five acres of land surrounding the City of Nevada's new wells. A secondary goal was to research many topics about Days of the Dead, the monarch life cycle, and butterfly</b></p>	100%

<p><b>gardening, and present the information in the form of speeches. In doing the project, we increased our knowledge of environmental issues in Iowa and Mexico and will have the satisfaction that we have helped the monarchs survive. As it turns out, we will also be benefiting the City of Nevada and the local water supply...</b></p> <p>“I got what I wanted from the two classes throughout the project with the exception of two things. I learned that they don't want to be called ‘environmentalists,’ as though it is a dirty word. They don't want to devote their personal time to environmental issues (like coming in on a Saturday), but are happy to miss classes to go outside and do what is asked of them. This shows a low level of commitment. This just furthered my opinion that modern kids spend too much time indoors on the computer or listening to earphones and don't enjoy nature the way they could/should. I wish I could do more to change this.”</p>	
<p>#5: Evaluation.</p> <p>See Attachment I for a copy of the evaluation form and for the results of the evaluation from the Part II workshop. Part I evaluation materials were included in the midterm report.</p> <p>Additional explanation, if needed:</p>	<p>100%</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 Ross Harrison to determine whether board approval is needed for your proposed changes.

**See midterm.**

**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: See midterm for explanation.**

**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.**

Matching funds were reduced because fewer students than anticipated were involved in service projects (as explained in the midterm). Instead of 880 students devoting 8800 hours to service projects, about 225 students were directly involved. UNI CEEE estimates that about 2250 hours were devoted to service projects for an estimated \$12,038 in in-kind match.

In addition, 16 teachers paid \$50 each for registrations, rather than 22 teachers paying the registration fee (\$800).

Total cash and in-kind is estimated at \$18,338 rather than \$52,309. The original grant to UNI CEEE was for \$10,695. Though UNI did the same amount of work for this project as was originally planned, UNI is returning more than half of the grant...using about \$5,363. All of the items outlined in the original grant proposal were accomplished, but attendance goals were not met. Therefore, impact of the project was reduced.

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.
<b>Teachers</b>		800	Time on projects
<b>Student time devoted to service projects</b>		12038	Volunteer time
<b>UNI personnel match</b>		5000	Personnel match
<b>TOTALS:</b>		\$18,338	

**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.)

The Nevada Community School District’s Day of the Dead project is one example of how environmental education goals were met through the Service Learning: Moving Environmental Issues Beyond the Classroom project. Students did research on monarchs’ migration and they planted prairie around a community well. These four EE goals were therefore met with these two components of one classroom’s efforts:

- Develop skills for understanding and addressing environmental issues
- Understand that human well-being is tied to environmental quality
- Understand and forge connections with their immediate surroundings
- Conserve and protect Iowa’s resources

**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, 7<sup>th</sup> grade, Dyersville-Beckman High School, Dyersville)

“I enjoyed completing the project. It was beneficial and worthwhile for both me and my students! However, the amount of work spent outside of class was phenomenal. This class should be three credit hours.”—Iowa City first grade teacher

“Every student was able to explain how a Roosevelt Ravine notebook could help others learn more about nature. 90% of the students were able to state how the notebooks contributed to the Roosevelt Family Resource Center will enable other community members to engage in this learning activity.”—Iowa City kindergarten and first grade teachers

**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:** Service Learning: Moving Environmental Issues Beyond the Classroom (08-04)

**Organization’s name, contact person, website, phone and e-mail:** University of Northern Iowa Center for Energy & Environmental Education, Susan Salterberg, [www.uni.edu/ceee/wastereduction](http://www.uni.edu/ceee/wastereduction), [susan.salterberg@uni.edu](mailto:susan.salterberg@uni.edu), 319-337-4816

**Project’s purpose and targeted audience:** The Center for Energy and Environmental Education at UNI conducted a course for K-12 teachers to result in 44 teachers and 880 students’ hands-on involvement in environmental issues within their communities. The graduate credit course, titled *Service-Learning: Moving Environmental Issues Beyond the Classroom*, required that teachers and their students coordinate environmental projects where they were of service to their school and community.

**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.**

The project did not go as planned. I was extremely excited that nine of the educators enrolled in the course (56% of class) were from the same middle school. Their capability for interdisciplinary projects was tremendous. However, all of those educators dropped the class. Some indicated that expectations were too rigorous; two had personal reasons such as moving out of the state midyear and family member with major health problems. One of the nine indicated that since everyone else dropped, she didn’t feel she could do the work alone.

I learned many things as a result of the disappointing number of drops in the class. In the future, I will be careful about accepting so many teachers from one school, I will be watchful about types of communication given to teachers during teachers’ high pressure times (such as the last week of school before holiday break), and I have evaluated the course expectations and will adjust the course expectations.

