

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: Roadside Prairies

Report Prepared by: Dr. Carl W. Bollwinkel

Project Number: 07-04

Date Submitted: Feb. 15, 2008

Check one:

Midterm report (covering July 2006-Mar. 2007 activities) **DUE: April 15, 2007**

Final report (covering April 2007-December 2007 activities) **DUE: Jan. 15, 2008**

Note: Your Final Project Billing Form and documentation will be due to Kathleen Moench of the DNR and Susan Salterberg (CEP contract monitor) on **August 31, 2007**. See Grant Agreement, Attachment B.

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.

	Percent completed to date
#1: Program Planning Activities: Several short meetings were held with the entire eii team in conjunction with other scheduled meetings. Three day meetings were held in Nov. and Dec. in W. Des Moines at the Walnut Creek Inn, which is the instructional site of one of the two workshops. All six of the eii team members, Directors Cochran, Bonnett and Bollwinkel and newer team members/teacher/leaders Delaney, Ehlers and Schulte met to discuss and plan the two workshops and updates. The group of six makes for lengthy discussions but is essential for the preparation of the new team members for greater future involvement. Administrative aspects of planning were included as plans were made for recruitment, confirmation of consultant/presenters, specific activities supporting the four levels of the instructional model, evaluation and development of participant application of learning with their students.	100%

<p>Planning continued throughout the grant period via email and phone, and before, during and after each workshop session to insure coordination and the need to meet participant needs as they arise.</p> <p>The entire eii team debriefs after each instructional session to prepare for the following session and prepare for future program offerings.</p> <p>At the update sessions, it was requested by the teacher participants to have an additional weekend program to help them prepare for the extensive and continuing task of prairie plot development. The entire eii team met to develop such a program and submit a REAP grant proposal. This was successful and a report on that program, Prairies in Progress, is being prepared separately.</p> <p>Additional explanation, if needed:</p>	
<p>#2: Participant Recruitment Activities: Recruitment was begun before the grant proposal was submitted. Past participants were asked about their interest in the new theme of Iowa's Roadside Prairies and the response was most positive. They did well in spreading the word to teachers who had not previously participated in an eii workshop. More than half the participants are new to the model and all are new to the theme. DOT and ICEC had a list of teachers interested in prairies and they were contacted. A note was included in the ICEC and IEC electronic newsletters and the AEsAs were contacted. Brochures were passed out at the IAN meeting. Most participants were alerted via past participants. Of interest: one participant discovered the workshop by reviewing the current REAP grants, contacted the director and then developed a team of teachers to attend.</p> <p>Additional explanation, if needed:</p>	100%
<p>#3: Instruction Activities: Class sessions were completed as scheduled in Dubuque, IA (Days Inn) on Jan. 19-21 and W. Des Moines, IA (Walnut Creek Inn) on February 9-11. The Dubuque Update was completed on March 30-31 and the W. Des Moines Update on April 20-21. Instruction was carried out by the six eii team members as listed in the grant 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> <p>The most significant part of the update sessions is the grade level discussions of successes, difficulties and hows other resolved the difficulties. These are planning sessions for the next time the unit is to be taught. Highlights from grade level sessions are reported to the entire group. The update program included more activities and presentations by consultants. Teachers discussed their request for an additional weekend of Prairies in Progress experiences.</p> <p>Additional explanation, if needed:</p>	100%
<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 had not completed instruction because of delays caused by weather, NCLB, and other dated school commitments. Units are also extending well beyond the updates 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</p>	80% Application will continue for many years.

<p>development would extend the unit. Contacts with teachers are continuing via visits, email and phone. Many teachers requested an additional weekend experience in support of their extended activities. Such an experience, Prairies in Progress, was planned, funded and completed. It will be reported separately.</p> <p>Additional explanation, if needed:</p>	
<p>#5: Update Activities: The Dubuque and W. Des Moines updates were completed as scheduled and instruction was carried out as described in the section on Instruction. Because of the extended activities of the development of prairie plots, assistance from Steve Holland and Mark Pingenot were very important parts of the update.</p> <p>Additional explanation, if needed:</p>	100%
<p>#6: Publicity and Dissemination Activities: Early recruitment contributed to current enrollment and dissemination by creating interest in additional workshops to be offered in the coming year. An exhibit was presented at the National Living Roadway Trust conference and at ICEC Winter Solstice. Presentations were given at the ILRT meeting in July and at the IAS teacher's section conference in October at Cedar Rapids. Reports of the Roadside Prairies program, evaluation of instruction and information on future prairie workshop offerings were presented. Over 25 teachers attended the session.</p> <p>Numerous presentations have been made at school and district teacher and parent meetings as well as district board meetings. An example of one of the numerous newsletter and newspaper articles is pasted to the end of this report. The established prairie plots will be a continuing testimonial to the work and support of REAP and the LRTF.</p> <p>Additional explanation, if needed:</p>	80% Publicity due to prairie development will continue for many years.
<p>#7: Evaluation Activities: Formative evaluation was carried out during sessions and influenced time devoted to particular activities and additional information presented in the first weekend and particularly the update. Summative evaluation consists of formal inventories given to the teachers at the end of the first weekend sessions and informal discussions resulting in plans for additional sessions. Analysis of the Teaching Skill Inventories indicate statistically significant gains by teachers in all of the four levels of instruction. A graph of these statistics is pasted in this report.</p> <p>Extensive informal evaluation is carried out by teacher discussions at the update sessions. Formal student evaluation was carried out by administration of Student Inventories. Data has been analyzed and included in this report.</p> <p>Evaluation information organized by objective, output and outcomes.</p> <p>Objective b. Output: will be determined by the registration list. The grant was written for participation of 48 teachers. Final registration was 47 with a group deciding to wait for next year's class rather than split up a team.</p> <p>Objectives a., b. and h. Output: will be determined by number of teachers completing instruction. All 47 of the teachers completed the instruction.</p> <p>Outcome: The success of the instruction of the teachers in the eii four level model, was determined from data collected on the post reflective Teaching Skill Inventory. The results have been summarized above and are graphed in a following section.</p> <p>Objectives a., b., c., d., e., f. and i. Output: documentation of individual district Benchmarks. All participants turned in documentation of individual goals or district benchmarks which were met. District benchmarks are highly varied and so were the checklists returned but they were extensive.</p>	90% Part of the evaluation includes a 5 year study of prairie plot activities.

