|  |  |  |
| --- | --- | --- |
| **1** | 1Unique ID or Award Number | Please enter your NOAA B-WET award number. 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. |
| **2** | Descriptives: funding NOAA | Did you operate a NOAA B-WET funded program this past grant year? -Yes -No [SKIP LOGIC OUT] |
| **3** | Descriptives: funding NOAA amount | 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 |
| **4** | Descriptives: funding NOAA years | 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 |
| **5** | Descriptives: years in existence | 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 |
| **6** | Descriptives: funding all sources amount | 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 |
| **7** | Descriptives: organization region | 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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **8** | Descriptives: organization type of MWEE | Which of the following B-WET-funded programs did your organization provide? [SKIP LOGIC: 1, BUT NOT 2; 2, BUT NOT 1; BOTH 1 AND 2; NEITHER, SKIP OUT] MWEEs for students/youth who are between the ages of 4-18 (or grades PreK-12)  MWEE professional development or support for teachers Other (please describe) [SKIP LOGIC OUT] |
| **9** | Descriptives: organization type | 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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **10** | Descriptives: person completing questionnaire | To what extent were you involved in: (Not at all = 1 to To a great extent = 5) -Developing your organization's most recent funded B-WET grant proposal (on your own or through collaborating with an 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) |
| **11** | Descriptives: zip code | In what 5-digit zip code is your organization located? |
| **12** | Grantee needs | 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: |
| **13** | Grantee needs | 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?  -One-on-one time with B-WET program staff (i.e., regional or national coordinators) -Facilitated networking with other B-WET grantees in my region -Facilitated networking with other B-WET grantees from other regions -Email listserv, web forum, Facebook page, or other tools for virtual interaction with other grantees -Access to local NOAA subject-matter experts -Information about and access to current NOAA data sets -NOAA materials and lesson plans relevant to watersheds  -Suggested "best" or "preferred" practices for MWEEs -Assistance with evaluating MWEEs -Assistance with grant management -Opportunities to learn about watershed science -Opportunities to learn about local or regional environmental issues -Opportunities to learn about local or regional policy efforts impacting environmental education -Opportunities to learn about national policy efforts impacting environmental education -Opportunities to learn about climate literacy principles -Opportunities to learn about ocean literacy principles |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 1Unique ID or Award Number | (see Grantee Support tab) | (Award number) |  |
| 2 | Descriptive: MWEE PD? | Which of the following B-WET-funded programs did your organization provide?  MWEE professional development or support for teachers -No -Yes | Did you recently complete a professional development opportunity focused on watersheds or water quality issues (also known as a Meaningful Watershed Education Experience {MWEE} professional development)? -Yes -Not sure -No | X |
| 3 | Descriptive: population |  | Which of these categories best describes your school’s community (during the school year)? -Rural (population of less than 10,000) -Town/Suburban (population 10,000-99,999) -Small urban (population 100,000-250,000) -Urban (population greater than 250,000) |  |
| 4 | Descriptive: region | (see Grantee Support tab) | In which region did you teach this past year? (check all that apply) -California -Chesapeake Bay -Great Lakes -Gulf of Mexico -Hawaii -New England -Pacific Northwest -Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | X |
| 5 | Descriptive: student ESOL |  | What percent of your 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% |  |
| 6 | Descriptive: teacher ethnicity/race |  | Do you identify yourself as (check all that apply): -Hispanic or Latino -American Indian or Alaska Native -Asian -Black or African American -Native Hawaiian or Other Pacific Islander -White -Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -I prefer not to answer |  |
| 7 | Descriptive: teacher grade level | What percent of the participating teachers taught the following grade levels? (total should equal 100%) -Pre-K -Elementary -Middle -High -I don't know | In which grade levels do you primarily teach? (select all that apply) -Pre-K -Elementary -Middle -High -Other -None | X |
| 8 | Descriptive: teacher past MWEEs | NA | Did you conduct MWEEs with your students before participating in the MWEE professional development? -No -Yes |  |
| 9 | Descriptive: teacher reason to participate | NA | What was your PRIMARY reason for participating in the MWEE professional development? (check one) -To obtain information and resources for teaching -Personal interest in the topic of the professional development -To obtain continuing education, recertification, or graduate credit -I was required to attend -I was asked to attend -Other, please describe: | X |
| 10 | Descriptive: teacher setting |  | In what setting do you teach? -Public school -Private school -Non-formal education (e.g., environmental centers, zoos, museums, interpretive programs at local or state level parks, youth organizations) -Home-school -Other | X |
