

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: February 4, 2008

Check one:

xx__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.

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: Market Workshop.</p> <p>Activities:</p> <p>The workshop has been marketed during this grant period in the following avenues:</p> <ol style="list-style-type: none">1) E-mail to principals from nearly every school within a 150-mile radius of Grinnell.	100%

<p>2) Listserv announcements to former participants in the Waste Reduction class and to participants in conference presentations.</p> <p>Additional explanation, if needed: 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.</p> <p>Note: 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>#2: Plan and Coordinate Workshop.</p> <p>Activities: UNI CEEE worked with a number of partners to put together the Part I workshop. Guest speakers represented many organizations in Iowa that conduct service projects, making it easy for teachers to link with those organizations. Presenters from Trees Forever, Iowa Environmental Council, the Department of Natural Resources, Audubon Society, and Project Citizen volunteered time to speak to the class about existing service opportunities.</p> <p>In addition, about 4 hours of the Part I workshop were devoted to helping teachers learn more about service learning—why it's important, what the research says about its benefits to students, and how to conduct a successful learning experience. Cheri Doane, director of community service at Central College, provided in-kind support to assist with this portion of the class.</p> <p>See attachments for the course syllabus and the assignment form created for the class.</p> <p>I felt very good about the structure of the class and the existing opportunities presented to teachers. The format of the 2007 course was designed after reviewing the feedback from 2006 enrollees.</p>	85%
<p>#3: Conduct workshop.</p> <p>Activities: The workshop was held in Grinnell, Iowa on November 3-4, 2007. A follow-up workshop is slated for April 12.</p> <p>Additional explanation, if needed:</p>	85%
<p>#4: Expose students to environmental issues through service learning projects.</p> <p>Activities: From November to April, teachers are to conduct service learning projects with their students.</p> <p>Additional explanation, if needed: I was extremely excited that nine of the educators enrolled in the course 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.</p> <p>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 will evaluate the course expectations and adjust the course expectations as needed.</p>	33%

#5: Conduct Part II workshop. Activities: To be conducted April 12, 2008. Additional explanation, if needed:	0%
#6: Evaluation. See Attachment I for evaluation information from the Part I workshop. Additional explanation, if needed:	30%

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.

As explained in Items #1 and 4 above, because the grant project is not a success in terms of enrollment, I've re-worked the budget to reduce costs as much as possible, including salary costs. UNI CEEE will be doing the same amount of work, and all of the items outlined in the original grant proposal will be accomplished...except the attendance goals will not be met. The CEP Board approved the revised budget in late January/early February.

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: Matching funds will be reduced because fewer students will be involved in service projects (originally budgeted as 880 students devoting 8800 hours to service projects for \$47,080 in volunteer time). UNI CEEE estimates that 150 students will devote about 1500 hours to the project for an estimated \$8,025 in volunteer time.

In addition, 16 teachers paid \$50 each for registrations, rather than 22 teachers paying the registration fee. Total cash and in-kind is estimated at \$15,000 rather than \$52,309.

For midterm report, go to Question 9.

9)Midterm report: Include a completed Project Expenditure Summary with your midterm report.
(See next page.)

Part II—REAP CEP Midterm Project Expenditure Summary

For your **midterm report**, please submit this completed form by Jan 15, 2008, along with Part I, via e-mail to Ross Harrison. 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: Ross Harrison.

Grant Recipient (organization name): UNI CEEE

Project Title and Number: Service Learning: Moving Environmental Issues Beyond the Classroom 08-04

Do not include non-REAP CEP expenditures in the table below. E-mail to Ross Harrison.

Budget Line Item (A)	Approved Budget (B)	This Period Expenses (C)	Year-to-date Expenses (D)	NEWLY APPROVED BUDGET as of 2/1/08	Remaining Balance (B-D) E
1. Personnel (Salary and Fringe)	3806	2411	2411	2966	555
2. Travel	401	127	127	260	133
3. Supplies	1910	58	58	150	92
4. Other	3606	656	656	1500	844
5. Indirect costs	972	470	470	487	17
6. Total	10695	3722	3722	5363	1641

Note: Changes in the proposed budget that deviate from any line item by 10% or more must be approved before the expenditure occurs. Contact Ross Harrison to request changes. 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.

Ross Harrison shall be your first contact regarding changes to the proposed budget.

ATTACHMENT I
Service Learning: Moving Environmental Issues Beyond the Classroom
 Feedback—11/2-3/2007

Below are results from evaluation of the Part I workshop. A detailed analysis will occur after the Part II workshop. On page 2-4 is the actual evaluation form.

Participants assessed the following activities:

<i>Keep America Beautiful Highway Clean-Ups</i>	86% indicated the speaker and topic were excellent or above average
<i>Trees Forever</i>	86% indicated the speaker and topic were excellent or above average
<i>Iowa Environmental Policy Needs</i>	64% indicated the speaker and topic were excellent or above average
<i>Christmas Bird Count</i>	50% indicated the speaker and topic were excellent or above average
<i>Keepers of the Land, Iowa DNR</i>	92% indicated the speaker and topic were excellent or above average
<i>Project Citizen</i>	60% indicated the speaker and topic were excellent or above average
<i>Service Learning</i>	100% indicated the speaker and topic were excellent or above average
<i>Overall workshop content</i>	53% indicated the workshop content was excellent or above average. 46% indicated content was average.
<i>Overall workshop organization</i>	42% indicated the workshop organization was excellent or above average. 58% indicated workshop organization was average
<i>Applicability of content to my work</i>	60% indicated the applicability of content to their work was excellent or above average. 40% indicated it was average

Part II—The primary reasons educators enrolled were as follows (not in any particular order):

- Interest in environmental issues
- Interest in service learning
- Low cost
- Opportunity for graduate credit
- Colleague’s influence

Part III

87% of educators indicated that they increased their ability to begin to integrate “Project Citizen” type tools into their service learning efforts by two levels or more on a 10-level scale. 13% (2 of 15) did not increase at all.

