NOAA Chesapeake Bay Office Survey

2013 Keystone Species Workshop Series at VCU

Implementation Survey

A few weeks ago we sent you an email letting you know we would be sending this follow-up survey.

In summary, it has been a few months since the Keystone Species workshop series, and we wanted to check in with you about how you may have used content from this workshop in your education programming, program planning, and possibly even your non-professional life. The agendas for both sessions can be found HERE.

The information you provide will help the Environmental Science Training Center evaluate the effectiveness of the workshops we have been providing over the past couple of years, and help us plan future workshops.

1	Which Keystone Species Workshop Series session did you attend?		
		Session 1, February 21, 2013 Session 2, March 21, 2013 Sessions 1 and 2 - February 21 and March 21, 2	2013
	Com	ment:	

Program Implementation

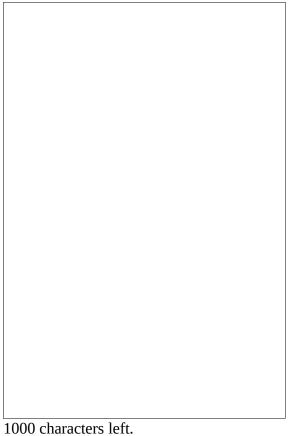
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	ch of the following hands-on Keystone Species Activities have you included in programming? (Check all that apply).
	Session 1: Building Plankton
	Session 1: Phytoplankton Monitoring Network (Microscopes)
	Session 1: Building ROV's
	Session 2: SCUTES Natal Homing
	Session 2: Endangered Species Board Game
	Session 2: Fish Dissection
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3 Which of the following presentations provided you with science content and concepts . that you included in your own presentations? (Check all that apply).

Session 1: The James River - A Case Study: Trophic Complexity and Shifting Baselines, Greg Garman		
Session 1: Plankton in the Chesapeake Bay and James River, Todd Egerton		
Session 1: Nutrients and Phytoplankton Nasties - Nutrient and Phytoplankton Dynamics, Harmful Algal Blooms, Paul Bukaveckas		
Session 1: Oysters and Oyster Restoration- History Disease and Management, Bonnie Brown		
Session 1: Menhaden Fishery - History, Disease and Management, Steve McIninch		
Session 2: Threatened and Endangered Species in Chesapeake Bay, Donna Stotts		
Session 2: Atlantic Sturgeon - Management, Life History, Status, and Restoration Efforts, Matt Balazik		
Session 2: Ecosystem-Based Fisheries Management - How Land Use and Fish Populations Are Connected, Lonnie Gonsalves		
Comment:		

4 What <u>specific</u> science concepts, content, resources and activities from the Keystone . Species Workshop Series have you incorporated into your programming?



5 <u>How</u> were these components implemented? (Was it a totally new activity for your . program? Did you use it to supplement existing programs? Other...)

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6 How often have you used this new information or materials, and for what age group?

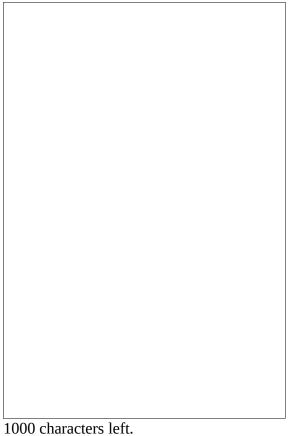
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\circ	Every program
\circ	A couple of programs/week
\circ	A couple of programs/month
\circ	Occasionally
\circ	Not at all
0	Other
	Comment:

7 With what age group(s) have you used content, materials, and activities from the . workshop? (Please, check all that apply).

Pre-K	
Elementary School	
Middle School	
High School	
Adults	
Other	
Comment:	

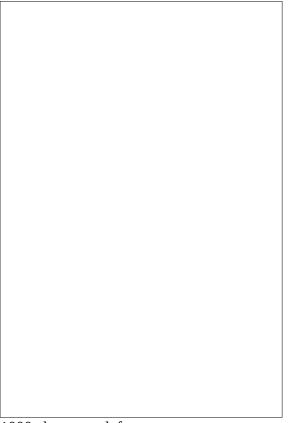
8 How will the training you received help your organization or school meet state curriculum goals (Environmental Literacy Standards, Common Core, Next Generation Science Standards)? (Please explain).



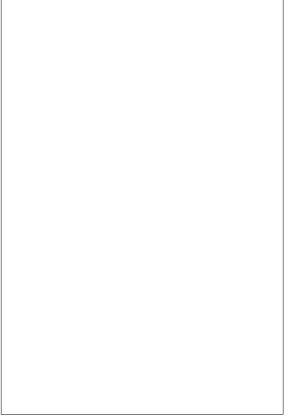
9 Did you find Dropbox a useful tool for sharing presentations, activities and content . related to this workshop? Please explain.

0	Yes	
0	No	
	Comment:	1
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. aud	uld you use an archived version of the pre lio recording with ppt. slides, other) as a re liences?	esentations (video of presentations eference, or for sharing with your
0	Yes	
0	No Comment:	
	Comment.	

11 How did the Keystone Species Workshop Series benefit you as a professional educator?



12 If you have a story (not captured in the questions above) about how the workshop was used with program participants, or how it may have impacted you in a more personal way, we would love to hear it. Insights from your students, colleagues, or family members are welcome.



Thank you for your thoughtful participation in this survey!

Public reporting burden for this collection of information is estimated to average 15 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 Bart Merrick, NOAA Environmental Science Training Center 904 S. Morris St., Oxford, MD 21654.

You are not required to share your name. Please, indicate in the survey if you wish to remain anonymous. Notwithstanding any other provisions of the law, no person is required to respond to, nor shall any person be subjected 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.

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