Outcomes: degrees of success of instruction of **students** will be determined from pre/post Student Inventories. Data is pasted in this report.

Objectives a., b. c., d., f. and i. Output: will be determined by number of native area plantings which were initiated or enhanced. As of the time of writing this report, 19 such sites are documented as having action initiated. This is a continuing process, with some sites being initiated during the coming growing season when new schools are open. It should also be noted that there are numerous teacher teams with many students working on some of the larger prairies. The largest teacher team is composed of 7 teachers at Oelwein Middle School.

Outcome: is long term and will be evidenced by the appreciation and attention given to the native plantings by students and other community members. The Prairies in Progress program is a continuation of the work begun in the Iowa's Roadside Prairies program. As part of that program, a rubric has been developed which is to be used for a five year period to gather data on development and community involvement. The initial data from the 2007 Prairies in Progress program is included in this report.

Objectives a., b., c. and h. Output: will be determined by completion and submission of written reports. These written reports include:

- 1) An outline of the unit taught following the four levels of issue instruction.
- 2) Discussion of Successes and Otherwise following the four levels.
- 3) Connections/Benchmarks worksheets
- 4) "Prairie Partners" Survey
- 5) REAP Information form

Forty-four of the reports have been completed in a satisfactory manner and most are excellent. Three have components delayed with inclusion of another growing season being a factor.

Outcome: is a subjective evaluation of the written reports and discussions at update and other occasions. The subjective evaluation for course grade reporting is excellent.

Objective c., g., h. and j. Output: will consist of newspaper, newsletter and conference clippings, observation of web-sites and oral reports. Examples are included in this report.

Objective i. Outputs and Outcomes: listed above.

2A) Are there changes in the direction of your project (i.e., something different than outlined in your grant proposal)?

Yes No

There is no change in the direction of the project but it could be noted that the extension of the application is greater than originally anticipated. Teachers requested and participated in an additional weekend session to support their extended application. A five year plan of evaluation to determine support and success factors has been initiated.

3A) Is the project on schedule? Yes

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
Living Roadway Trust Fund	\$33,248	\$3,000	Printed materials: ID books, posters, maps
UNI Continuing Education	\$11,600	\$5,184	Registration services, Conference presentations
Participants	\$8,640	\$8,544	Mileage to workshop sessions
Tallgrass Prairie Center		\$5,375	Curriculum Materials
Consultants ISU, SUI,		\$3,345	Travel, time and materials
TOTALS:	\$53,488	\$25,448	

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
-

Teachers and students in the Roadside Prairies program met all of the environmental education goals listed. They approached these goals by developing the knowledge, understanding and skills needed to address the issues related to the question of developing native prairie plantings along Iowa's roadways. They began by learning what an environmental issue is and the causes which drive conflicting behaviors. They studied the ecology of the prairie so they might better understand issues related to establishment and maintenance of roadside prairies. Students were motivated to establish and perpetuate roadside prairies plots and in so doing were involved with members of the school and local community.

6B) Final report only. Testimonials from people influenced through your project help the CEP Board substantiate the need for this program

OELWEIN MIDDLE SCHOOL
300 12TH AVE SE
OELWEIN IA 50662
319-283-3015
FAX: 319-283-9813



May, 1, 2007
To Whom It May Concern,

We are writing in support of the Environmental Issues Instruction workshop entitled: "Iowa's Roadside Prairies". A team of two instructors from the elementary school, a team of four teachers at the sixth grade level, one seventh grade teacher, a special needs teacher, and our media specialist have attended the initial workshop. The funding allowed a large number of participants from our district to attend. This participation from different grade levels enabled us to plan the curriculum across grade levels and build on each others' lessons without repetition. Covering this topic across the curriculum has enabled the students to be totally immersed in it.

This first workshop taught us how to introduce and analyze various issues with students, as well as giving us a solid ecological foundation. There is still a great deal of scientific information to learn regarding prairies. This first workshop was invaluable in helping us plan our own prairie plot and to figure out the first steps in getting a major project such as this started. We have completed the first three levels of the eii model and will soon begin planting our prairie. We have had many questions and are certain we will have many more as we work on the action phase of the teaching model. We would appreciate more workshop time to have these questions answered and to hear from others how their projects are going and how they resolved some of their problems. We were able to do this at our second workshop meeting and we all felt we learned a great deal from each other as far as lesson ideas and additional resources to use. We are also anxious to see a real prairie larger than our small plot at our school.

We feel the eii teaching model is effective and that the team of presenters led by Dr. Carl Bollwinkel are very professional. These workshops are well worth our valuable time. Please continue your funding; it is truly making a difference in lives of young Iowans.