| 11 | Descriptive: teacher subject | Did the majority of participating teachers teach science?  -Don’t know -No -Yes | What subject(s) do you primarily teach? (select one) -Science -Math -Language Arts -Social studies -Fine arts -Multiple disciplines, including science -Multiple disciplines, not including science -Other | X |
| 12 | Descriptive: teacher? |  | Are you currently a PreK-12 teacher or educator? -Yes -No | X |
| 13 | Descriptive: teachers' students' ethnicity/race | NA | About what percent of your students are (percent should equal 100 ):  -Hispanic or Latino -American Indian or Alaska Native -Asian -Black or African American -Native Hawaiian or Other Pacific Islander -White -Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 14 | Descriptive: teachers' students' socioeconomic status |  | Is the school where you teacher a Title 1 school? -No -Yes -N/A |  |
| 15 | Descriptive: zip code? | (see Grantee Support tab) | In what zip code is your school located? |  |
| 16 | Descriptives: Number of teachers served teachers, K-12 schools, and school districts served | 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 |  |  |
| 17 | PD best practices: during workshop/institute PD | As part of your B-WET professional development workshops or institutes this past grant year, did your organization typically include the following: - Presented information and examples illustrating how other teachers have integrated MWEEs into their curriculum -Discussed how teachers may be able to integrate MWEEs into their own curriculum or classroom activities -Discussed alignment of MWEEs with state, regional, or national standards -Provided examples of how MWEEs align with standards -Engaged teachers in aligning MWEEs with their school or school district standards -Allowed teachers time to plan how they will implement MWEEs -Engaged teachers in the same activities/practices they can use with their students -Included more than one teacher from individual schools -Presented how NOAA data can be used to support student 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 | Did you participate in an education/training workshop, institute, or class as part of your professional development? -Yes -No  If Yes, Did the workshops, institutes, or classes you participated in include the following professional development practices? (a) Please indicate yes or no for each statement. (b) Then indicate which 3 practices were most valuable in helping you implement MWEEs. -Sharing of information and examples illustrating how other teachers have integrated MWEEs -Discussion of how teachers may be able to integrate MWEEs into their own curriculum or classroom activities -Discussion of alignment of MWEEs with state, regional, or national standards -Provision of examples of how MWEEs align with standards -Engaging you and other participating teachers in aligning MWEEs with your school or school district standards -Participating along with other teachers from my school, at the same time -Allowing you and other participating teachers time to plan how to implement MWEEs -Engaging you and other participating teachers in activities/practices that can be used with your students -Presentation of how NOAA data can be used to support student scientific inquiry -Discussion of how NOAA data can be used to obtain knowledge about local issues -Examples of how other teachers have used NOAA data with their students -Allow you and other participating teachers time to plan how to integrate the use of NOAA data with your students |  |
| 18 | PD best practices: support from others (e.g., mentor teachers) | What types of support did your organization typically provide to teachers participating in MWEE professional development this past grant year? -Assisted teachers with conducting field trips or field work -Assisted teachers with establishing schoolyard habitats -Assisted teachers with establishing restoration projects -Co-teaching in teachers' classrooms or in field -Provided coaching in participating teachers' classrooms -Provided demonstrations in teachers' classrooms -Assisted with the use of equipment or technologies -Communicated with teachers through personal phone calls or email -Communicated with teachers through newsletters or web-site (e.g., an online community) | What types of support did you receive from your MWEE professional development provider? (a) Please indicate yes or no for each statement. (b) Then indicate which 3 practices were most valuable in helping you implement MWEEs. -Assistance with conducting field trips or field work -Assistance with establishing schoolyard habitats -Assistance with establishing restoration projects -Co-teaching in my classrooms or in field -Coaching in my classroom -Demonstrations in my classroom -Assistance with the use of equipment or technologies -Communicating with provider through personal phone calls or email -Communication with provider through newsletters or web-site (e.g., an online community) |  |
