

**NOAA B-WET Grantee Survey**  
**Revised 2015**

**INTRODUCTION**

This is a voluntary survey.

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 projects, some of which may not apply directly to your project. It is acceptable to answer “not applicable” (N/A) in those instances.

MWEEs are multi-stage activities that include learning both outdoors and in the classroom, and aim to increase the understanding and stewardship of watersheds and related ocean, coastal, riverine, estuarine, and Great Lakes ecosystems of all participants. MWEEs for students consist of multiple components: issue definition and background research, outdoor field activities, stewardship action projects, synthesis, and conclusions. In addition, student MWEEs should include teacher participation for the duration of the MWEE, be integrated with classroom curriculum, use the local context for learning, consist of a set of activities over time, and incorporate NOAA assets. MWEEs for teachers provide K-12 teachers opportunities for professional development to build their confidence and capacity to implement MWEE activities with their students, and should increase teachers’ knowledge and awareness of environmental issues, model environmental education pedagogy, allow for adequate instructional time, provide ongoing teacher support and appropriate incentives, and meet jurisdictional guidelines for effective teacher professional development. For more information about the NOAA Meaningful Watershed Educational Experience, click here: MWEE Definition. [link to the new MWEE definition: [http://www.oesd.noaa.gov/grants/docs/MWEE\\_Definition-final2015-7-29v3.pdf](http://www.oesd.noaa.gov/grants/docs/MWEE_Definition-final2015-7-29v3.pdf)]

For the purposes of this survey, please respond in reference to NOAA B-WET-funded MWEEs and professional development. Also, we realize that not all MWEEs are designed in the same way and that your organization does not necessarily only offer one type. Because we are attempting to generalize, we often 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.

It will take between 30-60 minutes to complete this survey, depending on the nature of your project.

Notes:

- 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.
- We apologize for redundancy in information you have previously provided to NOAA B-WET as part of your award. At this time, we are not able to link this national evaluation system database with NOAA B-WET’s other databases.
- You can close the survey and return at a later time to the same place as long as you use the same computer and that computer will save and retain the Qualtrics survey cookie (some work and public computers do not save and/or retain cookies).

If you have technical issues or 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.*

GQ3 Did you or your organization operate a NOAA B-WET funded project this past grant year?

- No (0) (Skip to end of Survey)
- Yes (1)

AWARD 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.

GQ6 To what extent were you (personally) involved in:

	To no extent1 (1)	2 (2)	3 (3)	4 (4)	To a great extent 5 (5)
Developing your organization's most recent funded B-WET grant proposal (on your own or through collaborating with an external grant writer) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing your organization's most recent B-WET-funded grant (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating your organization's most recent B-WET-funded grant (on your own or through collaborating with an external evaluation consultant) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GPDQ1 In which region were your organization's MWEEs offered this past grant year? (check one)

- California (1)
- Chesapeake Bay (2)
- Great Lakes (3)
- Gulf of Mexico (4)
- Hawaii (5)
- New England (6)
- Pacific Northwest (7)
- Other (please describe) (88) \_\_\_\_\_

GQ9 What is the total amount of funding you received this past grant year from NOAA for your B-WET project?

- \$1-20,000 (1)
- \$20,001-\$50,000 (2)
- \$50,001-\$100,000 (3)
- \$100,001-\$200,000 (4)
- \$200,001-\$300,000 (5)
- \$300,001 or greater (6)
- N/A (7)

GQ10 What is the total amount of funding for this project, from all sources, this past grant year?

- \$1-20,000 (1)
- \$20,001-\$50,000 (2)
- \$50,001-\$100,000 (3)
- \$100,001-\$200,000 (4)
- \$200,001-\$300,000 (5)
- \$300,001 or greater (6)
- N/A (7)

GQ11 Including this past grant year, for how many years has your organization received funding from NOAA B-WET for the currently-funded project?

- Less than a year (1)
- 1 year (2)
- 2 years (3)
- 3 years (4)
- 4 or more years (5)

GQ12 For how many years total has this B-WET project been in existence, including years not funded by NOAA B-WET?

- Less than a year (1)
- 1 year (2)
- 2 years (3)
- 3 years (4)
- 4 or more years (5)

GQ13 For what type of organization do you work? (choose one)

- Academic institution (community college, college, university) (1)
- Business/Corporation (2)
- Local government (3)
- State education agency (4)
- State natural resource agency (5)
- Non-profit organization (including informal education institutions) (6)
- School/school district (7)
- Other (please describe) (88) \_\_\_\_\_

GQ14 What grade would you give the grant management support you received from your region's NOAA B-WET staff over the past grant year? (slide the scale between F and A+)

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)
- 11 (11)
- 12 (12)
- 13 (13)

GQ14\_Txt Briefly describe why you selected this grade.