Sincerely,

[Handwritten signatures of teachers: Anne Allen, Roger Beane, Jeanne Danielson, Karla Duff, Ruth Keppler, Lori Leo, Vivian Rourke, Diane Spersflage, Karen Tieden]

Oelwein Elementary & Middle School Teachers: Anne Allen, Roger Beane, Jeanne Danielson, Karla Duff, Ruth Keppler, Lori Leo, Vivian Rourke, Diane Spersflage, Karen Tieden

- 7A. Project Summary

Roadside Prairies 07-04

University of Northern Iowa
Dr. Carl W. Bollwinkel
www.uni.edu/ceee/eii
Bollwinkel@uni.edu

Project's purpose and targeted audience:

This project will introduce Iowa's teachers, students, parents and their communities to the issue: Should native vegetation be restored to Iowa roadsides? Participants will gain an understanding of what environmental issues are, how they develop, gain an in-depth understanding of Prairie Roadside issues and use critical thinking skills to determine appropriate action.

Reflection:

Dedicated teachers, an outstanding eii staff, skilled teacher/leaders and knowledgeable consultants contributed to a program which developed as planned and, according to extensive evaluation, was a success. A program of such complexity and depth requires many days of intense planning to become successful.

The program was developed with the following objectives and intended and accomplished outputs and outcomes:

PROJECT OBJECTIVES

- a.) **Students, teachers, parents and community members** will attain a new level of appreciation for our **native vegetation** and the value of **native roadside plantings**.
- b.) **Faculty from all three regents universities, UIU, eii staff, three teacher/leaders**, naturalists and consultants (IRVM, IEP, TGPC, TF, KIB, LRTF) will coordinate efforts in recruitment, instruction and support activities during teacher/participant instruction of students.
- c.) Student projects, (e.g. roadside plantings) which engage parents, community and county personnel will be **documented and reported**.
- d.) About 48 teachers (including undergraduate education majors), will integrate issue instruction and various disciplines into their teaching of the unit ***ARoadside Prairies.***@
- e.) All teachers will participate in the **pre and post assessment of students**. Data will be tabulated and statistically analyzed.
- f.) Teachers will fulfill their district=s **standards and benchmarks** (various disciplines as appropriate) in their classrooms and in the field.
- g.) **Releases to public communications** will identify the REAP funding.
- h.) The project will **enhance environmental education leadership** by having three teacher/leaders participate in the professional development of classroom teachers and undergraduate teacher education students.

i.) All components of the **project will be evaluated.**

j.) Communication/dissemination methods will include **printed, oral and conference presentations** at ICEC (before the workshop) and ISTS (after the workshop.)
Conference expenses will be borne by matching funds, not REAP funds.

Objective b. Output: will be determined by the registration list. The grant was written for participation of 48 teachers. Final registration was 47 with a group deciding to wait for next year's class rather than split up a team.

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Outcome: The success of the **instruction of the teachers** in the **ei** four level model, was determined from data collected on the post reflective Teaching Skill Inventory. The results have been summarized above and are graphed in a following section.

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Objective c., g., h. and j. Output: will consist of newspaper, newsletter and conference clippings, observation of web-sites and oral reports. Examples are included in this report.

Objective i. Outputs and Outcomes: listed above.

Marketing tools:

The most effecting marketing tool is the personal communication of past participants. Past participants must be informed of the new program and this was done via conferences, emails, brochures and newsletters. These modalities were also used to inform other K-12 teachers.

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.)

8) Final report attachments:

Evaluation form(s):

Teaching Skill Inventory

Iowa's Roadside Prairies

This inventory is to be completed after the weekend workshop. We will be able to reuse this inventory so please return it with the answer sheet. (Recycling is environmental action!)

The purpose of this inventory is to determine the effectiveness of the workshop program in order to help teachers and students. Your answers will not influence your grade, but completion of the form is a course requirement.

Please complete the following demographic data on the answer sheet: name (optional), sex (gender), grade taught (If you teach more than one grade, choose the grade in which you spend the most time. Use "0" for K.), birth date, workshop "identification number" (2101002007), darken the number in column A. Under "Special Codes" enter the number of the AEA in which you teach in columns K to P. Precede AEA number with a 0s (e.g. 000001 for Keystone or 000016 for Great River).

The inventory items are to be answered on a scale of "great extent" (mark A) to "no extent" (mark E).

Your understanding or skill relative to each inventory item **BEFORE** the workshop is to be recorded on the answer sheet in the section numbered from 1 to 25. (FRONT of sheet.)*

Your understanding or skill relative to corresponding items **AFTER** the workshop is to be recorded on the answer sheet in the section numbered from 101 to 125. (BACK of sheet.)

Also complete 127. Thank you!

Level I

To what degree did (do) you understand:

1. (101.) what constitutes an "environmental issue,"
2. (102.) what is meant by the "characters" in an environmental issue,
3. (103.) what is meant by the characters' "point of view" on an environmental issue,
4. (104.) the importance of characters' "motivators,"
5. (105.) the importance of considering "alternative solutions" to an environmental issue.

This instrument uses a "Retrospective Pre-Test" as described by Campbell and Stanley, Experimental and Quasi-Experimental Designs for Research and Isaac and Micheal, Handbook in Research and Evaluation.

eii - 2007

Did you enter "great extent" at "A" and "no extent" at "E"? You should have.

Level II

To what degree did (do) you understand:

6. (106.) sources of information concerning Iowa's prairies,
7. (107.) various methods of preservation of Iowa's prairies,
8. (108.) how the preservation/restoration of Iowa's prairies affects global warming,
9. (109.) how the preservation/restoration of Iowa's prairies affects water pollution,
10. (110.) the contribution roadside prairies can make to understanding Iowa's natural heritage,
11. (111.) the aesthetic value of Iowa's roadside prairies?