| 19 | PD best practices: support from PD provider | Which characteristics describe your organization's typical MWEE professional development this past grant year? -Helped make connections to local community organizations and resources -Facilitated interactions with NOAA scientists/staff -Facilitated interactions with natural resource professionals -Provided teacher stipends -Offered continuing education credits -Offered graduate credits -Provided equipment -Provided instructional/educational/curriculum materials -Provided information on how to obtain grants or funding for MWEEs | Which additional practices did your MWEE professional development and/or the support you received include? (a) Please indicate yes or no for each statement. (b) Then indicate which 3 practices were most valuable in helping you implement MWEEs. -Connections were made to local community organizations and resources -Interactions were facilitated with NOAA scientists/staff -Interactions were facilitated with natural resource professionals -I was provided with a stipend -I was offered continuing education credits -I was offered graduate credits -I was provided with equipment -I was provided with instructional/educational/curriculum materials -I was provided with information on how to obtain grants or funding for MWEEs |  |
| 20 | PD goals: Attitudes/ towards science teaching | It is a goal of my organization’s B-WET-funded MWEE professional development that teachers will: Be more enthusiastic about teaching science |  |  |
| 21 | PD goals: Behavior/ stewardship (as model for students) | It is a goal of my organization’s B-WET-funded MWEE professional development that teachers will: Be more likely to act to protect and/or restore ocean, coastal, or Great Lakes watersheds |  |  |
| 22 | PD goals: Instruction/ MWEE component use | It is a goal of my organization’s B-WET-funded MWEE professional development that teachers will: Teach more about watersheds Be more likely to implement MWEEs Be more likely to implement MWEEs after they are no longer supported by our organization Be more likely to use NOAA resources to enhance their students' MWEE experiences Be more likely to guide students through taking action to protect or restore watersheds Be more likely to use science inquiry instruction Be more likely to use the outdoors for instruction Be more likely to use local community resources as part of instruction Be more likely to use interdisciplinary approaches to instruction |  |  |
| 23 | PD goals: Knowledge/ environmental impacts of human behaviors (issues) | It is a goal of my organization’s B-WET-funded professional development that teachers will be able to: Recognize that both natural processes and human activities affect water flow and water quality in watersheds. Identify connections between human welfare and water flow and quality Identify possible point and non-point sources of water pollution |  |  |
| 24 | PD goals: Knowledge/ stewardship behaviors | It is a goal of my organization’s B-WET-funded professional development that teachers will be able to: Identify actions individuals can engage in to protect/restore water quality in watersheds |  |  |
| 25 | PD goals: Knowledge/ watersheds | It is a goal of my organization’s B-WET-funded professional development that teachers will be able to: Define the term “watershed” Identify their local watershed(s) Identify how watersheds are connected to the ocean via streams, rivers, and human-made structures Identify the functions that occur in a watershed (transport, store, and cycle water) |  |  |
| 26 | PD instruction: alignment with standards | To what extent was your organization's MWEE professional development content aligned with: (Not at all=1 to To a great extent=5) School district education standards State education standards National education standards Regional environmental/natural resources management priorities |  |  |
| 27 | PD instruction: education methods | What education methods were used during your MWEE professional development? (select No or Yes for each method) (Not sure, No, Yes) Outdoor field trip Field work Place-based education  Scientific-inquiry-based learning  Issue investigation  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? Monitored water quality over a period of time | What education methods were used during your MWEE professional development? (select No or Yes for each method) Outdoor field trip Field work Place-based education  Scientific-inquiry-based learning  Issue investigation  During your MWEE professional development, did you participate in any of these activities that protect and/or restore ocean, coastal, and/or Great Lakes watersheds? Monitored water quality over a period of time |  |
| 28 | PD instruction: hours | About how many hours of MWEE professional development and/or support did your organization typically provide for any one teacher this past grant year? -N/A -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 of MWEE professional development and/or support did you receive over the past 12 months? -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 | X |
| 29 | PD instruction: hours outdoors | About how many hours did the 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 | About how many hours of those MWEE professional development hours did you spend outdoors? -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 |  |
| 30 | PD instruction: science inquiry methods | IF SELECTED Scientific-inquiry learning above: Which of the following steps did you include: Engaged teachers in: Formulating scientific questions they can answer using data Making predictions or hypotheses  Collecting data or using existing data Analyzing and interpreting data Making conclusions and adjusting predictions/hypotheses Developing presentations of their findings | If responded Yes to “Scientific-inquiry-based learning” in “What education methods were used during your students’ MWEEs?”, then answer this question: As part of your MWEE professional development, were you involved in… Formulating scientific questions that can be answered using data Making predictions or hypotheses Collecting data or using existing data Analyzing and interpreting data Making conclusions and adjusting predictions/hypotheses Developing presentations of findings |  |