How could regional B-WET programs better support your B-WET grant management? (essay box)

What grade would you give the MWEE implementation support you received from your region's NOAA B-WET staff over the past grant year?

- A
- B
- C
- D
- F

Briefly describe why you selected this grade:

How could regional B-WET programs better support your implementation of MWEEs? (essay box)

**GQ17 BRANCHING QUESTION** Which of the following B-WET-funded projects did your organization directly provide? (select one response)

B-WET-funded MWEEs for students/youth who are between the ages of 4-18 (or grades PreK-12) (1)	<input type="radio"/>
B-WET-funded MWEE professional development or support for teachers (2)	<input type="radio"/>
Both B-WET-funded MWEEs for students and MWEE professional development for teachers (aka "Exemplary" project)	<input type="radio"/>

**PD TEACHER PROFESSIONAL DEVELOPMENT**

GPDQ4 Which of the following types of B-WET-funded MWEE professional development did you typically provide over the past grant year? (select No or Yes for each type)

	No (0)	Yes (1)
One day workshops (usually less than 8 hours) (1)	<input type="radio"/>	<input type="radio"/>
Teacher institute (usually on consecutive days that cumulatively consist of 40 hours or more) (2)	<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) (3)	<input type="radio"/>	<input type="radio"/>
A college-level course (4)	<input type="radio"/>	<input type="radio"/>
Professional development provider training (training for individuals who provide teacher professional development) (5)	<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) (6)	<input type="radio"/>	<input type="radio"/>
On-line professional development support (e.g., courses, webinars, discussion forums) (7)	<input type="radio"/>	<input type="radio"/>

GQ20 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 (1)
- About \_\_\_\_ K-12 schools served (2)
- About \_\_\_\_ school districts served (3)

GQ21 What percent of the participating teachers taught the following grade levels? (total should equal 100%)

- \_\_\_\_\_ PreK (1)
- \_\_\_\_\_ Elementary (2)
- \_\_\_\_\_ Middle (3)
- \_\_\_\_\_ High (4)
- \_\_\_\_\_ I don't know (99)

GPDQ2 Did the majority of participating teachers teach science?

- Don't know (99)
- No (0)
- Yes (1)

Please consider your most frequently offered B-WET-funded MWEE PD as “typical.”

What was the overall duration of your typical B-WET-funded MWEE professional development (including group and individual training and support)?

- Less than a week
- One week up to a month
- 1 to 4 months
- 5 to 8 months
- 9 to 12 months
- More than a year
- More than 2 years

GPDQ23 About how many hours of MWEE professional development and/or support did your organization typically provide for any one teacher this past grant year?

- 1-10 hours (1)
- 11-20 hours (4)
- 21-40 hours (5)
- 41-60 hours (6)
- More than 60 hours (8)

GPDQ24 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 (0)
- 1-10 hours (1)
- 11-20 hours (4)
- 21-40 hours (5)
- 41-60 hours (6)
- More than 60 hours (8)

Did your organization include an incentive (of any kind) to encourage teachers to complete the post-PD online questionnaire from NOAA B-WET?

No  
Yes

If yes, please describe the incentive.

GQ25 To what extent was your organization’s MWEE professional development content designed to align with:

	NA (55)	Don't know (99)	To no extent <sup>1</sup> (1)	2 (2)	3 (3)	4 (4)	To a great extent 5 (5)
State education standards (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Next Generation Science Standards (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Core Standards – Mathematics (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Core Standards - English Language Arts (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional environmental/natural resources management priorities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GPDQ77 Which NOAA resources were incorporated into your organization’s typical B-WET-funded MWEE professional development? (check all that apply)

- None
- Information from NOAA websites or reports (e.g., NOAA website, NOAA Education Resources webpage, NOAA Climate Portal, Marine Debris Program Education webpage, NOAA FishWatch, NERRS education website)
  - IF YES, Name the websites or reports:
- Data sets collected by and accessible through NOAA (e.g., NOAA View, NOAA Digital Coast, NOAA Buoys, Real-time Tides and Currents, NERRS SWMP data)
  - IF YES, Name the NOAA data sets: \_\_\_\_\_
- NOAA experts (e.g., scientist, educator, Sea Grant staff member, policy expert)
  - IF YES, Name the NOAA experts:
- NOAA curricula and education programs (e.g., Data in the Classroom, Estuaries 101 curriculum, Ocean Exploration)
  - IF YES, Name the curricula or programs: \_\_\_\_\_
- NOAA labs or facilities (e.g., Northeast Fisheries Science Center Milford Lab, NOAA Chesapeake Bay Office Oxford Lab, Southeast Fisheries Science Center in Pascagoula MS, NOAA Science On a Sphere sites, Sea Grant floating classroom vessel)
  - IF YES, Name the labs or facilities: \_\_\_\_\_