Level III

To what degree were (are) you familiar with:

12. (112.) the difficulties associated with preservation of Iowa's prairies,
13. (113.) Iowa's roadside prairie preservation/restoration issues,
14. (114.) the "characters" in Iowa's roadside prairie development issues,
15. (115.) what motivates the characters involved with Iowa's roadside prairie issues, and
16. (116.) solutions to Iowa's prairie preservation/restoration issues.

Continue on next sheet.

Environmental Issues Instruction (eii) -2007

Level IV

To what degree did (do) you understand the following citizenship action modes:

17. (117.) convincing legislators,
18. (118.) convincing others,
19. (119.) personal activities,
20. (120.) group activities.

To what degree did (do) you have the skill to carry out the following citizenship action modes to resolve Iowa's roadside prairie issues:

21. (121.) convincing legislators,
22. (122.) convincing others,
23. (123.) personal activities,
24. (124.) group activities.

General Goal

25. (125.) To what degree were (are) you prepared to teach a unit on Iowa's roadside prairie issues?

Instrument Validation

(127.) Including this workshop, how many Environmental Issue Instruction (eii with Bollwinkel, Bonnett and Cochran) workshops have you taken? Use the numbers from one to five on your answer sheet. (Use five if you have taken five or more.)

This instrument revised 9 Jan. 2007 by Carl W. Bollwinkel, Univ. of Northern Iowa. The preparation of this instrument has been influenced by those previously prepared by Paul Torbert and Carl W. Bollwinkel, Univ. of Northern Iowa, Harold Hungerford, So. Ill. Univ., John Ramsey, Univ. of Houston and Patricia Simpson of St. Cloud State Univ.

Environmental Issues Instruction (eii) -2007

Tell us how you feel about each of the following statements by choosing one of these answers:

- A = strongly agree
B = agree
C = no opinion
D = disagree
E = strongly disagree
1. I can explain what an environmental issue is.
 2. I can help resolve (fix) issues.
 3. Only adults need to know about environmental issues.
 4. I would like to learn more about Iowa's prairies.
 5. If climate changes, it will change the lives of plants, animals and people living in Iowa prairie lands.
 6. At one time, most of Iowa was prairie.
 7. Lack of rain and fire are very important in maintaining prairie.
 8. Planting native prairie plants can help with the problem of global warming.
 9. Native Prairie can help stop flooding after heavy rains.
 10. I have seen an Iowa prairie.
 11. It would be good if everyone knew more about prairies and how we decide to use our land.
 12. All prairie plants are grasses.
 13. Only elected officials, like the President and Senators, can make a difference in global environmental issues.
 14. My classmates and I can help replace some of Iowa's prairies by starting a prairie plot.
 15. I know some things I can do to protect our prairie plants and animals.
 16. Environmental issues are difficult to resolve (fix).
 17. Native prairie should be restored to Iowa roadsides.
 18. I can take action (plant a prairie, write a letter, make a choice about what to buy) that will help our environment.
 19. Kids can make a difference in resolving environmental issues.
 20. I want to learn more about environmental issues.

CONNECTIONS / BENCHMARKS

(ei - 2002)

(Use as an organizational tool.)

<i>ACTIVITY</i>	<i>SCIENCE</i>	<i>MATH</i>	<i>LANG. ARTS</i>	<i>SOC. ST.</i>	<i>ENVIRON. ED.</i>	<i>TECHNOLOGY</i>	<i>OTHER</i>

'PRAIRIE PARTNERS' SURVEY

Name(s): _____

School and grade(s): _____

Statement of your prairie project Action Plan: _____

AGENCY OR PERSON	CONTACT MADE (NAME)	CONSULTANT SERVICE PROVIDED	IN-PERSON PRESENTATION	MATERIALS OR MEDIA PROVIDED	SEEDS OR PLANTS PROVIDED	OTHER (MAKE NOTE)
LIVING ROADWAY TRUST						
TREES FOREVER						
PRAIRIE INSTITUTE (UNI)						
INTEGRATED ROADSIDE VEGETATION MANAGEMENT						
IOWA ECOTYPE PROJECT						
COUNTY ROADSIDE MANAGER						
COUNTY NATURAL-IST						
CITY OFFICIAL						
PHEASANTS FOREVER						

OTHER:

COMMENTS: _____

eii 2007

REAP INFORMATION FORM

Name _____

School Name _____

City/Town _____

Grade(s) taught _____

Number of students taught _____

TIME: Amount of time spent in planning unit _____

Amount of classroom time used in the unit _____

Other comments: _____

PARTNERS: See *Prairie Partners* form in first section of notebook.

Parents: number involved _____

Materials: Please list the 'freebies' materials used in your classroom on the back of this page. ie: from Living Roadway Trust, REAP, etc.

PUBLIC RELATIONS:

Ways you shared your unit with parents or public: _____

Please attach copies of newspaper articles, etc.

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EVALUATION OF PRAIRIES IN PROGRESS
(A FIVE YEAR PLAN)

Directions: Using a highlighter, put an "X" in the box that most accurately describes the status of your prairie project in each of the six categories. This rubric will be completed once each year for five years. Please read the rows going across. The number at the top of the column corresponds to a score on the rubric, NOT the year for which you are completing the evaluation. Each year a rubric will be sent to you from eii.

