

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): Trees Forever

Project Title: Growing Futures

Report Prepared by: Pamela Helfer, Program Manager

Project Number: 08-16

Date Submitted: July 15, 2008

Check one:

Midterm report (covering January-June, 2008 activities) **DUE: July 15, 2008**

Final report (covering July-Dec, 2008 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.

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) Meet with partners to coordinate and recruit youth.
- 2) Recruit speakers and service project leaders.
- 3) Plan and conduct leadership training.
- 4) Conduct sessions with youth
- 5) Meet with partners to track progress.
- 6) Public communication.
- 7) 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 Meet with partners to coordinate and recruit youth.</p> <p>Activities:</p> <ol style="list-style-type: none">1) Karen Brook met with Monica Ryan-Rausch from Four Oaks to create a plan to recruit youth and coordinate the program; met with youth from the South Oaks | 50% |

| | |
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| <p>and Bertram facilities to recruit for the program; resulting in 10 youth signing up for the program.</p> <ol style="list-style-type: none"> 2) Meetings with staff from Metro High in Cedar Rapids facilitated planning of the youth employment program, recruitment of youth participants, and the provision of space and equipment for the program. Fourteen youth were accepted to participate. 3) A meeting was held with the principal of the Iowa Juvenile Home high school in early spring, although teachers who would be involved in the program were not identified until June when summer session was already underway. (There have been several staff changes at IJH since last summer's session.) Therefore, it was determined that a fall semester program would allow for better planning and coordination. Pamela Helfer and Karen Brook will be meeting with the teachers and other school staff in late July. <p>Additional explanation, if needed: Initial plans were to coordinate the program at Metro High using the traditional Growing Futures model with a goal of increasing participation this year. Feedback from the two participants last year and school staff indicated that a part-time volunteer program was difficult for their students, many of whom need to bring in a paycheck to provide for their own children/families. Upon receipt of a grant from the Iowa Department of Transportation that would allow Trees Forever to pay youth for environmental service work, it was decided to "upgrade" the program at Metro High, retaining all the elements of career mentoring, leadership training, and service work with a four-day paid work week and additional expectations regarding personal accountability for attendance.</p> | |
| <p>#2: Recruit speakers and service project leaders</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Karen Brook recruited 9 career speakers/service project leaders to educate the Four Oaks youth about careers in water quality, horticulture and landscaping, park management, wind power, landscape architecture, and recycling. 2) A full schedule of career speakers and service projects has been created for participants in the 8-week youth employment program at Metro High. Copy attached. 3) Contacts and tentative arrangements have been made with several speakers for the Iowa Juvenile Home program. <p>Additional explanation, if needed:</p> | 66% |
| <p>#3: Plan and conduct leadership training.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Ann Torbert, Linn County Extension Youth Specialist, led an excellent youth leadership and teamwork session on the first day of the program with Four Oaks youth. 2) Elements of leadership training will be woven throughout the employment program at Metro High as the participants work with each other and their supervisor to take responsibility for daily service project leadership and are coached in career skills. 3) A session of leadership training will be included in the program at the Iowa Juvenile Home. <p>Additional explanation, if needed:</p> | 50% |
| <p>#4: Conduct sessions with youth</p> <p>Activities:</p> | |

| | |
|--|-----|
| <ol style="list-style-type: none"> 1) Four sessions have been held with the youth at Four Oaks. A brief report on sessions thus far, and those scheduled for the rest of summer, is attached. 2) The employment program at Metro High began on June 23 and youth have been meeting 8am – 4pm Monday through Thursday each week. 3) Sessions at the Iowa Juvenile Home to be held in fall semester. <p>Additional explanation, if needed:</p> | |
| <p>#5: Meet with partners to track progress.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Communication with partners at Four Oaks is ongoing as counselors attend the sessions to supervise youth, and through check-in phone calls with Monica Ryan-Rausch. 2) Coordination with partners at Metro High is also ongoing throughout the program. 3) During fall semester program delivery at IJH, Karen Brook will check-in regularly with the teachers involved and Pamela Helfer will follow-up with school administrators. <p>Additional explanation, if needed:</p> | 50% |
| <p>#6: Public communication.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Information about Growing Futures is posted on the Trees Forever website, and will be updated soon when our newly redesigned website is launched. 2) The Growing Futures program was featured in the recently published Trees Forever 2007 Annual Report, with credit given to REAP-CEP for sponsorship. <p>Additional explanation, if needed:</p> | 50% |
| <p>#7 Evaluation.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Participants in the Four Oaks and Metro High programs completed a survey of their knowledge and experience prior to beginning the program. 2) Trees Forever staff are tracking outputs of the program, including contact hours with the youth and number of youth participants and guest speakers. <p>Additional explanation, if needed:</p> | 33% |

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.