- NOAA National Marine Sanctuary, <http://sanctuaries.noaa.gov/about/welcome.html>
  - IF YES, Name the sanctuary:
- NOAA National Estuarine Research Reserve, <http://www.nerrs.noaa.gov>
  - IF YES, Name the reserve:

GPDQ78 What education methods were used during your MWEE professional development?  
(select No or Yes for each method)

	Not sure (77)	No (0)	Yes (1)
Outdoor field trip or field work (i.e., excursion to learn about natural history and ecology in the outdoors, may or may not include data collection) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM education (i.e., an approach to teaching that integrates the content and skills of science, technology, engineering, and math to inspire students and prepare them for 21st century jobs) (2)	<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) (3)	<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) (4)	<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) (5)	<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) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If What education methods were used during your MWEE profes... <strong>Scientific-inquiry-based learning</strong> Yes Is Selected

GPDQ79 Which of the following science inquiry steps did you include? Engaged teachers in:

	No (0)	Yes (1)
Formulating scientific questions they can answer using data (1)	<input type="radio"/>	<input type="radio"/>
Making predictions or hypotheses (2)	<input type="radio"/>	<input type="radio"/>
Collecting data or using existing data (3)	<input type="radio"/>	<input type="radio"/>
Analyzing and interpreting data (4)	<input type="radio"/>	<input type="radio"/>
Making conclusions and adjusting predictions/hypotheses (5)	<input type="radio"/>	<input type="radio"/>
Giving presentations of their findings (6)	<input type="radio"/>	<input type="radio"/>

GPDQ80 As part of your B-WET professional development workshops or institutes this past grant year, did your organization typically include the following: (select No or Yes for each statement)

	No (0)	Yes (1)
Presented information and examples illustrating how other teachers have integrated MWEEs into their curriculum (1)	<input type="radio"/>	<input type="radio"/>
Discussed how teachers may be able to integrate MWEEs into their own curriculum or classroom activities (2)	<input type="radio"/>	<input type="radio"/>
Discussed alignment of MWEEs with state, regional, or national standards (3)	<input type="radio"/>	<input type="radio"/>
Provided examples of how MWEEs align with standards (4)	<input type="radio"/>	<input type="radio"/>
Engaged teachers in aligning MWEEs with their school or school district standards (5)	<input type="radio"/>	<input type="radio"/>
Allowed teachers time to plan how they will implement MWEEs (6)	<input type="radio"/>	<input type="radio"/>
Engaged teachers in the same activities/practices they can use with their students (7)	<input type="radio"/>	<input type="radio"/>
Included more than one teacher from individual schools (8)	<input type="radio"/>	<input type="radio"/>
Presented how NOAA data can be used to support student scientific inquiry (9)	<input type="radio"/>	<input type="radio"/>
Discussed how to use NOAA data to obtain knowledge about local issues (10)	<input type="radio"/>	<input type="radio"/>
Shared examples of how other teachers have used NOAA data with their students (11)	<input type="radio"/>	<input type="radio"/>
Allowed teachers time to plan how they will integrate the use of NOAA data (12)	<input type="radio"/>	<input type="radio"/>

GPDQ31 What types of support did your organization typically provide to teachers participating in MWEE professional development this past grant year? (select No or Yes for each statement)

	No (0)	Yes (1)
Assisted teachers with conducting field trips or field work (1)	<input type="radio"/>	<input type="radio"/>
Assisted teachers with stewardship projects, e.g., restoration projects, building schoolyard habitats, etc. (2)	<input type="radio"/>	<input type="radio"/>
Co-teaching in teachers' classrooms or in field (4)	<input type="radio"/>	<input type="radio"/>
Provided coaching in participating teachers' classrooms (5)	<input type="radio"/>	<input type="radio"/>
Provided demonstrations in teachers' classrooms (6)	<input type="radio"/>	<input type="radio"/>
Assisted with the use of equipment or technologies (7)	<input type="radio"/>	<input type="radio"/>
Communicated with teachers one-on-one through phone calls or email (8)	<input type="radio"/>	<input type="radio"/>
Supported an online environment for teachers to communicate with each other (9)	<input type="radio"/>	<input type="radio"/>