The good news is that those teachers who completed the course reported that most of their students had good experiences with their service learning efforts. Evaluation data is not valid because of the small

number evaluating the project. That said, here are the results of several outcome evaluation questions and responses:

- 80% (4 of 5) of teachers indicated that, by doing the service-learning project, 50% or more of their students felt they made a positive contribution to their school and/or community.
- 100% of teachers indicated that 35 to 95 percent of their students developed a greater sense of civic responsibility and an ethic of service through the class.
- 100% (of 4 responses) of teachers indicated that they noticed the level of respect for one or more of their students changed as a result of the service-learning experience.

**Please list the most relevant outputs,<sup>1</sup> and explain, if necessary.**

Attendance goals were not met, as explained above. A syllabus was developed and two 15-hour workshops (Part I and Part II) were planned and held. Five students successfully completed the class and received graduate credit.

**Please list the outcomes,<sup>2</sup> and explain, if necessary. Be sure to include the outcomes outlined in your grant proposal.**

See above under the “Reflection” section for outcomes evaluation.

**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.**

A number of teachers dropped the course—82% of them from the same school. If the course is offered again, the plan is to not accept more than 25% of a workshop’s enrollment from the same school to avoid some of the problems experienced this year. **But more than anything else**, I will reduce the course expectations to be more in line with a one-credit hour course or in some way figure out how the class can be a three-credit hour course. I have explored the latter, but have not yet had success with that, so am not sure of the future of the course.

**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.**

Emails to school administrators within 100 mile radius of workshop site.

**At least one but no more than three photo(s) of activities in jpeg format.** One is attached as a separate document.

**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 the REAP CEP’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.**

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<sup>1</sup> Measurements of production, such as number in attendance at a workshop.

<sup>2</sup> What important things happen as a result of the project, such as a documented change in behavior or new concepts learned.

**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.**

**ATTACHMENT I: Service Learning: Moving Environmental Issues Beyond the Classroom Survey Form (4/12/2008, Grinnell College)**

Dear Workshop Participant:

Your input on this course is critical to determining whether the course is continued in future years. Will you please complete the following survey, so we—the workshop planners and funders—can best determine the future of this course?

In addition, your information will help us identify how you and your students were impacted by participation in service projects—information funders want to know.

All answers will remain confidential. Thank you for your honest feedback. If you have questions, please ask for assistance.

Sincerely,  
Susan Salterberg, Instructor

\* \* \* \* \*

- 1) How many students were directly involved with the service-learning project you implemented: \_\_\_\_\_
- 2) How many students would you estimate were indirectly involved with the project: \_\_\_\_\_
- 3) How many community members and others (school teachers, etc.) would you estimate were somehow involved or influenced by the project: \_\_\_\_\_ Please explain:  
\_\_\_\_\_  
\_\_\_\_\_

Please check the most applicable answer to the following questions.

- 4) Did you use your project to help meet standards and benchmarks, portfolio requirements and/or re-certification credit?  
 Yes       No       Not applicable       Other, please explain: \_\_\_\_\_

- 5) Before the current school year, how many service-learning projects had you conducted with students?  
 none  
 1-2, please briefly describe: \_\_\_\_\_  
 3 or more, please briefly describe: \_\_\_\_\_  
 other, please explain: \_\_\_\_\_

- 6) Overall, how would you describe **your students' experience** with this year's service-learning project?  
 It was a very beneficial use of their time       It was not worth their time  
 It was somewhat beneficial       I don't know

**--OVER--**

- 7a) Do you plan to conduct a service-learning project again?  
 Very likely  Unlikely  
 Somewhat likely  I don't know

**If you answered *very likely* or *somewhat likely* to question #7a, go to question #7b. If you answered *unlikely* or *don't know*, go to question #8.**

- 7b) How likely would a future service-learning project be about environmental issues?  
 Very likely  Not at all likely  
 Somewhat likely  Other, please explain:

- 8) Did you share information about your service-learning project with your colleagues?  
 Yes, with one colleague  Yes, with 4 or more colleagues  
 Yes, with 2-3 colleagues  No

**If you answered *yes* to question #8, go to question #9. If you answered *no*, go to question #10.**

- 9) What ways did you share the info? Check all that apply.  
 Informal conversations  Presentations  
 Shared books or other resources  Collaborations  
 Other, please explain: \_\_\_\_\_

- 10) Did you conduct the service-learning project... (Check all that apply.)  
 as a classroom activity?  
 as an after-school program or club?  
 other, please explain: \_\_\_\_\_

- 11) Please estimate how many class periods you taught about environmental issues this year.  
 1-2 class periods  6 or more  
 3-5 class periods  Not Applicable

12) At the Part I workshop, you received the *Service Learning: Proposed Work Plan* document to help you plan your service learning project. How valuable was that resource to you? Check all that apply.

