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: April 15, 2007**

Check one:
_X_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.

EXAMPLE **#1:** Market REAP CEP and workshops (i.e., public communications) **Activities:** 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 **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.	**Percent completed to date** 80%
#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. Planning continues 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. **Additional explanation, if needed:**	
#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 AEAs 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 me and then developed a team of teachers to attend. **Additional explanation, if needed:**	
#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 as scheduled. The W. Des Moines Update is to be completed on April 20-21. Instruction was completed 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. 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. **Additional explanation, if needed:**	
#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 have 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 development would extend the unit. Contacts with teachers are continuing via visits, email and phone. We are finding that many teachers would like to have an additional weekend experience in support of their extended activities and we have begun planning such a session. **Additional explanation, if needed:**	
#5: Update **Activities:** The Dubuque update has been completed and the W. Des Moines update is scheduled for April 20-21. Teachers were/will be presented with additional activities and information to assist them with continued use of the unit as this year progress and for planning for the coming year for which many of them plan an expanded unit. The most significant update activities are the grade level and whole group discussions of teaching experiences in which teachers help each other plan for future 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.	

Additional explanation, if needed:	
#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. A presentation will be given at the ILRT meeting in July and at the IAS teacher's section conference in October. Numerous presentations have and will be 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. **Additional explanation, if needed:**	
#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 will be pasted to the final report. Extensive informal evaluation is carried out by teacher discussions at the update sessions. Formal student evaluation is being carried out by administration of Student Inventories. Data will be analyzed and included in the final report. **Objective b. Output:** The grant was written for participation of 48 teachers. Final registration was 47 with a group deciding to wait for next year's classes rather than split up the team. The data on all other **Outcomes and Outputs** will not be complete until later in the project and will be reported with the final report.	

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

__Yes _X_No

There is no change in the direction of the project but it could be noted that the extension of the application appears to be greater than originally anticipated. Teachers are requesting an additional weekend session to support their extended application. Plans have begun to request funds for such a session.

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? _X_ Yes __ No Could be noted some teachers have experienced delays and many are planning extended application.

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? _X__Yes ___No

4B) If no, please explain:

For midterm reports, 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.
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 iowaee.org'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.

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

10) Other comments?

[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.

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:

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

Note: *The mid-term expenditure report may be close estimates of REAP CEP expenses to date.* This is not an official auditing document. ***Do not include non-REAP CEP expenditures*** in the table below. E-mail to Salterberg@uni.edu.

__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	227.00	227.00	781.00
2. Travel	5,717.00	7,414.26	7,414.26	-60.65
3. Supplies	2,285.50	1,652.07	1,651.07	634.43
4. Other	21,774.00	1,652.62	1,652.62	20,121.38
5. Indirect costs	3,078.50	892.26	892.26	2,186.24
6. Total	33,863.00	526.47	10,200.60	23,662.40

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.
A NOTE AND A CLIPPING ARE PASTED BELOW.

Ann Vannest
Cedar Rapids

CARL -

THANKS FOR ORGANIZING ANOTHER FRUITFUL E:: WKSHOP. 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.

Ann

P.S. GREAT WKSHOP!

Oelwein Daily Register March 31, 2007

Wings students find Iowa prairies not so lonesome

Mrs. Anne Allen and Mrs. Ruth Keppler, 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.