| 31 | PD instruction: stewardship behaviors | 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? Created a schoolyard or backyard habitat Installed a rain barrel at school or at home Gave presentation(s) about the local watershed (e.g., for school, other organizations) Participated in or organized event(s) to raise awareness about the importance of watersheds Participated in or helped coordinate a clean-up of a local stream or beach Participated in a restoration activity (e.g., planting trees) Limited or avoided the use of household chemicals including fertilizers, herbicides and pesticides Told others about ways they can protect their local watershed | During your MWEE professional development, did you participate in any of these activities that protect and/or restore ocean, coastal, and/or Great Lakes watersheds? Created a schoolyard or backyard habitat Installed a rain barrel at school or at home Gave presentation(s) about the local watershed (e.g., for school, other organizations) Participated in or organized event(s) to raise awareness about the importance of watersheds Participated in or helped coordinate a clean-up of a local stream or beach Participated in a restoration activity (i.e., planting trees) Limited or avoided the use of household chemicals including fertilizers, herbicides and pesticides Told others about ways they can protect their local watershed |  |
| 32 | PD instruction: type | Which of the following types of B-WET-funded MWEE professional development did you typically provide over the past grant year? Teacher Education One day workshops (usually less than 8 hours)  Teacher institute (usually on consecutive days that cumulatively consist of 40 hours of more  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)  A college-level course Professional development provider training (training for individuals who provide teacher professional development) Teacher Support Individual teacher coaching and support (e.g., curriculum planning, shared teaching, demonstrations and/or other forms of in-school or in-field support) On-line professional development support (e.g., courses, webinars, discussion forums) | Which type(s) of MWEE professional development did you participate in or receive: (please select yes or no for each type) TEACHER EDUCATION One day workshops (usually less than 8 hours) Teacher institute (usually on consecutive days that cumulatively consist of 40 hours of more  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)  A college-level course  Professional development provider training (training for individuals who provide teacher professional development) TEACHER SUPPORT Individual teacher coaching and support (e.g., curriculum planning, shared teaching, demonstrations and/or other forms of in-school or in-field support  On-line professional development support (e.g., courses, webinars, discussion forums) | X |
| 33 | PD instruction: use of NOAA resources | Which NOAA resources were incorporated into your organization's typical B-WET-funded MWEE professional development? (No/Yes/Not sure) None Information from NOAA studies or reports Data collected by and accessible through NOAA   IF YES: Name the NOAA data source:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA expert (e.g., scientist, educator, Sea Grant staff member, policy expert) NOAA curricula and education programs   IF YES: Name the curricula or programs:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA labs or facilities   IF YES: Name the lab or facility:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA National Marine Sanctuary NOAA National Estuarine Research Reserve | Which NOAA resources were used as part of your MWEE professional development? None Information from NOAA research studies or reports Data collected by and accessible through NOAA   IF YES: Name the NOAA data source ¬¬-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA expert (e.g., scientist, educator, Sea Grant staff member, policy expert) NOAA curricula and education programs   IF YES: Name the curricula or programs: \_\_\_\_\_\_\_\_\_\_\_\_ NOAA labs or facilities   IF YES: Name the lab or facility:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA National Marine Sanctuary NOAA National Estuarine Research Reserve |  |
| 34 | Teacher satisfaction |  | What component(s) of the MWEE professional development best prepared you to teach your students about local watersheds? How could the MWEE professional development be improved to better prepare teachers to teach about the watershed?  On Teacher MWEE questionnaire: What are could be done by others to help you develop and implement improved MWEEs? |  |
| 35 | Teacher satisfaction |  | Overall, what grade would you give your MWEE professional development experience? Scale from F to A+   Briefly describe why you selected this grade. | X |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 1Unique ID or Award Number | (see descriptives in Grantee Support tab) | TEACHER UNIQUE ID (links teacher to PD): To allow us to compare your past, current, and future responses, please create a unique 8-digit ID number using the 2 digits of your birth month, the 2 digits of your birth day, and the last 4 digits of most often used phone number. If you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234. | X |
