
Introduction

Greetings!

Please answer the following questions in reference to the **most recently-completed grant year** of your current NOAA B-WET grant. You will be asked about a range of practices and outcomes that represent the diversity of Meaningful Watershed Educational Experiences (MWEEs) offered by B-WET-funded programs, some of which may not apply directly to your project. It is acceptable to answer “not applicable” (N/A) in those instances.

For the purposes of this questionnaire, we assume that Meaningful Watershed Educational Experiences (MWEEs) are investigative, project-oriented, sustained activities that include one or more outdoor experiences, consider the watershed as a system, and are an integral part of a school instructional program. MWEEs for students are projects that provide K-12 students opportunities for these activities. MWEEs for teachers provide K-12 teachers opportunities for professional development to build their confidence and capacity to implement MWEE activities with their students. MWEEs are enhanced by NOAA products, services, or personnel; support regional environmental and natural resource management priorities; and are designed to increase students' and teachers' understanding and stewardship of watersheds and related ocean, coastal and Great Lakes ecosystems.

We realize that not all MWEEs are designed in the same way and that your organization does not necessarily only offer one type. For the purposes of this survey, please respond in reference to **NOAA B-WET-funded MWEEs and professional development**. Also, because we are attempting to generalize, we will ask you to consider a “typical” MWEE offered by your organization. Please consider your most frequently offered B-WET-funded MWEE as “typical.”

All responses will be kept anonymous, that is they will not be associated with you and your organization. THANK YOU in advance for your candor and thoughtfulness in answering the questions that follow.

Note: The term “organization” is used generically to mean the B-WET funds “awardee.” The awardee may be one nonprofit organization or an academic institution completing the work, or the awardee may be an institution that is serving as the leader of a partnership of organizations that are completing the work. If you are the latter type of awardee, please respond on behalf of your collective group of partners.

Note: We apologize for redundancy in information you have previously provided to NOAA B-WET as part of your award.

It will take between 30-60 minutes to complete this survey, depending on the nature of your project. You can close the survey and return to the same place as long as you use the same computer to continue completing the survey.

If you have questions about this survey, please contact either your regional B-WET manager or Bronwen Rice, B-WET National Coordinator (Bronwen.Rice@noaa.gov).

Thank you.

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Paperwork Reduction Act Statement

Public reporting burden for this collection of information is estimated to average 30-60 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other suggestions for reducing this burden to Bronwen Rice, NOAA Office of Education, Herbert C. Hoover Building, Room 6863, 14th and Constitution Avenue, NW Washington, DC 20230.

Responses are voluntary and collected and maintained as anonymous data. Information will be treated in accordance with the Freedom of Information Act (5 USC 552).

Notwithstanding any other provision of the law, no person is required to respond to, nor shall any person be subject to a penalty for failure to comply with, a collection of information subject to the requirements of the Paperwork Reduction Act, unless that collection of information displays a currently valid OMB Control Number.

Did you or your organization operate a NOAA B-WET funded program this past grant year?

- No
- Yes

Thank you!

Thank you for completing this survey. Please click on the **Submit** button below.

About Organization and B-WET Project

Please enter your NOAA B-WET award number. Your NOAA B-WET award number has 14 letters and numbers, such as NA12NMF4638049. The award number will be used ONLY to 1) identify your B-WET region, not your organization, and 2) allow us to link information you provide with that of data that may be provided by your project's teachers.

To what extent were you (personally) involved in:

	Not at all 1	2	3	4	To a great extent 5
Developing your organization's most recent funded B-WET grant proposal (on your own or through collaborating with an	<input type="radio"/>				

external grant writer)

Implementing your organization's most recent B-WET-funded grant

Evaluating your organization's most recent B-WET-funded grant (on your own or through collaborating with an external evaluation consultant)



In which region were your organization's MWEEs offered this past grant year? (check one)

- California
- Chesapeake Bay
- Great Lakes
- Gulf of Mexico
- Hawaii
- New England
- Pacific Northwest
- Other (please describe)

What is the total amount of funding you received this past grant year from NOAA for your B-WET project?

