

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: Prairies in Progress

Report Prepared by: Carl W. Bollwinkel

Project Number: 08-11

Date Submitted: November 16, 2007

Check one:

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

Final report (covering Oct. 2007-December 08 activities) **DUE: Jan. 15, 2009**

Note: Your Final Project Billing Form and back-up documentation will be due to Susan Salterberg (CEP contract monitor) on **February 28, 2009**. 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.

Financials eligible for billing for this project are limited to expenses incurred after June 5, 2007.

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) Instruction.
- 3) Application of instruction/instructional resources developed by teachers
- 4) Student projects engage parents, community and county personnel.
- 5) Publicity and dissemination.
- 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: Program Planning:</p> <p>Activities: Planning began with the request of the teachers enrolled in the two Iowa's Roadside Prairies workshops conducted in Dubuque and W. Des Moines in 2007. Most of the teachers and their students became involved in an action phase involving the establishment of roadside/trailside prairie plots. Because of the involvement of the school and local community and the complexities of prairie</p>	98%

<p>development, they requested this weekend workshop to increase their knowledge and skill in prairie establishment and maintenance. The entire eii staff, in consultation with the teachers, Pauline Drobney of the Neal Smith National Wildlife Refuge and Heath Ellis of the Pleasant Hill Parks.</p>	
<p>#2: Instruction: Activities: The class meetings began at 2:30 p.m. on Sun. Aug. 5 and ran until 9:00 p.m. Class resumed at 8:00 on Mon. morning and ended at 5:00 on Mon. evening. Sun. activities included field trips to several reconstructed prairie areas in Pleasant Hill Parks and teaching resource development. Class members experienced professional techniques used in collecting, drying, mounting, data recording and identification of prairie specimens collected from reconstructed prairies. They built plant presses and completed preparation of enough specimens to begin a reference/study collection. Mon. activities included field trips to reconstructed prairie at Neal Smith, collection and planting of prairie seed and discussions with experts experienced in prairie plot development.</p>	99%
<p>#3: Application of instruction/instructional resources developed by teachers: Activities: The main focus was the development of prairie plots and resource collections to be used in student instruction. Prairie plots were in various stages of development. Some teachers had enhanced previously begun plots, some had started small plots and some were still planning to begin or enhance plots on return to teaching in Aug. These activities have continued and will continue in such places as newly constructed school sites. As of Aug., 17 sites were under development by the 23 teachers enrolled in Prairies in Progress and the 24 additional teachers who were enrolled in Iowa's Roadside Prairies who were not able to attend Prairies in Progress. Most teachers were involved in staff teaming for prairie plot development.</p>	75%
<p>#4: Student projects engage parents, community and county personnel. Activities: It is typical of a school's development program to involve the school community (administration, teachers, custodians, grounds maintenance) in permission and guidance of plot location. Often parents were involved in the physical development of the plot. County roadside managers or engineers were often involved in planning and sometimes involved in the physical development of the plots.</p>	75%
<p>#5: Publicity and Dissemination: Activities: The most significant publicity and dissemination results from the community involvement in the development and observation of the prairie plots. This is a very long term type of publicity and will continue well beyond the timeline of the project. The projects have been shared via articles and oral reports. The eii team made the planned presentation at ISTS meeting in Cedar Rapids and about 27 attended. There was considerable interest in the prairies program.</p>	75%
<p>#6: Evaluation: Activities: The eii team and consultants have made visits to prairie plots. The eii team has observed 9 and consultants have observed others. Additional visits will be made in the spring. (This activity is instructional as well as evaluatory.) Teachers are required to submit photos of the prairie plots before credit for Prairies in Progress grades will be submitted. The spring planting season will be included in evaluation. A new venture in evaluation has begun with Prairies in Progress. To determine the success of plot development and factors which enhance or diminish development and permanence, a rubric was developed. The rubric is to be completed and reported annually for five years. The Prairies in Progress teacher is the prime evaluator and a replacement person has been nominated should the original teacher no longer be at the prairie plot school. Data from the first rubric evaluation is attached. It should be kept confidential in the interest of being able to continue to gather accurate data. Summative data may be released. Another set of data will be gathered after the spring planting season.</p>	60%

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:

8) For midterm report, go to Question 9.

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

10) Other comments?

Re the following budget report:
Some items are still in process.

The largest budget item is tuition for participants. This has not yet been transferred because: Evaluation is to include the spring prairie plot planting period. Evaluation needs to be completed before grades are given and grades need to be given in the same semester as tuition transfer. Therefore the largest expenditure of this grant will not occur until spring semester of 2008.

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 Feb. 28, 2009.) 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.

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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)	7,799			649
2. Travel	4,524			1,392
3. Supplies	695			638
4. Other	10,725			10,725
5. Indirect costs	2,374			0
6. Total	26,117			13,404

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.