| 2 | Descriptive: number of students, K-12 schools, and school districts served | 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 | How many of your students participated in a MWEE during the most recent school year? (Please provide your best estimate, NOT a range) ABOUT \_\_\_\_ STUDENTS | X |
| 3 | Descriptive: student academic level |  |  |  |
| 4 | Descriptive: student ESOL | 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% |  |  |
| 5 | Descriptive: student ethnicity/race |  |  |  |
| 6 | Descriptive: student gender |  |  |  |
| 7 | Descriptive: student grade level | What percent of the students/youth directly served by your organization were in each of the following grades levels? (total should equal 100%) • Pre-K • Elementary  • Middle • High • Other • I don't know |  |  |
| 8 | Descriptive: student socioeconomic status | What percent of the participating students’ schools are Title 1? Don't know  Less than 20%  21-40%  41-60%  61-80%  81-100% |  |  |
| 9 | Descriptives: person/organization completing questionnaire |  | Are you currently a PreK-12 teacher or educator? -Yes -No | X |
| 10 | Descriptives: person/organization completing questionnaire |  | In what setting do you teach? -Public school -Private school -Non-formal education (e.g., environmental centers, zoos, museums, interpretive programs at local or state level parks, youth organizations) -Home-school -Other | X |
| 11 | Instruction: education methods | IF SELECTED Scientific-inquiry learning above: Which of the following steps did you include: Engage students in: Formulating scientific questions they can answer using data Making predictions or hypotheses  Collecting data or using existing data Analyzing and interpreting data Making conclusions and adjusting predictions/hypotheses Developing presentations of their findings | If responded Yes to “Scientific-inquiry-based learning” in “What education methods were used during your students’ MWEEs?”, then answer this question: Which of the following steps did you engage students in… Formulating scientific questions they can answer using data Making predictions or hypotheses Collecting data or using existing data Analyzing and interpreting data Making conclusions and adjusting predictions/hypotheses Developing presentations of their findings |  |
| 12 | Instruction: education methods | What education methods were used by your organization’s staff with students during your organization’s typical B-WET-funded MWEEs? (select No or Yes for each method) Outdoor field trip Field work Place-based education  Scientific-inquiry-based learning  Issue investigation  Service learning | What education methods were used during your students’ MWEEs? (select No or Yes for each method) Outdoor field trip Field work Place-based education  Scientific-inquiry-based learning  Issue investigation  Service learning |  |
| 13 | Instruction: MWEE action - data collection | 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) Monitored water quality over a period of time | During the outdoor learning experience(s), my students: Conducted a one-time data or sample collection  Conducted water quality monitoring over a period of time |  |
| 14 | Instruction: MWEE action - stewardship behaviors | 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) Created a schoolyard or backyard habitat Conserved water at school to protect the local watershed Installed a rain barrel at school Reduced litter at the school  Gave presentation(s) about the local watershed (e.g., for school, other organizations) Participated in an event to raise awareness about the importance of watersheds Helped clean up or take care of a local stream or beach Participated in a restoration activity (e.g., planting trees) Told others about ways they can protect their local watershed | Did students participate in any of the following activities to protect and/or restore ocean, coastal, and/or Great Lakes watersheds during their MWEE? (please indicate no or yes for each activity) Created a schoolyard or backyard habitat Conserved water at school to protect the local watershed Installed a rain barrel at school Reduced litter at the school Gave presentation(s) about the local watershed (e.g., for school, other organizations) Participated in an event to raise awareness about the importance of watersheds Helped clean up or take care of a local stream or beach Participated in a restoration activity (e.g., planting trees) to benefit watersheds Told others about ways they can protect their local watersheds |  |
| 15 | Instruction: MWEE alignment with standards | To what extent were your organization's MWEEs aligned with: (Not at all=1 to To a great extent=5) School district education standards State education standards National education standards Regional environmental/natural resources management priorities | To what extent was the content of your students' MWEEs aligned with: : (Not at all=1 to To a great extent=5) school district education standards state education standards national education standards regional environmental/natural resources management priorities |  |
| 16 | Instruction: MWEE hours outdoors | 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 -1-2 hours -3-5 hours -6-9 hours -10-16 hours -17-24 hours -25-40 hours -More than 40 hours | On average during the last school year, about how many hours did a typical student spend outdoors during MWEE activities? (check one) -None -1-2 hours -3-5 hours -6-9 hours -10-16 hours -17-24 hours -25-40 hours -more than 40 hours | X |