	0	1	2	3	4	5
School District Partners: Administration, Maintenance, Colleagues, Elected officials	No prairie project in progress as of yet.	Project begun but with no permission or cooperation from colleagues, administration, maintenance or financial support.	Support from one of the following - colleagues, administration, maintenance, or financial support.	Support from two of the following - colleagues, administration, maintenance, or financial support.	Support from three of the following - colleagues, administration, maintenance, or financial support.	Support from all of the following - colleagues, administration, maintenance, or financial support.
Prairie Site Selection	No site selected.	The prairie is available for classroom use but not easily accessible.	The prairie is visible or near the classroom or is a container garden in or near the classroom.	Prairie is placed to benefit land use (wet, sloped, dry, sun or shade area), near the classroom but not visible or directly adjacent to a roadway or trail.	Prairie is placed to benefit land use, near the classroom, visible from a roadway or trail, but not directly adjacent to a roadway or trail.	Prairie is placed to benefit land use, near the classroom, visible and directly adjacent to a roadway or trail.
Professional Prairie Establishment	No documentation of an establishment plan.	Minimal documentation of an establishment plan.	Minimal documentation of an establishment plan with minimal professional consultation.	Has an establishment plan, but no consultation with identified professional partners.	Documentation of an establishment plan OR professional consultation BUT NOT BOTH.	Documentation provided demonstrating an establishment plan prescribed by ONE or MORE professional partners. (Roadside manager, naturalist, master gardener, etc)

EVALUATION OF PRAIRIE RESTORATION PROJECTS IN PROGRESS
(A FIVE YEAR PLAN)

	0	1	2	3	4	5
Management Plan	No management plan.	Minimal documentation of needed monitoring and no partnerships are established.	Minimal documented monitoring/management plan and need for partnerships acknowledged.	1. Documented monitoring/management plans provided. 2. Partners in place. 3. No long term plans in writing.	1. Documentation of monitoring is provided and participants respond to needs. 2. Partners are aware of long term needs to sustain the prairie. 3. No long term plans are in writing.	1. Documentation of monitoring is provided and participants respond to needs. 2. Partners are in place to sustain the prairie indefinitely. 3. Long term plan written and followed.
Documentation of Prairie Establishment	No documentation using photographs.	Minimal photo documentation.	Photo documentation is provided before the prairie establishment.	Photo documentation includes before and during prairie establishment.	Photo documentation includes before, during and after establishment. All pictures are from the same perspective.	Photo documentation includes before, during and after establishment. All pictures are from the same perspective.
Publicity	No publicity has occurred for the prairie project.	Publicity has occurred but does not provide educational information, recognition of funding sources or support groups.	Publicity has provided ONE of following: educational information, recognition of funding sources, or support groups.	Publicity has provided TWO of following: educational information, recognition of funding sources, or support groups.	Publicity has provided THREE of following: educational information, recognition of funding sources, or support groups.	Several types of publicity have occurred which provides an educational element for the audience, identifies funding sources, and support provided by groups.