53% of educators indicated that they increased their ability to use reflection to help students learn about environmental and citizenry issues by two levels or more on a 10-level scale. 27% (4 of 15) did not increase at all.

67% of educators indicated that they increased their understanding of how to develop and conduct a successful service-learning project by two levels or more on a 10-level scale. 87% increased their understanding by at least one level. 13% (2 of 15) did not increase at all.

93% indicated that they had “a basic understanding of what’s required” or they “understand requirements” for the course.

60% were motivated “a great deal” to use the ideas from the workshop this year. Another 40% were motivated “some” to use ideas.

Evaluation Form
Service Learning: Moving Environmental Issues Beyond the Classroom
 Feedback—11/2-3/2007

Your thoughtful completion of this evaluation provides information needed to secure grant funds to offer future courses. Your feedback also is used to improve this course in years to come. Thank you in advance for your time and honesty.

Part I—Below, in the left-hand column, is a list of speakers and the topics they covered at this workshop. On the right are evaluative words. Please assess each speaker/topic, and then circle the word(s) in the right-hand columns that most closely describes your assessment of each speaker/topic.

FRIDAY EVENING					
<i>Keep America Beautiful Highway Clean-Ups (Kristin Simon)</i>	Excellent	Above Average	Average	Below Average	Poor
<i>Trees Forever (Pam Helfer)</i>	Excellent	Above Average	Average	Below Average	Poor
<i>Iowa Environmental Policy Needs (Lynn Laws)</i>	Excellent	Above Average	Average	Below Average	Poor
SATURDAY					
<i>Christmas Bird Count (Chris Caster)</i>	Excellent	Above Average	Average	Below Average	Poor
<i>Keepers of the Land, Iowa DNR (Merry Rankin)</i>	Excellent	Above Average	Average	Below Average	Poor
<i>Project Citizen (Gayle Olson)</i>	Excellent	Above Average	Average	Below Average	Poor
<i>Service Learning (Cheri Doane and Susan Salterberg)</i>	Excellent	Above Average	Average	Below Average	Poor
<i>Overall workshop content</i>	Excellent	Above Average	Average	Below Average	Poor
<i>Overall workshop organization</i>	Excellent	Above Average	Average	Below Average	Poor
<i>Applicability of content to my work</i>	Excellent	Above Average	Average	Below Average	Poor

Please assess Food and Facilities as well:

Food	Excellent	Above Average	Average	Below Average	Poor
Facility	Excellent	Above Average	Average	Below Average	Poor

Would you prefer a...

shorter lunch break & course ending time of 4:30 pm?

longer lunch break (as we had today) & ending time of 5 pm?

Part II—Below is a list of reasons you may have enrolled in this workshop. Please rank—from 1 to 5—the top 5 reasons you enrolled (1 being “most significant factor” for enrolling).

Interest in environmental issues

Colleague’s influence

Interest in service learning

Relaxing weekend for me and/or my family in Grinnell

Convenient location

Low cost

Other, please specify:

Opportunity for graduate credit

Interest in potential for interdisciplinary unit

Part III—Please complete the next group of questions, which addresses learning objectives for the workshop. The first three, two-part questions are designed to determine your level of ability or understanding *before* taking the workshop, and your level of ability or understanding *after* the workshop.

Project Citizen

1a) My ability to begin to integrate “Project Citizen” type tools into my service learning efforts *before* attending this workshop was...

1	2	3	4	5	6	7	8	9	10
I didn't have a clue								I felt secure & competent	

1b) My ability to begin to integrate “Project Citizen” type tools into my service-learning efforts *now* that I have attended this workshop is...

1	2	3	4	5	6	7	8	9	10
I still don't have a clue								I feel secure & competent	

Reflection

2a) My ability to use reflection to help students learn about environmental and citizenry issues *before* attending this workshop was...

1	2	3	4	5	6	7	8	9	10
I didn't have a clue								I felt secure & competent	

2b) My ability to use reflection to help students learn about environmental and citizenry issues *now* that I have attended this workshop is...

1	2	3	4	5	6	7	8	9	10
I still don't have a clue								I feel secure & competent	

Service-learning

3a) My understanding of how to develop and conduct a successful service-learning project *before* attending this workshop was...

1	2	3	4	5	6	7	8	9	10
I was lost								I felt secure & competent	

3b) My understanding of how to develop and conduct a successful service-learning project *now* that I have attended this workshop is...

1	2	3	4	5	6	7	8	9	10
I am still lost								I feel secure & competent	

—See next page—

Part III, Continued—The final series of questions will help course planners learn to what degree other objectives of the course have been met. *Feel free to refer to your notes or handouts.* Complete the questions as well as you can.

Please name three benefits of service learning mentioned during this workshop:

- 1)
- 2)
- 3)

Please identify three environmental issues mentioned during this workshop that lend themselves to community service-learning projects:

- 1)
- 2)
- 3)

Please identify at least two competencies (standards and/or benchmarks) that can be met through service learning projects.

- 1)
- 2)

How clear are you about course requirements?

- I'm confused and need significantly more clarification
 I have several questions, but have a basic understanding of what's required
 I understand requirements

If confused, if possible please explain what aspects are confusing:

How motivated are you to use the ideas from the workshop this year?

- Not much
 Some
 A great deal

Other suggestions/comments:

Thank you for your assistance. Enjoy developing and conducting your project, and enjoy your students!