| 17 | Instruction: MWEE hours total | 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 -1-2 hours -3-5 hours -6-9 hours -10-16 hours -17-24 hours -25-40 hours -More than 40 hours | On average during the last school year, about how many hours did a typical student spend involved in MWEE activities? (check one) -None -1-2 hours -3-5 hours -6-9 hours -10-16 hours -17-24 hours -25-40 hours -more than 40 hours | X |
| 18 | Instruction: MWEE integration (classroom/outdoors) | NA | Overall, what I taught my students about watersheds in the classroom was closely integrated with students' outdoor learning experience(s). (7-point agreement scale) My students' outdoor learning experiences were designed to help them understand what they had been introduced to during regular science class My students' outdoor learning experiences were designed to reinforce what students learned during regular science class |  |
| 19 | Instruction: MWEE length | On average, a typical student participated in your organization's B-WET-funded MWEEs over the course of: -One day -2-6 days -One week -2-3 weeks -One month -2-3 months -4-8 months -A full school year (about 9 months) -A full calendar year -Multiple years | On average, did students participate in a MWEE over the course of: -One day -2-6 days -One week -2-3 weeks -One month -2-3 months -4-8 months -A full school year (about 9 months) -A full calendar year -Multiple years | X |
| 20 | Instruction: MWEE location |  | Where did the outdoor component of your students' MWEEs occur? On school grounds Near the school (1-5 minute walk) Walkable from the school (more than 5 minutes) In a location to which the students were bussed or driven |  |
| 21 | Instruction: MWEE preparation |  | BEFORE students participated in their outdoor learning experience: I provided them with detailed information about what they were going to do I let students know what activities they were going to do I spent a lot of time preparing students for what to expect I introduced relevant science concepts |  |
| 22 | Instruction: MWEE reflection |  | AFTER students participated in the outdoor learning experience(s): They discussed results based on their observations They offered explanations for what they observed They were expected to draw on what had been learned I spent a lot of time to make sure the students had integrated what they had learned |  |
| 23 | Instruction: MWEE subjects | 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 your typical 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 |  |
| 24 | Instruction: MWEE type | Which of the following did your B-WET-funded programs provide for students during this past grant year? Off-site field programs during the school day Schoolyard-based programs during the school day Classroom-based programs during the school day, including distance learning experiences After-school or weekend programs (e.g., science clubs) Summer programs Events for youth with their families |  |  |
| 25 | Instruction: MWEE use of NOAA resources | Which NOAA resources were used as part of MWEEs for students, if any? None Information from NOAA studies or reports Data collected by and accessible through NOAA   IF YES: Name the NOAA data source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA expert (e.g., scientist, educator, Sea Grant staff member, policy expert) NOAA curricula and education programs   IF YES: Name the curricula or programs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA labs or facilities   IF YES: Name the lab or facility:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA National Marine Sanctuary NOAA National Estuarine Research Reserve | Which NOAA resources were used as part of your typical student MWEE? None Information from NOAA research studies or reports Data collected by and accessible through NOAA   IF YES: Name the NOAA data source:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA expert (e.g., scientist, educator, Sea Grant staff member, policy expert) NOAA curricula and education programs   IF YES: Name the curricula or programs:\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA labs or facilities  IF YES: Name the lab or facility: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOAA National Marine Sanctuary NOAA National Estuarine Research Reserve |  |
| 26 | MWEE goals: academic achievement | It is a goal of my organization’s B-WET-funded MWEEs that students will: Perform better academically in science Perform better on state standardized tests Be more engaged in their science learning |  |  |
| 27 | MWEE goals: Attitudes/Career interest | It is a goal of my organization’s B-WET-funded MWEEs that students will: Be more likely to express an interest in pursuing science careers |  |  |
| 28 | MWEE goals: Attitudes/towards watershed resources | It is a goal of my organization’s B-WET-funded MWEEs that students will: Feel more connected to their local watershed Express greater caring and concern for watersheds |  |  |
| 29 | MWEE goals: Behavior/Stewardship change | It is a goal of my organization’s B-WET-funded MWEEs that students will: Be more likely to act to protect and/or restore watersheds  Be better able to make informed decisions to protect or restore watersheds |  |  |
| 30 | MWEE goals: Behavior/Stewardship self-efficacy | It is a goal of my organization’s B-WET-funded MWEEs that students will:  Be more confident in their ability to protect and/or restore watersheds |  |  |