Name of Person Completing the Form: _____

Mailing Address: _____

Name of Alternative Person: _____

Mailing Address: _____

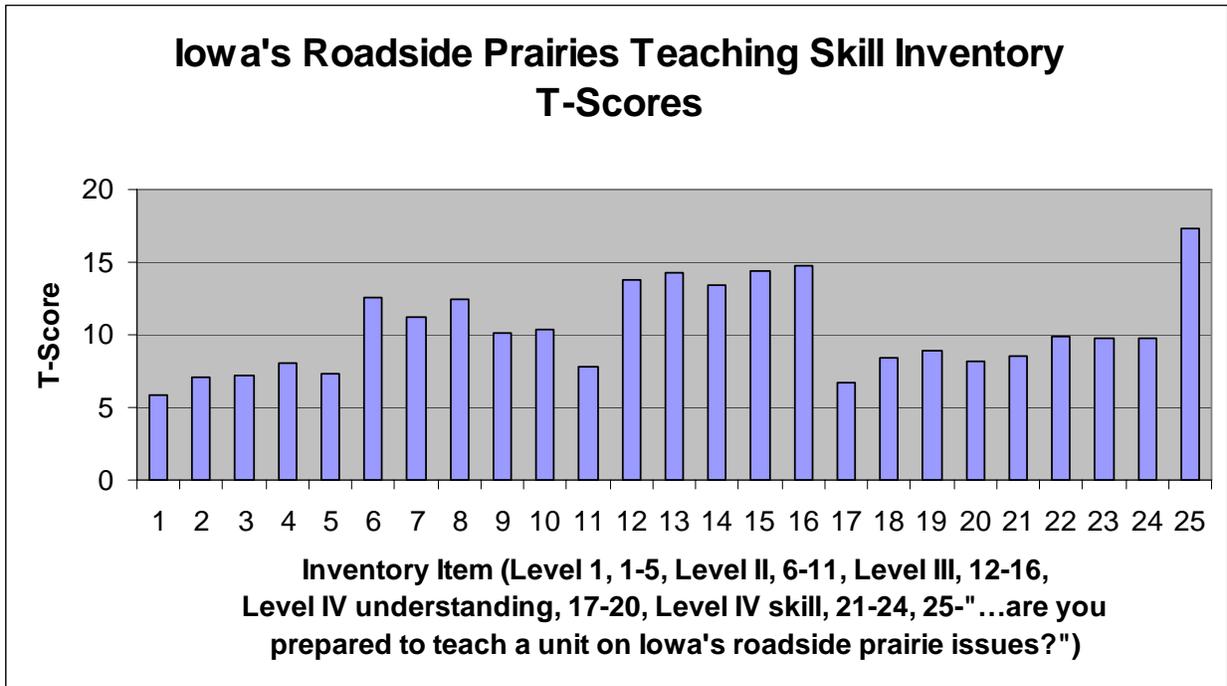
Send completed rubric to: eii - CEEE

Univ. of Northern Iowa
Cedar Falls, IA 5614-0293

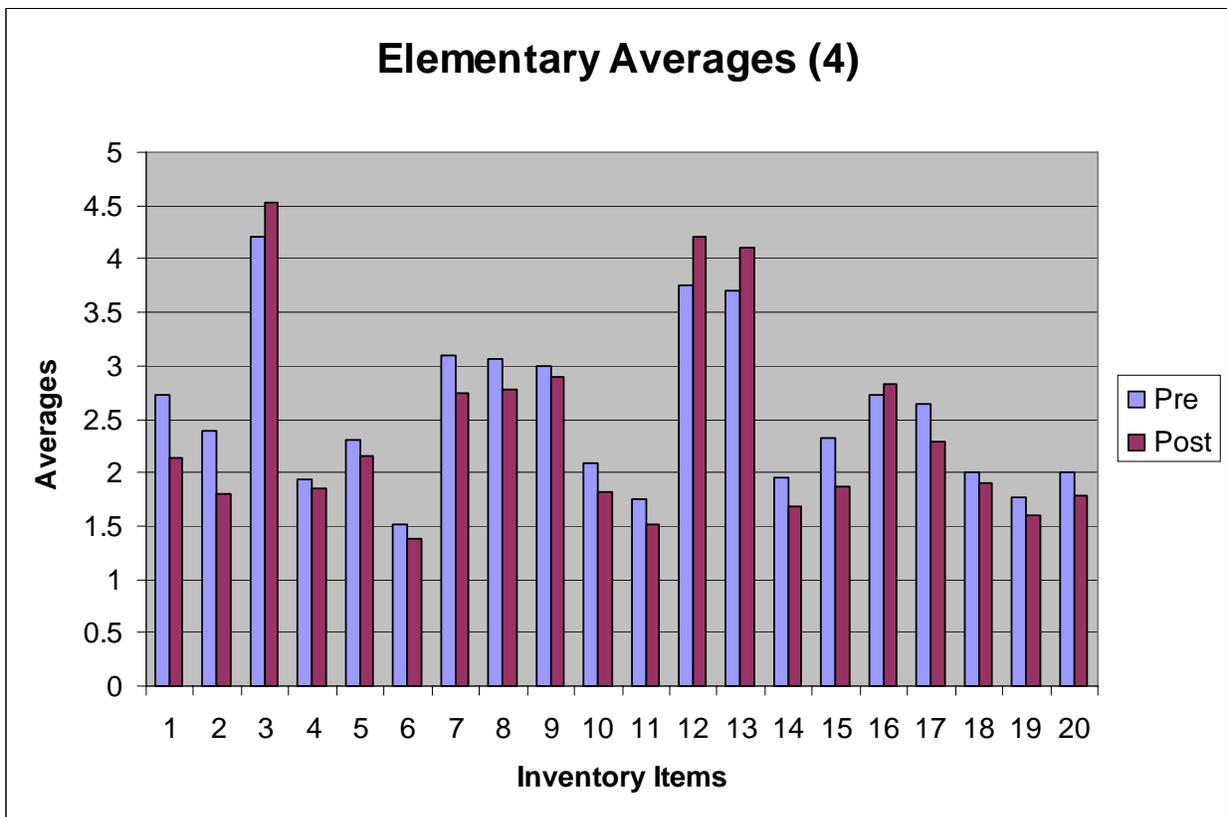
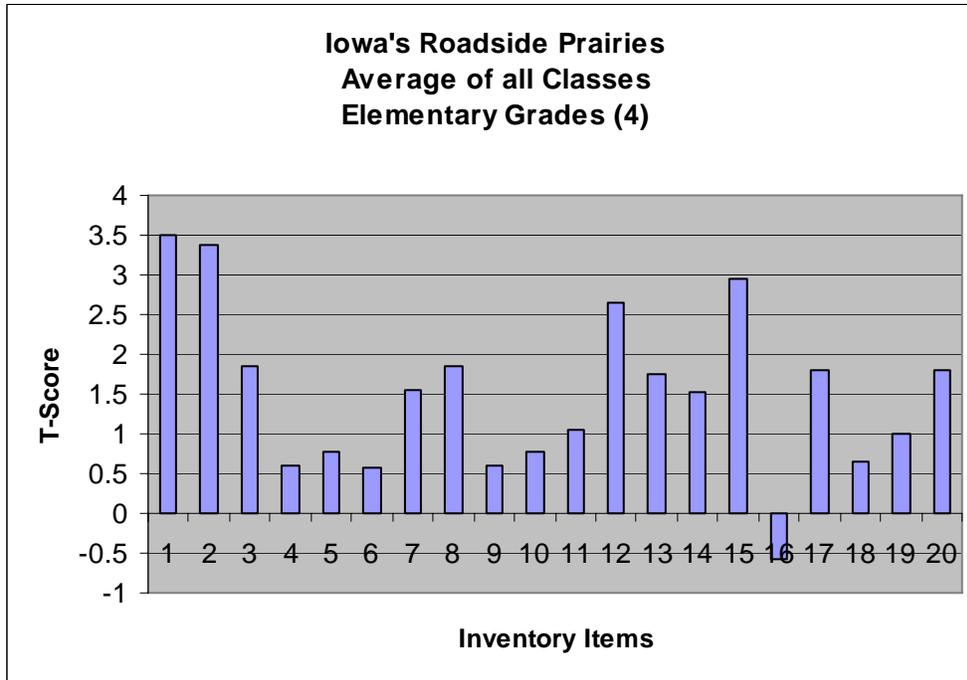
This data is being gathered for REAP and LRTF to determine how to aid teachers in developing successful prairie plots.