- None
- \$1-20,000
- \$20,001-\$50,000
- \$50,001-\$100,000
- \$100,001-\$200,000
- \$200,001-\$300,000
- \$300,001 or greater

What is the total amount of funding for this project, from all sources, this past grant year?

- None
- \$1-20,000
- \$20,001-\$50,000
- \$50,001-\$100,000
- \$100,001-\$200,000
- \$200,001-\$300,000
- \$300,001 or greater

Including this past grant year, for how many years has your organization received funding from NOAA B-WET for the currently-funded project?

- 1 year
- 2 years
- 3 years
- 4 or more years

For how many years total has this B-WET project been in existence, including years not funded by NOAA B-WET?

- 1 year
- 2 years
- 3 years
- 4 or more years

For what type of organization do you work? (choose one)

- Academic institution (community college, college, university)
- Business/Corporation
- Local government
- State education agency
- State natural resource agency
- Non-profit organization (including informal education institutions)
- School/school district
- Other (please describe)

Overall, what grade would you give the support you received from your region's NOAA B-WET staff over the past grant year?

- F
- D
- C
- B
- A

Briefly describe why you selected this grade.

If offered, how likely is it that you will make use of each of the following to help you implement your B-WET-funded programs?

	Extremely unlikely	1	2	3	4	5	6	Extremely likely
One-on-one time with B-WET program								

staff (i.e., regional or national coordinators)	<input type="radio"/>						
Facilitated networking with other B-WET grantees in my region	<input type="radio"/>						
Facilitated networking with other B-WET grantees from other regions	<input type="radio"/>						
Email listserv, web forum, Facebook page, or other tools for virtual interaction with other grantees	<input type="radio"/>						
Access to local NOAA subject-matter experts	<input type="radio"/>						
Information about and access to current NOAA data sets	<input type="radio"/>						
NOAA materials and lesson plans relevant to watersheds	<input type="radio"/>						
Suggested "best" or "preferred" practices for MWEES	<input type="radio"/>						
Assistance with evaluating MWEES	<input type="radio"/>						
Assistance with grant management	<input type="radio"/>						
Opportunities to learn about watershed science	<input type="radio"/>						
Opportunities to learn about local or regional environmental issues	<input type="radio"/>						
Opportunities to learn about local or regional policy efforts impacting environmental education	<input type="radio"/>						
Opportunities to learn about national policy efforts impacting environmental education	<input type="radio"/>						
Opportunities to learn about climate literacy principles	<input type="radio"/>						
Opportunities to learn about ocean literacy principles	<input type="radio"/>						

Branching Question

BRANCHING QUESTION

Which of the following B-WET-funded programs did your organization provide? (choose no or yes for each line)

	No	Yes
MWEES for students/youth who are between the ages of 4-18 (or grades PreK-12)	<input type="radio"/>	<input type="radio"/>
MWEE professional development or support for teachers	<input type="radio"/>	<input type="radio"/>
Other (please describe) <input type="text"/>	<input type="radio"/>	<input type="radio"/>

PD for Teachers

TEACHER PROFESSIONAL DEVELOPMENT

Which of the following types of B-WET-funded MWEE professional development did you typically provide over the past grant year?

	No	Yes
One day workshops (usually less than 8 hours)	<input type="radio"/>	<input type="radio"/>
Teacher institute (usually on consecutive days that cumulatively consist of 40 hours or more)	<input type="radio"/>	<input type="radio"/>
Multi-day workshops (events that last at least 6 hours, but are less than 40 hours, e.g., a three-day workshop on a specific topic or a series of five Saturday sessions)	<input type="radio"/>	<input type="radio"/>
A college-level course	<input type="radio"/>	<input type="radio"/>
Professional development provider training (training for individuals who provide teacher professional development)	<input type="radio"/>	<input type="radio"/>
Individual teacher coaching and support (e.g., curriculum planning, shared teaching, demonstrations and/or other forms of in-school or in-field support)	<input type="radio"/>	<input type="radio"/>
On-line professional development support (e.g., courses, webinars, discussion forums)	<input type="radio"/>	<input type="radio"/>

For about how many teachers, schools, and school districts did your organization provide professional development or support (e.g., trained in workshops, coached at schools or in the field) this past grant year as a result of your B-WET grant? (Please provide one number, NOT a range.)