- It seemed like a lot of paperwork.  I plan to use it in the future  
 It wasn't helpful.  Other, please specify: \_\_\_\_\_  
 It was an okay planning tool.  
 It was a good planning tool.  
 It was an excellent planning tool.

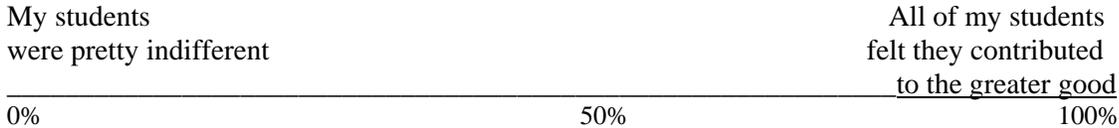
13) Please indicate how, if at all, you used the expertise of local partners. (Check all that apply.)

- I didn't use the expertise of local contacts  
 I called or e-mailed for information  
 I invited local experts to be guest speakers  
 Partners donated supplies/materials  
 Other, please explain:  
 \_\_\_\_\_

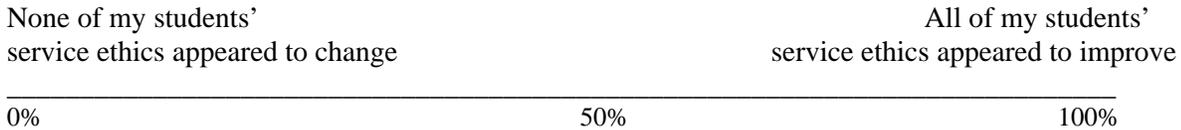
14) Did you develop any new contacts with community or state partners who you plan to work with again in the future? \_\_\_Yes \_\_\_No

The following are outcomes that may have occurred as a result of your service-learning project. Please **place an “X” on the continuums** with your most accurate estimates of what occurred.

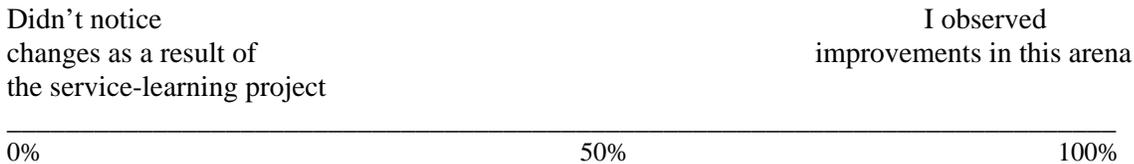
15) The number of students who in some way indicated that, by doing the service-learning project, they felt they made a positive contribution to their school and/or community?



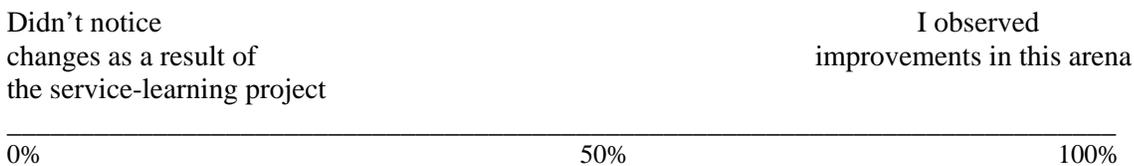
16) The number of students that in some way indicated the project helped them develop a greater sense of civic responsibility and an ethic of service?



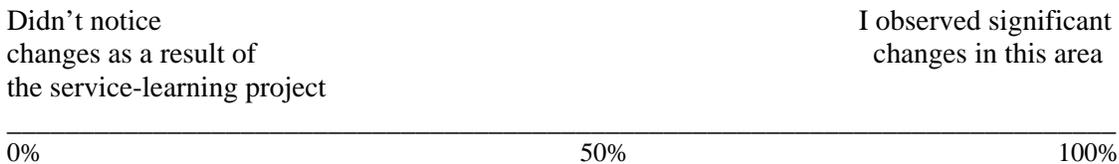
17) The number of students you observed that appeared to have short- or long-term improvements in intra and/or interpersonal development (increased self-esteem, treating others more kindly or with more respect, less likely to behave in risky or inappropriate ways, increased cohesiveness, etc.)?



18) The number of students you noticed improved their outlook about education, if even temporarily (i.e., greater likelihood of completing homework or increase in their interest in learning)?



19) Did you notice your level of respect for one or more of your students change in any way as a result of the service-learning experience?



20) Were the expectations for this one-hour graduate-credit course...

\_\_\_ Too rigorous

\_\_\_ About right

\_\_\_ Not rigorous enough

Please write other comments or suggestions on the back side. **Thank you. Your responses help make the program better and help funders understand educators' needs.**

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**A jpeg is attached as a separate document.**