

# Example Incorporating Selected Behavior/Knowledge Changes in a CEP Grant Application

The example below is not part of an actual grant application; it is for demonstration purposes only. It is one of many ways this portion of the grant application may be completed.

## Audience and Behavior/Knowledge Changes—20 pts.

Instructions: Identify your intended audience. How is your project related to statewide conservation and/or education plans? If you are working with K-12 students, how is the proposed project aligned with the Iowa Core? (For more information, go to <http://www.educateiowa.gov>.)

What do you expect the intended audience to know or do at the conclusion of your project? Explain intended behavior/knowledge changes and why they are achievable.

What will you do (such as number of workshops you will conduct or materials you will create) and how many you will reach? Explain your rationale for the numbers used (such as what data and/or experience did you draw on to determine number of people you plan to reach). Also explain why these are realistic and cost-effective for the proposed project.

***Intended audience:*** We want to attract participants of all ages, including children and multi-generational families, to this experiential, hands-on workshop. We expect up to half of attendees to be people who are already members of prairie organizations; but we will work to attract Iowans new-to-prairies to provide at least half of the workshop participants. By blending the two groups, we expect the prairie enthusiasts to spread their love and appreciation of prairie to the newcomers.

***Conservation or Education plans:*** Children who attend will be able to learn about science (biology, geology, etc.) in a non-formal setting that reinforces the learning expected in the Iowa Core. This Loess Hills workshop also contributes toward the education goals of the Iowa Wildlife Action Plan. The Loess Hills are one of the plan's highest priority regions for habitat protection. Workshop elements contribute to the plan's education goal: "*Iowans will understand the relationships between land use, wildlife diversity and abundance, the quality of life for all citizens, and the positive effects wildlife has on Iowa's economy*" and to a specific conservation action under that goal: "*Refine and expand current wildlife education efforts targeted to formal and non-formal education venues.*"

***Intended behavior/knowledge changes:*** We will evaluate the following changes: Participants will know more about prairies as a result of the workshop, and will tell others positive things about prairies as a direct result of the workshop. This will help us know the extent and value of the "ripple effect" from the workshop in the public's awareness of and attitudes toward prairies. We believe these behavior/knowledge changes are achievable because we've received anecdotes from at least five of last year's attendees telling us that, as a result of the workshop, they talked with friends and family members about prairies, and/or took them to see one or more of Iowa's prairie remnants.

***What we will do/How many we will reach:*** We anticipate 60 participants at the workshop. In the past, average attendance has been 45. The new target is realistic because we will be marketing the workshop two months earlier than in the past, and will be marketing to audiences never-before-targeted, such as members of the Iowa Environmental Council, Isaak Walton League, Pheasants Forever, and Ducks Unlimited. Programming will be targeted to meet the needs of these new audiences.

## Evaluation—10 pts.

Instructions: Explain how you will show if the desired behavior/knowledge changes occurred, and how the results will be useful to the applicant and/or to the project. Identify evaluation tool(s) you plan to use, such as but not limited to surveys, focus groups, pre- and post-tests and/or retrospective pre-/post- questionnaires. Also include at least one specific question or observation you will be including in your evaluation. Applicants are encouraged to include a copy of their entire evaluation, or draft evaluation, as an attachment to this proposal.

If you are requesting funding for a project of yours that received past CEP support, explain how your evaluation of that project demonstrates the need for continuation. Also, explain any changes you will make in conducting or evaluating the project this time. If the environmental education community has conducted a similar type of project, explain what you have learned that may be applied to your

project.

***Evaluating behavior/knowledge changes:*** To measure these changes, we will email a brief survey to all attendees four months after the workshop using Survey Monkey. We'll ask:

- Did the workshop give you additional confidence in talking with others about prairie and Iowa's natural resources?
- How many conversations on these topics since the workshop that were a direct result of your participation in the workshop?
- Have your conversations on these topics increased, decreased or remained the same since the workshop?
- Please share one example of a conversation resulting from the workshop.
- Did you visit one or more prairies after the workshop that you would not have visited had you not attended the workshop?
- If so, did you share the prairie experience with someone unfamiliar with prairies?

The results will be useful to us because it may help us secure funding from sources such as The Prairie Alliance, the McKeen Trust and the local business community—all whom have an interest in the future of prairies.

The results also will be useful because, through the “ripple effect,” we suspect 180 additional non-workshop attendees will learn about prairies from the approximately 60 in attendance. The more people informed about prairies in general will likely help in the protection of these resources. If a ripple effect is not found, we need to redesign the project so that this occurs, making good use of limited state financial resources.

This project received CEP support in 2014. Evaluation at that time indicated 72% of participants increased knowledge, and changed their behaviors, as a result of the workshop. This alone demonstrates need for the project, but we are hoping with a grant this year to confirm those same behavior/knowledge changes, as well as see whether participants visited at least one more prairie as a direct result of attending the workshop.

A copy of our draft evaluation may be found as Attachment B.

**NOTE: This is an example only.**