About ____ teachers served

About ____ K-12 schools served

About ____ school districts served

What percent of the participating teachers taught the following grade levels? (total should equal 100%)

PreK	<input type="text" value="0"/> %
Elementary	<input type="text" value="0"/> %
Middle	<input type="text" value="0"/> %
High	<input type="text" value="0"/> %
I don't know	<input type="text" value="0"/> %
Total	<input type="text" value="0"/> %

Did the majority of participating teachers teach science?

- Don't know
- No
- Yes

About how many hours of MWEE professional development and/or support did your organization typically provide for any one teacher this past grant year?

None
 1-2 hours
 3-5 hours
 6-10 hours
 11-20 hours
 21-40 hours
 41-60 hours
 61-80 hours
 More than 80 hours

About how many hours did a typical teacher participate in outdoor activities as part of your organization's MWEE professional development this past grant year?

None
 1-2 hours
 3-5 hours
 6-10 hours
 11-20 hours
 21-40 hours
 41-60 hours
 61-80 hours
 More than 80 hours

To what extent was your organization's MWEE professional development content aligned with:

	NA	Don't know	Not at all 1	2	3	4	To a great extent 5
School district education standards	<input type="radio"/>						
State education standards	<input type="radio"/>						
National education standards	<input type="radio"/>						
Regional environmental/natural resources management priorities	<input type="radio"/>						

Were NOAA resources used as part of MWEE professional development for teachers?

No
 Yes

Which NOAA resources were incorporated into your organization's typical B-WET-funded MWEE professional development?

	Not sure	No	Yes
Information from NOAA studies or reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected by and accessible through NOAA, IF YES: Name the NOAA data source: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA expert (e.g., scientist, educator, Sea Grant staff member, policy expert)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA curricula and education programs, IF YES: Name the curricula or programs: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA labs or facilities, IF YES: Name the lab or facility: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA National Marine Sanctuary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA National Estuarine Research Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What education methods were used during your MWEE professional development? (select No or Yes for each method)

	Not sure	No	Yes
Outdoor field trip (i.e., excursion to learn about natural history and ecology in the outdoors, may or may not include data collection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field work (i.e., scientific study carried out somewhere other than in a classroom/laboratory, includes data collection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place-based education (i.e., an interdisciplinary instructional strategy that uses the local environment and community as the context for teaching and learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific-inquiry-based learning (i.e., an instructional strategy that gives students the opportunity to explore an idea or question. To arrive at an answer or to better understand the concept, students often collect and analyze data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issue investigation (i.e., an interdisciplinary instructional strategy that engages learners in investigating complex, real-world environmental issues and problem-solving as the context for teaching and learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning (i.e., an instructional strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following science inquiry steps did you include? Engaged teachers in:

	No	Yes
Formulating scientific questions they can answer using data	<input type="radio"/>	<input type="radio"/>
Making predictions or hypotheses	<input type="radio"/>	<input type="radio"/>
Collecting data or using existing data	<input type="radio"/>	<input type="radio"/>
Analyzing and interpreting data	<input type="radio"/>	<input type="radio"/>
Making conclusions and adjusting predictions/hypotheses	<input type="radio"/>	<input type="radio"/>
Developing presentations of their findings	<input type="radio"/>	<input type="radio"/>

As part of your B-WET professional development workshops or institutes this past grant year, did your organization typically include the following:

	No	Yes
Presented information and examples illustrating how other teachers have integrated MWEEs into their curriculum	<input type="radio"/>	<input type="radio"/>
Discussed how teachers may be able to integrate MWEEs into their <u>own</u> curriculum or classroom activities	<input type="radio"/>	<input type="radio"/>
Discussed alignment of MWEEs with state, regional, or national standards	<input type="radio"/>	<input type="radio"/>
Provided examples of how MWEEs align with standards	<input type="radio"/>	<input type="radio"/>
Engaged teachers in aligning MWEEs with their school or school district standards	<input type="radio"/>	<input type="radio"/>
Allowed teachers time to plan how they will implement MWEEs	<input type="radio"/>	<input type="radio"/>
Engaged teachers in the same activities/practices they can use with their students	<input type="radio"/>	<input type="radio"/>
Included more than one teacher from individual schools	<input type="radio"/>	<input type="radio"/>
Presented how NOAA data can be used to support student	<input type="radio"/>	<input type="radio"/>

scientific inquiry

Discussed how to use NOAA data to obtain knowledge about local issues

Shared examples of how other teachers have used NOAA data with their students

Allowed teachers time to plan how they will integrate the use of NOAA data

What types of support did your organization typically provide to teachers participating in MWEE professional development this past grant year?

	No	Yes
Assisted teachers with conducting field trips or field work	<input type="radio"/>	<input type="radio"/>
Assisted teachers with establishing schoolyard habitats	<input type="radio"/>	<input type="radio"/>
Assisted teachers with establishing restoration projects	<input type="radio"/>	<input type="radio"/>
Co-teaching in teachers' classrooms or in field	<input type="radio"/>	<input type="radio"/>
Provided coaching in participating teachers' classrooms	<input type="radio"/>	<input type="radio"/>
Provided demonstrations in teachers' classrooms	<input type="radio"/>	<input type="radio"/>
Assisted with the use of equipment or technologies	<input type="radio"/>	<input type="radio"/>
Communicated with teachers through personal phone calls or email	<input type="radio"/>	<input type="radio"/>
Communicated with teachers through newsletters or web-site (e.g., an online community)	<input type="radio"/>	<input type="radio"/>

Which characteristics describe your organization's typical MWEE professional development this past grant year?

	No	Yes
Helped make connections to local community organizations and resources	<input type="radio"/>	<input type="radio"/>
Facilitated interactions with NOAA scientists/staff	<input type="radio"/>	<input type="radio"/>
Facilitated interactions with natural resource professionals	<input type="radio"/>	<input type="radio"/>
Provided teacher stipends	<input type="radio"/>	<input type="radio"/>
Offered continuing education credits	<input type="radio"/>	<input type="radio"/>
Offered graduate credits	<input type="radio"/>	<input type="radio"/>
Provided equipment	<input type="radio"/>	<input type="radio"/>
Provided instructional/educational/curriculum materials	<input type="radio"/>	<input type="radio"/>
Provided information on how to obtain grants or funding for MWEEs	<input type="radio"/>	<input type="radio"/>

Did teachers participate in any of these activities to protect and/or restore ocean, coastal and/or Great Lakes watersheds DURING their MWEE professional development?

	No	Yes
Created a schoolyard or backyard habitat	<input type="radio"/>	<input type="radio"/>
Installed a rain barrel at school or at home	<input type="radio"/>	<input type="radio"/>
Gave presentation(s) about the local watershed (e.g., for school, other organizations)	<input type="radio"/>	<input type="radio"/>

Participated in or organized event(s) to raise awareness about the importance of watersheds	<input type="radio"/>	<input type="radio"/>
Participated in or helped coordinate a clean-up of a local stream or beach	<input type="radio"/>	<input type="radio"/>
Participated in a restoration activity (e.g., planting trees)	<input type="radio"/>	<input type="radio"/>
Limited or avoided the use of household chemicals including fertilizers, herbicides and pesticides	<input type="radio"/>	<input type="radio"/>
Told others about ways they can protect their local watershed	<input type="radio"/>	<input type="radio"/>
Monitored water quality over a period of time	<input type="radio"/>	<input type="radio"/>