| 31 | MWEE goals: Knowledge/environmental impacts of human behaviors (issues) | It is a goal of my organization’s B-WET-funded MWEEs that students will: Recognize that both natural processes and human activities affect water flow and water quality in watersheds. Identify connections between human welfare and water flow and quality Identify possible point and non-point sources of water pollution | Did your typical MWEE include any of the following learning objectives? Students will be able to: Recognize that both natural processes and human activities affect water flow and water quality in watersheds Identify connections between human welfare and water flow and quality Identify possible point and non-point sources of water pollution |  |
| 32 | MWEE goals: Knowledge/Stewardship behaviors | It is a goal of my organization’s B-WET-funded MWEEs that students will be able to: Identify actions individuals can engage in to protect/restore water quality in watersheds | Did your typical MWEE include any of the following learning objectives? Students will be able to: Identify actions individuals can engage in to protect/restore water quality in watersheds |  |
| 33 | MWEE goals: Knowledge/watersheds | It is a goal of my organization’s B-WET-funded MWEEs that students will be able to: Define the term “watershed” Identify their local watershed(s) Identify how watersheds are connected to the ocean via streams, rivers, and human-made structures Identify the functions that occur in a watershed (transport, store, and cycle water) | Did your typical MWEE include any of the following learning objectives? Students will be able to: Define the term "watershed" Identify their local watershed(s) Identify how watersheds are connected to the ocean via streams, rivers, and human-made structures Identify the functions that occur in a watershed (transport, store, and cycle water) |  |
| 34 | MWEE goals: Skills/Science inquiry skills, such as critical thinking | It is a goal of my organization’s B-WET-funded MWEEs that students will: Be better able to conduct scientific investigations |  |  |
| 35 | MWEE implemented? |  | In the past 12 months, did you implement a Meaningful Watershed Educational Experience (MWEE) with your students? -Yes -No  [IF NO] Please explain why you did not implement a MWEE. (essay box) | X |
| 36 | Student satisfaction |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 1Unique ID or Award Number | **TEACHER UNIQUE ID:** To allow us to compare your past, current, and future responses, please create a unique 8-digit ID number using the 2 digits of your birth month, the 2 digits of your birth day, and the last 4 digits of most often used phone number. If you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234. |  |
| 2 | Behavior: stewardship (as role model for students) | BEFORE the MWEE professional development, how confident were you in your ability to: AFTER the MWEE professional development, how confident are you in your ability to: In the FUTURE, I intend to ...: -Act to protect and/or restore ocean, coastal, or Great Lakes watersheds | X |
| 3 | Instruction: MWEE confidence | (retrospective pre/post) BEFORE the MWEE professional development, how confident were you in your ability to: AFTER the MWEE professional development, how confident are you in your ability to: Teach my students about local watersheds Incorporate MWEEs into my curriculum Implement MWEEs without support from a professional development provider Use NOAA resources to enhance my students' MWEE experiences Guide students through taking action to protect or restore watersheds Research environmental issues affecting watersheds with students Use scientific inquiry instruction Use the outdoors for instruction | X (teach my students… and incorporate MWEEs….) |
| 4 | Instruction: MWEE intention to teach | In the FUTURE, I intend to ...: Teach my students about local watersheds Incorporate MWEEs into my curriculum Implement MWEEs without support from a professional development provider Use NOAA resources to enhance my students' MWEE experiences Guide students through taking action to protect or restore watersheds Research environmental issues affecting watersheds with students Use scientific inquiry instruction Use the outdoors for instruction | X (teach my students… and incorporate MWEEs….) |
| 5 | Knowledge: environmental impacts of human behaviors | As a result of participating in the MWEE professional development, I am better able to: Recognize that both natural processes and human activities affect water flow and water quality in watersheds Identify connections between human welfare and water flow and quality Identify possible point and non-point sources of water pollution |  |
| 6 | Knowledge: stewardship behaviors | As a result of participating in the MWEE professional development, I am better able to: Identify actions individuals can engage in to protect/restore water quality in watersheds |  |
| 7 | Knowledge: watersheds | As a result of participating in the MWEE professional development, I am better able to: Define the term "watershed" Identify my local watershed(s) Identify how watersheds are connected to the ocean via streams, rivers, and human-made structures Identify the functions that occur in a watershed (transport, store, and cycle water) |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 1Unique ID or Award Number | (see MWEE Implementation tab for teacher descriptives) |  |