Initial plans were to coordinate the program at Metro High using the traditional Growing Futures model with a goal of increasing participation this year. Feedback from the two participants last year and school staff indicated that a part-time volunteer program was difficult for their students, many of whom need to bring in a paycheck to provide for their own children/families. Upon

receipt of a grant from the Iowa Department of Transportation that would allow Trees Forever to pay youth for environmental service work, it was decided to “upgrade” the program at Metro High, retaining all the elements of career mentoring, leadership training, and service work with a four-day paid work week and additional expectations regarding personal accountability for attendance.

3A) Is the project on schedule? Yes & No

3B) If no, please explain:

Program delivery at Four Oaks and Metro High is on schedule. Although there will be a later than anticipated start at the Iowa Juvenile Home, we do project being able to complete the project by the end of December 2008 so as not to exceed the grant period.

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. |
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| 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 the REAP CEP 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

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.

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?

Part II—REAP CEP Midterm Project Expenditure Summary

For your **midterm report**, please submit this completed form by July 15, 2008, 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 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.

Grant Recipient (organization name):

Project Title and Number:

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) | \$4070.00 | \$4070.00 | \$4070.00 | 0 |
| 2. Travel | 280.00 | 234.43 | 234.43 | 45.57 |
| 3. Supplies | 58.00 | 11.75 | 11.75 | 46.25 |
| 4. Other | 138.00 | 138.00 | 138.00 | 0 |
| 5. Indirect costs | 454.00 | 445.42 | 445.42 | 8.58 |
| 6. Total | \$5,000.00 | \$4899.60 | 4899.60 | 100.40 |

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.

Trees Forever Growing Futures – Schedules of Activities 2008

Four Oaks

- 1) Session one was held on June 12 at Linn County Extension. The session focused on youth leadership and was led by Extension youth specialist Ann Torbert. The session was cut short due to flooding roads. The second part of the session, volunteer project planning, will be held later.
- 2) Session two was held on June 27 at Willow Park in Marion. The session focused on careers in water quality. Two University Hygienic Lab limnologists led the session which included water monitoring techniques and stream clean-up.
- 3) Session three was held on July 3 at Kirkwood Community College. The session focused on careers in horticulture and landscaping. The head of the horticulture program and the college grounds supervisor led the session, which included tree planting and an overview of education and career options in horticulture and landscaping.
- 4) Session four was held on July 11 at the Four Oaks campus in Cedar Rapids. An engineer from Clipper Windpower spoke in the first half of the session on careers in wind energy. An art therapist led the youth in activities designed to help them express themselves through art with environmental themes.
- 5) July 18 – Steve Deaver, Assistant Resource Manager at Pinicon Ridge County Park will speak with the youth about park management and lead the group in some maintenance work. Following lunch, the youth will finish the outdoor work and then will do journaling and discussion.
- 6) July 25 – Ruth Fox, a landscape architect and LEED-certified architect with OPN Architecture will talk with the youth about careers in green design and lead a hands-on landscape/gardening project at a local park.
- 7) August 1 – a special service project to be planned and led by the youth, currently in the planning phase.
- 8) August 8 – Sara Fersdahl, Environmental Specialist at Cedar River Paper, will talk about careers in recycling and environmental safety, followed by a tour of the factory. Youth will also work on their personal career plans and complete the Growing Future program exit survey.
- 9) August 15 – graduation ceremony

Metro High

| Week | Career Skills &/or tour of business site | Career Speaker | Service Work |
|------------------|--|---|---------------------------------------|
| June 23-26 | Tree identification training | Karen Brook, Trees Forever Field Coordinator | iTree inventory of the City of Marion |
| June 30 – July 3 | Tree identification training, inventory methods, safety on the job | Matt Nachtrieb, Trees Forever Arborist | iTree inventory of the City of Marion |
| July 7-10 | Amy Winslow of Goodwill Industries – interview skills | Jean Wiedenheft, Land Steward at Indian Creek Nature Center | Trail work and prairie restoration |
| July 14-17 | Iowa Workforce Development – services offered, | Rich Patterson, Director of Indian Creek Nature Center | Trail work and prairie restoration |

| | | | |
|--------------|--|--|--------------------------------|
| | resume writing, interview practice | | |
| July 21-24 | Park management, tree care | Dave Smith, City of Cedar Rapids Park Superintendent | Tree care |
| July 28-31 | Hughes Nursery | Steve Holland, Living Roadway Trust Fund | Tree care |
| August 4-7 | To be determined | Aaron Batchelder, Park Ranger, Linn County | Park and trails maintenance |
| August 11-14 | To be determined | Jason Baumann, Park Ranger, Linn County | Park and trails maintenance |