GPDQ81 Which characteristics describe your organization's typical MWEE professional development this past grant year? (select No or Yes for each statement)

	No (0)	Yes (1)
Helped make connections to local community organizations and resources (1)	<input type="radio"/>	<input type="radio"/>
Facilitated interactions with natural resource professionals (3)	<input type="radio"/>	<input type="radio"/>
Provided teacher stipends (4)	<input type="radio"/>	<input type="radio"/>
Offered continuing education credits (5)	<input type="radio"/>	<input type="radio"/>
Offered graduate credits (6)	<input type="radio"/>	<input type="radio"/>
Provided equipment (7)	<input type="radio"/>	<input type="radio"/>
Provided instructional/educational/curriculum materials (8)	<input type="radio"/>	<input type="radio"/>
Provided information on how to obtain grants or funding for MWEEs (9)	<input type="radio"/>	<input type="radio"/>

Did teachers participate in any of these actions to protect or restore watersheds (ocean, coastal, riverine, estuarine, Great Lakes) as part of their MWEE professional development? (Select all categories that apply)

- The teachers did NOT participate in watershed protection or restoration actions as part of their MWEE PD.
- Watershed Restoration or Protection (e.g., create schoolyard habitat, planting trees or grasses, invasive species removal, cleanup [e.g., beach, stream, school, community], raise & release (e.g., fish, oysters, turtles), stormwater management (e.g., rain garden, paint storm drains)
  - Briefly describe the actions (text box)
- Everyday Choices [e.g., reduce/reuse/recycle/upcycle, transportation (e.g., carpooling, bike riding, mass transit, walking), composting, energy conservation, water conservation]
  - Briefly describe the actions (text box)
- Community Engagement [e.g., outreach, presentations, social media, messaging at community events/fairs/festivals, event-organizing, mentoring, PSAs, flyers, posters]
  - Briefly describe the actions (text box)
- Civic Action [e.g., town meetings, voting, writing elected officials/decision makers, advocating for policy change]
  - Briefly describe the actions (text box)
- Other
  - Briefly describe the actions (text box)

GPDQ83 It was a goal of my organization's B-WET-funded professional development that teachers would be able to:

	NA (55)	Don't know (99)	No (0)	Yes (1)
Define the term "watershed" (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify their local watershed(s) (ocean, coastal, riverine, estuarine, Great Lakes) (2)	<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 (3)	<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) (4)	<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. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify connections between human welfare and water flow and quality (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify possible point and non-point sources of water pollution (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify actions individuals can take to protect or restore watersheds (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GPDQ84 It was a goal of my organization's B-WET-funded MWEE professional development that teachers would:

	NA (55)	Don't know (99)	No (0)	Yes (1)
Teach more about watersheds (ocean, coastal, riverine, estuarine, Great Lakes) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to implement MWEEs (2)	<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 (3)	<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 (4)	<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 (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use science inquiry instruction (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use the outdoors for instruction (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use local community resources as part of instruction (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to use interdisciplinary approaches to instruction (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more enthusiastic about teaching science (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to act to protect or restore watersheds (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## STUDENT MWEEs

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

GQ37 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 (1)

About \_\_\_ K-12 schools served (2)

About \_\_\_ school districts served (3)

GQ38 What percent of the students/youth directly served by your organization were in each of the following grade levels? (total must equal 100%)

\_\_\_\_\_ PreK (1)

\_\_\_\_\_ Elementary (2)

\_\_\_\_\_ Middle (3)

\_\_\_\_\_ High (4)

\_\_\_\_\_ Other (88)

\_\_\_\_\_ I don't know (99)

GQ39 What percent of the participating students' schools are Title 1?