It was a goal of my organization's B-WET-funded professional development that teachers would be able to:

	NA	Don't know	No	Yes
Define the term "watershed"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify their local watershed(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify how watersheds are connected to the ocean via streams, rivers, and human-made structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the functions that occur in a watershed (transport, store, and cycle water)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize that both natural processes and human activities affect water flow and water quality in watersheds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify connections between human welfare and water flow and quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify possible point and non-point sources of water pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify actions individuals can engage in to protect/restore water quality in watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It was a goal of my organization's B-WET-funded MWEE professional development that teachers would:

	NA	Don't know	No	Yes
Teach more about watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to implement MWEEs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to implement MWEEs after they are no longer supported by our organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use NOAA resources to enhance their students' MWEE experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to guide students through taking action to protect or restore watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use science inquiry instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use the outdoors for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use local community resources as part of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use interdisciplinary approaches to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more enthusiastic about teaching science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to act to protect and/or restore ocean, coastal, or Great Lakes watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MWEEs for Students

STUDENT MWEEs

Please answer the following questions with regard to the instruction your organization provides directly to students (not the instruction provided by teachers).

About how many students, schools, and school districts were served directly by your organization this past grant year as a result of your B-WET grant? (Please provide one number, NOT a range.)

About ___ students served

About ___ K-12 schools served

About ___ school districts served

What percent of the students/youth directly served by your organization were in each of the following grade levels? (total must equal 100%)

PreK	<input type="text" value="0"/> %
Elementary	<input type="text" value="0"/> %
Middle	<input type="text" value="0"/> %
High	<input type="text" value="0"/> %
Other	<input type="text" value="0"/> %
I don't know	<input type="text" value="0"/> %
Total	<input type="text" value="0"/> %

What percent of the participating students' schools are Title 1?

- Don't know
- Less than 20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

What percent of the participating students speak English as a second language (aka English Language Learners)?

- Don't know
- Less than 20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

To what extent were your organization's MWEEs aligned with:

	NA	Don't know	Not at all 1	2	3	4	To a great extent 5
School district education standards	<input type="radio"/>						

State education standards	<input type="radio"/>						
National education standards	<input type="radio"/>						
Regional environmental/natural resources management priorities	<input type="radio"/>						

Which of the following did your B-WET-funded programs provide for students during this past grant year?

	No	Yes
Off-site field programs during the school day	<input type="radio"/>	<input type="radio"/>
Schoolyard-based programs during the school day	<input type="radio"/>	<input type="radio"/>
Classroom-based programs during the school day, including distance learning experiences	<input type="radio"/>	<input type="radio"/>
After-school or weekend programs (e.g., science clubs)	<input type="radio"/>	<input type="radio"/>
Summer programs	<input type="radio"/>	<input type="radio"/>
Events for youth with their families	<input type="radio"/>	<input type="radio"/>

On average during the past grant year, a typical student spent ____ hours being taught by your organization's staff during a B-WET-funded MWEE.

- None
 10-16 hours
 1-2 hours
 17-24 hours
 3-5 hours
 25-40 hours
 6-9 hours
 More than 40 hours

On average during the past grant year, a typical student spent ____ hours outdoors being taught by your organization's staff during a B-WET-funded MWEE.

- None
 10-16 hours
 1-2 hours
 17-24 hours
 3-5 hours
 25-40 hours
 6-9 hours
 More than 40 hours

On average, a typical student participated in your organization's B-WET-funded MWEEs over the course of:

- One day
 2-3 months
 2-6 days
 4-8 months
 One week
 A full school year (about 9 months)
 2-3 weeks
 A full calendar year
 One month
 Multiple years

Were your organization's typical B-WET-funded MWEEs focused only on science concepts, or on concepts

from multiple disciplines (e.g., science, math, social studies, literature, art, music)?