Evaluation results:

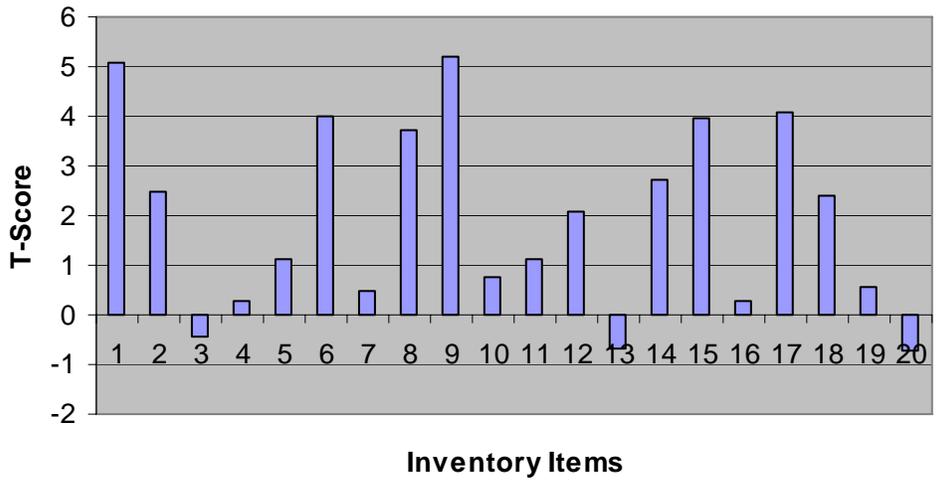
Teaching Skill Inventory Data



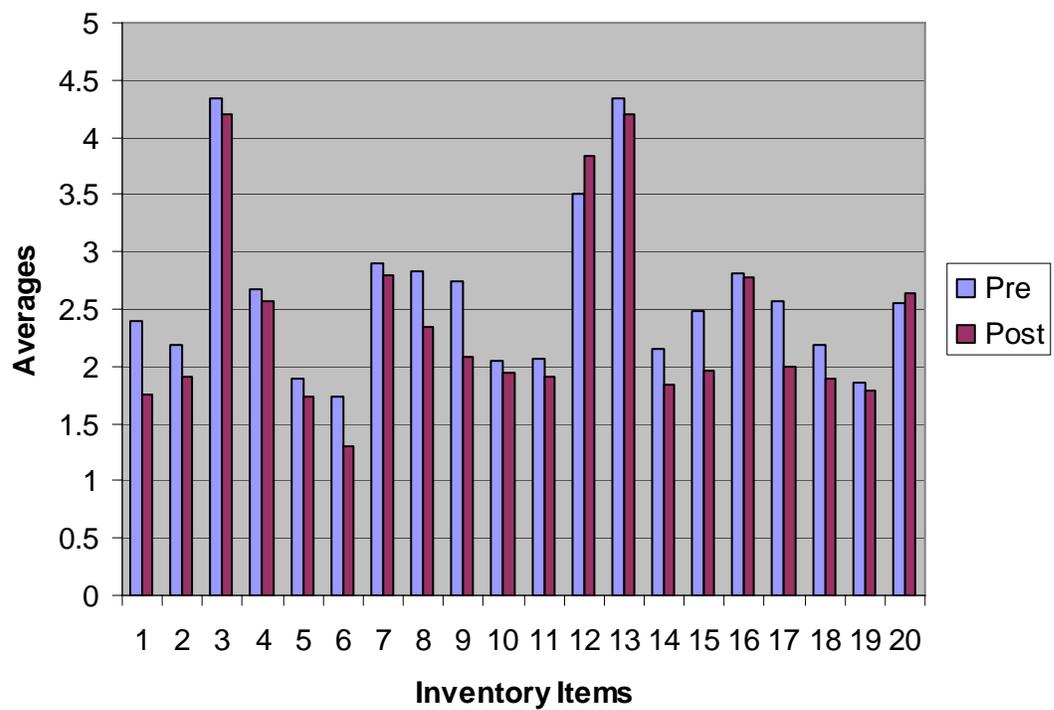
Student Data



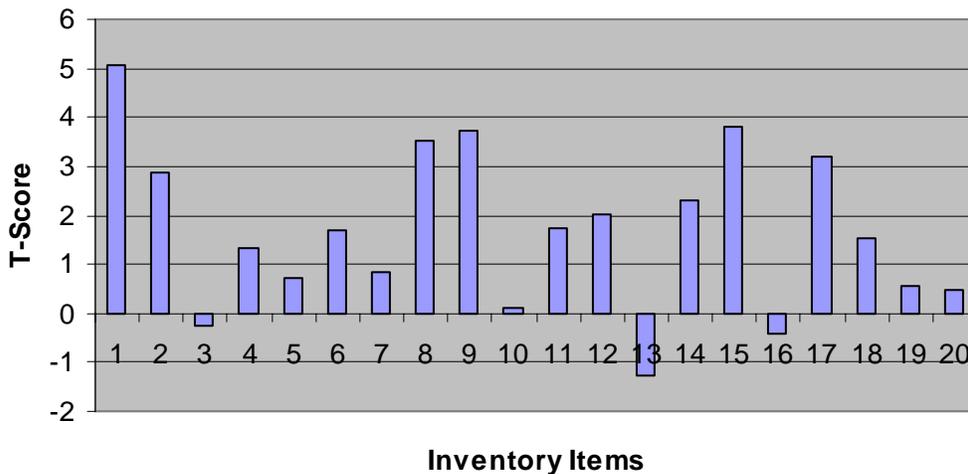
Iowa's Roadside Prairies
Average of all Classes
Middle Grades(6-8)