Don't know (99)

Less than 20% (1)

21-40% (2)

41-60% (3)

61-80% (4)

81-100% (5)

GQ41 To what extent were your organization's MWEEs designed to align with:

	NA (55)	Don't know (99)	To no extent 1 (1)	2 (2)	3 (3)	4 (4)	To a great extent 5 (5)
State education standards (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Next Generation Science Standards (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Core Standards – Mathematics (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Core Standards - English Language Arts (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional environmental/natural resources management priorities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GQ42 Which of the following did your B-WET-funded programs provide for students during this past grant year? (select No or Yes for each program type)

	No (0)	Yes (1)
Off-site field programs during the school day (1)	<input type="radio"/>	<input type="radio"/>
Schoolyard-based programs during the school day (2)	<input type="radio"/>	<input type="radio"/>
Classroom-based programs during the school day, including distance learning experiences (3)	<input type="radio"/>	<input type="radio"/>
After-school or weekend programs (e.g., science clubs) (4)	<input type="radio"/>	<input type="radio"/>
Summer programs (5)	<input type="radio"/>	<input type="radio"/>
Events for youth with their families (6)	<input type="radio"/>	<input type="radio"/>

Please consider your most frequently offered B-WET-funded MWEE as “typical.”

GQ45 On average, a typical student participated in your organization’s B-WET-funded MWEEs over the course of:

- Less than a week
- A week (3)
- Multiple weeks (4)
- Multiple months (6)
- A full school year (8)
- Multiple years (10)

GQ43 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 (0)
- 1-5 hours (1)
- 6-9 hours (3)
- 10-24 hours (4)
- 25-40 hours (6)
- More than 40 hours (7)

GQ44 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 (0)
- 1-5 hours (1)
- 6-9 hours (3)
- 10-24 hours (4)
- 25-40 hours (6)
- More than 40 hours (7)

*[If chose a response other than “none” for hours outside]*

Where did the outdoor component of your students’ MWEEs occur? (select all that apply)

- On school grounds
- Off school grounds, within walking distance
- Off school grounds, requiring transportation

*[If chose a response other than “none” for hours outside]*

About how many separate outdoor learning experiences did students have during their MWEE?  
(check one for each row)

	I don't know	None	One	Two	Three or more
Led by your organization					
Led by a teacher					
Led by another provider					

In what subject(s) were your organization's typical MWEEs implemented? (select all that apply):

- Science
- Technology
- Engineering
- Math
- Social studies
- English language arts
- Fine arts
- Music
- Other (please describe)

GQ48 Which NOAA resources were used as part of MWEEs for students? (check all that apply)

- None
- Information from NOAA websites or reports (e.g., NOAA website, NOAA Education Resources webpage, NOAA Climate Portal, Marine Debris Program Education webpage, NOAA FishWatch, NERRS education website)
  - IF YES, Name the websites or reports:
- Data sets collected by and accessible through NOAA (e.g., NOAA View, NOAA Digital Coast, NOAA Buoys, Real-time Tides and Currents, NERRS SWMP data)
  - IF YES, Name the NOAA data sets: \_\_\_\_\_
- NOAA experts (e.g., scientist, educator, Sea Grant staff member, policy expert)
  - IF YES, Name the NOAA experts:
- NOAA curricula and education programs (e.g., Data in the Classroom, Estuaries 101 curriculum, Ocean Exploration)
  - IF YES, Name the curricula or programs: \_\_\_\_\_
- NOAA labs or facilities (e.g., Northeast Fisheries Science Center Milford Lab, NOAA Chesapeake Bay Office Oxford Lab, Southeast Fisheries Science Center in Pascagoula MS, NOAA Science On a Sphere sites, Sea Grant floating classroom vessel)
  - IF YES, Name the labs or facilities: \_\_\_\_\_
- NOAA National Marine Sanctuary, <http://sanctuaries.noaa.gov/about/welcome.html>
  - IF YES, Name the sanctuary:
- NOAA National Estuarine Research Reserve, <http://www.nerrs.noaa.gov>
  - IF YES, Name the reserve:

GQ49 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 (77)	No (0)	Yes (1)
Outdoor field trip or field work (i.e., excursion to learn about natural history and ecology in the outdoors, may or may not include data collection) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM education (i.e., an approach to teaching that integrates the content and skills of science, technology, engineering, and math to inspire students and prepare them for 21st century jobs) (2)	<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) (3)	<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) (4)	<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) (5)	<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) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If What education methods were used by your organization's s... **Scientific-inquiry-based learning** Yes Is Selected

GQ50 Which of the following science inquiry steps did you include? Engaged students in:

	No (0)	Yes (1)
Formulating scientific questions they can answer using data (1)	<input type="radio"/>	<input type="radio"/>
Making predictions or hypotheses (2)	<input type="radio"/>	<input type="radio"/>
Collecting data or using existing data (3)	<input type="radio"/>	<input type="radio"/>
Analyzing and interpreting data (4)	<input type="radio"/>	<input type="radio"/>
Making conclusions and adjusting predictions/hypotheses (5)	<input type="radio"/>	<input type="radio"/>
Giving presentations of their findings (6)	<input type="radio"/>	<input type="radio"/>

Did students participate in any of these actions to protect or restore watersheds during your organization's B-WET-funded MWEEs? (select all categories that apply)

- The students did NOT participate in any watershed protection or restoration actions as part of their MWEE.