- Only science concepts
- Concepts from multiple disciplines, including science
- Other

Were NOAA resources used as part of MWEEs for students?

- No
- Yes

Which NOAA resources were used as part of MWEEs for students?

	Not sure	No	Yes
Information from NOAA studies or reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected by and accessible through NOAA, IF YES: Name the NOAA data source: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA expert (e.g., scientist, educator, Sea Grant staff member, policy expert)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA curricula and education programs, IF YES: Name the curricula or programs: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA labs or facilities, IF YES: Name the lab or facility: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA National Marine Sanctuary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA National Estuarine Research Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What education methods were used by your organization's staff with students during your organization's typical B-WET-funded MWEEs? (select a response for each method)

	Not sure	No	Yes
Outdoor field trip (i.e., excursion to learn about natural history and ecology in the outdoors, may or may not include data collection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field work (i.e., scientific study carried out somewhere other than in a classroom/laboratory, includes data collection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place-based education (i.e., an interdisciplinary instructional strategy that uses the local environment and community as the context for teaching and learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific-inquiry-based learning (i.e., an instructional strategy that gives students the opportunity to explore an idea or question. To arrive at an answer or to better understand the concept, students often collect and analyze data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issue investigation (i.e., an interdisciplinary instructional strategy that engages learners in investigating complex, real-world environmental issues and problem-solving as the context for teaching and learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning (i.e., an instructional strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following science inquiry steps did you include? Engaged students in:

	No	Yes
Formulating scientific questions they can answer using data	<input type="radio"/>	<input type="radio"/>
Making predictions or hypotheses	<input type="radio"/>	<input type="radio"/>
Collecting data or using existing data	<input type="radio"/>	<input type="radio"/>
Analyzing and interpreting data	<input type="radio"/>	<input type="radio"/>
Making conclusions and adjusting predictions/hypotheses	<input type="radio"/>	<input type="radio"/>
Developing presentations of their findings	<input type="radio"/>	<input type="radio"/>

Did students participate in any of these activities to protect and/or restore ocean, coastal and/or Great Lakes watersheds during your organization's B-WET-funded MWEEs? (please indicate no or yes for each activity)

	No	Yes
Created a schoolyard or backyard habitat	<input type="radio"/>	<input type="radio"/>
Conserved water at school to protect the local watershed	<input type="radio"/>	<input type="radio"/>
Installed a rain barrel at school	<input type="radio"/>	<input type="radio"/>
Reduced litter at school	<input type="radio"/>	<input type="radio"/>
Gave presentation(s) about the local watershed (e.g., for school, other organizations)	<input type="radio"/>	<input type="radio"/>
Participated in an event to raise awareness about the importance of watersheds	<input type="radio"/>	<input type="radio"/>
Helped clean up or take care of a local stream or beach	<input type="radio"/>	<input type="radio"/>
Participated in a restoration activity (e.g., planting trees)	<input type="radio"/>	<input type="radio"/>
Told others about ways they can protect their local watershed	<input type="radio"/>	<input type="radio"/>
Monitored water quality over a period of time	<input type="radio"/>	<input type="radio"/>

It was a goal of my organization's B-WET-funded MWEEs that students would:

	NA	Don't know	No	Yes
Know more about the ocean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know more about climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel more connected to their local watershed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express greater caring and concern for watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more confident in their ability to protect and/or restore watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to act to protect and/or restore watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be better able to make informed decisions about how to protect or restore watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be better able to conduct scientific investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to express an interest in pursuing science careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform better academically in science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform better on state standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Be more engaged in their science learning

It was a goal of my organization’s B-WET-funded MWEEs that students would be able to:

	NA	Don't know	No	Yes
Define the term “watershed”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify their local watershed(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify how watersheds are connected to the ocean via streams, rivers, and human-made structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the functions that occur in a watershed (transport, store, and cycle water)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize that both natural processes and human activities affect water flow and water quality in watersheds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify connections between human welfare and water flow and quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify possible point and non-point sources of water pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify actions individuals can engage in to protect/restore water quality in watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation

PROGRAM EVALUATION

Which of the following best describes the situation with regard to evaluation(s) of your organization's B-WET-funded programs?