| 2 | Academic achievement | As a result of participating in MWEEs, students: Perform better in science Perform better academically Perform better on state standardized tests Are more engaged in their science learning | X |
| 3 | Attitudes: career interest | As a result of participating in MWEEs, students: Are more likely to express an interest in pursuing science careers | X |
| 4 | Attitudes: towards watershed resources | As a result of participating in MWEEs, students: Express greater caring and concern for their local watershed | X |
| 5 | Behavior: stewardship change | As a result of participating in MWEEs, students: Are more likely to act to protect or restore watersheds Are better able to make informed decisions to protect or restore watersheds  As a result of participating in my typical MWEEs, students are more likely to \_\_\_\_\_\_\_ to protect and/or restore ocean, coastal, and/or Great Lakes watersheds. Create a schoolyard or backyard habitat Conserve water at school to protect the local watershed Install a rain barrel at school Reduce litter at the school Give presentation(s) about the local watershed (e.g., for school, other organizations) Participate in an event to raise awareness about the importance of watersheds Help clean up or take care of a local stream or beach Participate in a restoration activity (e.g., planting trees) to benefit watersheds Tell others about ways they can protect their local watersheds Other: text box | X (first statement only) |
| 6 | Behavior: stewardship self-efficacy | As a result of participating in MWEEs, students: Are more confident in their ability to protect and/or restore watersheds | X |
| 7 | Knowledge: watersheds | As a result of participating in MWEEs, students: Know more about watersheds | X |
| 8 | Most important outcomes | What is the most important benefit of MWEEs for your students? |  |
| 9 | Skills: Science inquiry skills, such as critical thinking | As a result of participating in MWEEs, students: Are better able to conduct scientific investigations Are better able to understand the nature of scientific research | X |

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Education policy impact | To what extent do you (dis)agree with the following statement: NOAA B-WET has had, or will have, a positive impact on education policy in my area? (NA, Strongly disagree to Strongly agree 7-point scale) Please explain why you selected the response you did. |  |
| 2 | EE impact | To what extent do you (dis)agree with the following statement: NOAA B-WET has had, or will have, a positive impact on environmental education in my area's formal education system? (NA, Strongly disagree to Strongly agree 7-point scale) Please explain why you selected the response you did. |  |
| 3 | Environment impact | To what extent do you (dis)agree with the following statement: The health of our local watershed(s) has improved, or will improve, as a result of my organization's B-WET-funded professional development or MWEEs. (NA, Strongly disagree to Strongly agree 7-point scale) Please explain why you selected the response you did. |  |
| 4 | Environmental policy impact | To what extent do you (dis)agree with the following statement: NOAA B-WET has had, or will have, a positive impact on environmental policy in my area? (NA, Strongly disagree to Strongly agree 7-point scale) Please explain why you selected the response you did. |  |
| 5 | NOAA visibility | To what extent do you (dis)agree with the following statement: As a result of NOAA B-WET, the public is more familiar with NOAA, such as NOAA science, resources, and experts? (NA, Strongly disagree to Strongly agree 7-point scale) Please explain why you selected the response you did. |  |
| 6 | NOAA visibility |  | Did your B-WET professional development provider indicate that it was funded (in part) with funding from the National Oceanic and Atmospheric Administration (NOAA)?  - No - Yes  Did participating in the B-WET professional development increase your knowledge of …  what NOAA does? No Yes scientific data accessible through NOAA? No Yes educational resources available through NOAA? No Yes |
| 7 | Organization impact | To what extent do you (dis)agree with the following statement: The B-WET grant has improved, or will improve, the overall quality of environmental education provided by my organization? (NA, Strongly disagree to Strongly agree 7-point scale) Please explain why you selected the response you did. |  |
| 8 | 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 been completed -Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IF SELECTED ' One or more evaluations has/have been completed' ABOVE: What type of evaluation has been completed? Needs assessment Process/Implementation Outcome Impact |  |
| 9 | Evaluation | If outcome or impact evaluation:  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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 10 | Evaluation | If outcome or impact evaluation: Does the evaluation report include evidence of: (Don't know, Not measured, No, Yes) Increases in knowledge about watersheds (participants learned new information) Changes in attitudes toward watersheds (participants’; changed their beliefs, opinions, feelings, or perspectives) 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) Increases in intentions to act on behalf of watersheds Participants engaging in actions that protect or restore watersheds Improved water quality (positive changes in physical watershed that can be attributed to participants’; actions) Improved academic performance |  |