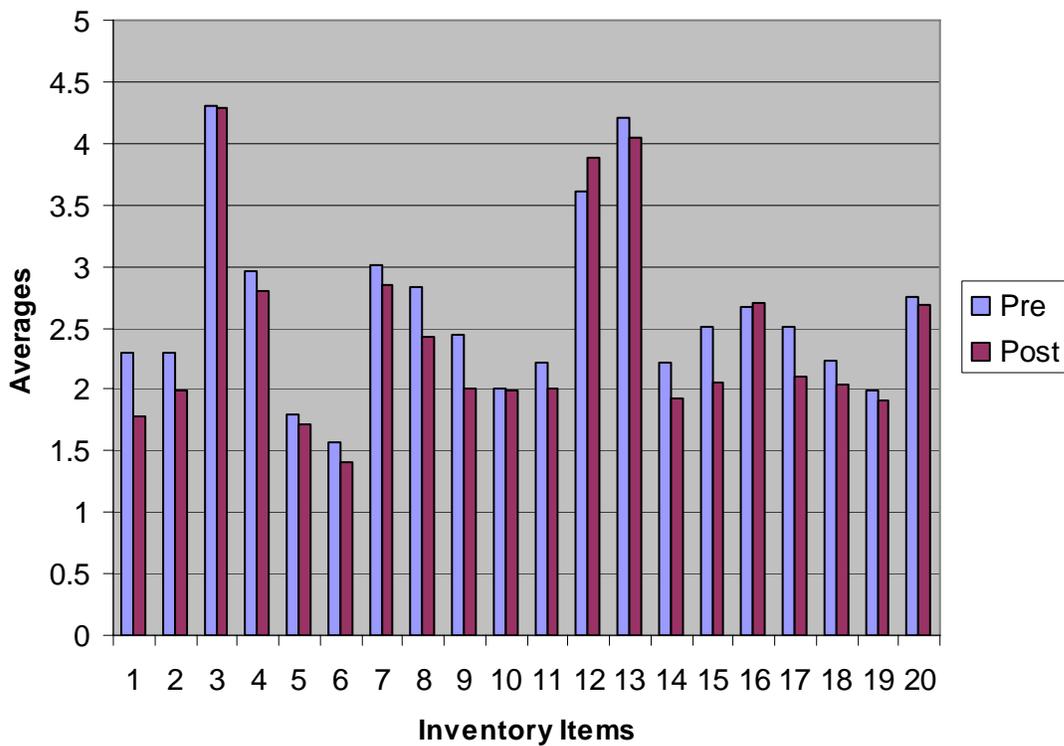
Middle School Averages (6-8)



Iowa's Roadside Prairies
Average of all Classes
High School (9-12)



High School Averages (9-12)



- 9) **Mid-term and final reports: Include a completed Project Expenditure Summary with your mid-term and final reports.** (See next page.)

Part II—REAP CEP Project Expenditure Summary

For your **mid-term and final reports**, please submit this completed form, along with Part I, via e-mail to salterberg@uni.edu.

For your **final report**, please also submit the Final Project Billing Form as a hard copy to Kathleen Moench at the DNR within 60 days of project completion. See Grant Agreement, Attachment B.

Grant Recipient (organization name): University of Northern Iowa

Project Title and Number: Roadside Prairies 07-04

Check one:

Midterm Project Expenditure Summary (covering July 2006-Mar. 2007 activities) **DUE: Apr. 15, 2007**

Final Project Expenditure Summary (covering Apr. 2007-Dec. 2007 activities) **DUE: Jan. 15, 2008**

Note: The Final Project Expenditure Summary is not an official auditing document, though should accurately reflect project expenses. Do not include non-REAP CEP expenditures. 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)	1,008.00		1,086.00	- 78.00
2. Travel	5,717.00		5,777.65	-60.65
3. Supplies	2,285.50		2,203.72	81.78
4. Other	21,774.00		21,717.13	56.87
5. Indirect costs	3,078.50		3,078.50	00
6. Total	33,863.00		33,862.95	00

A NOTE AND A CLIPPING ARE PASTED BELOW.

Ann Vannest
Cedar Rapids

CARL -

THANKS FOR ORGANIZING
ANOTHER FRUITFUL Eii WKSHP.
I DO APPRECIATE YOU + THE TEAM
BECAUSE I CAN GET BACK TO
MY CLASSROOM + APPLY LESSONS +
KNOWLEDGE THAT I GO AWAY WITH.

STAY WARM + I'LL SEE YOU
IN MARCH.

P.S. GREAT WKSHP !!

Ann

Wings students find Iowa prairies not so lonesome

Mrs. Anne Allen and Mrs. Ruth Kepler, third grade teachers at Wings Park, are currently enrolled in an environmental class entitled Iowa's Roadside Prairies.

The class is offered through the University of Northern Iowa. It is funded by grants through REAP and the Iowa Living Roadway Trust Fund. In addition to the funding for the class, the teachers received many beautiful and helpful plant books and posters. They are learning about what Iowa was like when it was entirely tall grass prairie.

They are sharing that information with their third grade students. The students have learned; about what an environmental issue is, lots of information about prairie plants and animals, the benefits of planting native plants, and how to grow native forbs and grasses.

Sondra Cabell, the Buchanan County Naturalist spoke to the group about Iowa's native plants and animals. The students also planted coneflowers and black-eyed Susans. They also have plans to plant a prairie plot in front of Wings Park Elementary.



ALL COURTESY PHOTOS THIS PAGE

Isabella Moser with the otter Sondra brought with her as an example of prairie animals.



Ian Gonterman is shown with a buffalo skull, another Iowa prairie animal.