- Don't know
- No evaluation has been conducted and there are no plans to complete one
- No evaluation has been conducted, but there are plans to complete one
- An evaluation is being conducted, but it is not yet finished
- One or more evaluations has/have been completed
- Other (please describe)

What type of evaluation has been completed?

	Not conducted	Completed but no report is available	Completed and report is available
Needs assessment (determines the need for a project by considering aspects such as available resources, extent of the problem and need to address it, participant interest and knowledge, etc. This is also known as front-end evaluation.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process/implementation (examines the implementation of a project, focusing on the effort invested in the project and its direct outputs. For example, an implementation evaluation might measure			

how the project is being delivered, who participated, and whether they were satisfied with it). Note that this type of evaluation is NOT the same as a program report!

Outcome (shows the programs' direct effects on target outcomes and provides direction for program improvement. For example, outcome evaluation may show that a program was (or was not) successful in changing participants' knowledge, attitudes, skills, intentions, or behaviors)

Impact (seeks to assess the broader, longer-term changes that occurred as a result of a project such as in improved environmental quality)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions with regard to the outcome or impact evaluation your organization completed. If your organization completed more than one outcome or impact evaluation, please answer the following questions based on the evaluation with the most rigorous research (e.g., valid/reliable instruments, appropriate sampling, use of control/comparison groups, content analysis of qualitative data, etc.) methods:

Which of the following best describes who led the evaluation?

- Don't know
- Internal staff member (someone who is an employee of your organization)
- External consultant (someone who is not an employee of your organization) If selected, please provide consultant/firm name:

- Other (please describe)

Do the evaluation results include evidence of:

	Don't know	Not measured	No	Yes
Increases in knowledge about watersheds (participants learned new information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in attitudes toward watersheds (participants' changed their beliefs, opinions, feelings, or perspectives)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases in the skills needed to engage in behaviors to protect and/or restore ocean, coastal and/or Great Lakes watersheds (verbal, mental, or physical)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases in intentions to act on behalf of watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participants engaging in actions that protect or restore watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved water quality (positive changes in physical watershed that can be attributed to participants' actions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Exploratory Questions

NOAA B-WET IMPACT

Please indicate to what extent you agree or disagree with the next 6 statements.

As a result of NOAA B-WET , the public is more familiar with NOAA, such as NOAA science, resources, and experts.



Please explain why you selected the response you did.

The B-WET grant has improved - or will improve - the overall quality of environmental education provided by my organization.



Please explain why you selected the response you did.

NOAA B-WET has - or will have - a positive impact on environmental education in my area's formal education system.



Please explain why you selected the response you did.

NOAA B-WET has had - or will have - a positive impact on education policy in my area.



Please explain why you selected the response you did.

NOAA B-WET has had - or will have - a positive impact on environmental policy in my area.



Please explain why you selected the response you did.

The health of our local watershed(s) has improved - or will improve - as a result of my organization's B-WET-funded MWEEs .



Please explain why you selected the response you did.

Feedback

FEEDBACK

This questionnaire was (choose one for each)

Difficult to complete	<input type="radio"/>	Easy to complete						
Not informative	<input type="radio"/>	Informative						
Long	<input type="radio"/>	Short						

How can this questionnaire be improved?

Anything else you would like to add?

Please use the following reference, if you plan to use this resource:

Zint, M. and A. Kraemer. 2012. NOAA B-WET Evaluation System Plan: Grantee Instrument. Bay Watershed Education and Training Program, National Oceanic and Atmospheric Administration, Washington, D.C.

For more information contact:

Bronwen Rice (bronwen.rice@noaa.gov) or Michaela Zint (zintmich@umich.edu)