- Watershed Restoration or Protection (e.g., create schoolyard habitat, planting trees or grasses, invasive species removal, cleanup [e.g., beach, stream, school, community), raise & release (e.g., fish, oysters, turtles), stormwater management (e.g., rain garden, paint storm drains)
  - Briefly describe the actions (text box)
- Everyday Choices [e.g., reduce/reuse/recycle/upcycle, transportation (e.g., carpooling, bike riding, mass transit, walking), composting, energy conservation, water conservation]
  - Briefly describe the actions (text box)
- Community Engagement [e.g., outreach, presentations, social media, messaging at community events/fairs/festivals, event-organizing, mentoring, PSAs, flyers, posters]
  - Briefly describe the actions (text box)
- Civic Action [e.g., town meetings, voting, writing elected officials/decision makers, advocating for policy change]
  - Briefly describe the actions (text box)
- Other
  - Briefly describe the actions (text box)

GQ52 It was a goal of my organization's B-WET-funded MWEEs that students would:

	NA (55)	Don't know (99)	No (0)	Yes (1)
Know more about the ocean (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know more about climate change (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know more about watersheds (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express greater caring and concern for watersheds (ocean, coastal, riverine, estuarine, Great Lakes) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more confident in their ability to protect or restore watersheds (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to act to protect or restore watersheds (6)	<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 (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be better able to conduct scientific investigations (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be better able to understand the nature of scientific research (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more likely to express an interest in pursuing science careers (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform better in science (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform better on state standardized tests (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more engaged in their learning (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GQ53 It was a goal of my organization's B-WET-funded MWEEs that students would be able to:

	NA (55)	Don't know (99)	No (0)	Yes (1)
Define the term "watershed" (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify their local watershed(s) (ocean, coastal, riverine, estuarine, Great Lakes) (2)	<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 (3)	<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) (4)	<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. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify connections between human welfare and water flow and quality (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify possible point and non-point sources of water pollution (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify actions individuals can take to protect or restore watersheds (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Eval **PROGRAM EVALUATION**

GQ55 Which of the following best describes the situation with regard to evaluation(s) of your organization's B-WET-funded projects?

- Don't know (99)
- No evaluation has been conducted and there are no plans to complete one (1)
- No evaluation has been conducted, but there are plans to complete one (2)
- An evaluation is being conducted, but it is not yet finished (3)
- One evaluation has been completed (4)
- Two evaluations have been completed
- Three or more evaluations have been completed
- Other (please describe) (88) \_\_\_\_\_

Answer If Which of the following best describes the situation wit... One or more evaluations has/have been completed Is Selected

GQ56 What type of evaluation has been completed?

	Not conducted (1)	Completed but no report is available (2)	Completed and report is available (3)
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.) (1)	<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! (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact (seeks to assess the broader, longer-term changes that occurred as a result of a project such as in improved environmental quality) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How have you or your organization used your project evaluation results?

Answer If What type of evaluation has been completed? If Outcome or Impact Is Selected

Eval2 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:

Answer If What type of evaluation has been completed? If Outcome or Impact Is Selected

GQ58 Which of the following best describes who led the evaluation?

- Don't know (99)
- Internal staff member (someone who is an employee of your organization) (1)
- External consultant (someone who is not an employee of your organization) If selected, please provide consultant/firm name: (2) \_\_\_\_\_
- Other (please describe) (88) \_\_\_\_\_

Answer If What type of evaluation has been completed? If Outcome or Impact Is Selected

GQ59 Do the evaluation results include evidence of:

	Don't know (99)	Not measured (44)	No (0)	Yes (1)
Increases in knowledge about watersheds (participants learned new information) (1)	<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) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases in the skills needed to act in ways to protect or restore watersheds (ocean, coastal, riverine, estuarine, Great Lakes) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases in intentions to act to protect or restore on behalf of watersheds (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participants engaging in actions that protect or restore watersheds (5)	<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) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved academic performance (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact **NOAA B-WET IMPACT** Please indicate to what extent you agree or disagree with the next 6 statements.

GQ61 As a result of NOAA B-WET, our audiences are more familiar with NOAA, such as NOAA science, resources, and experts.

- Not an expected impact
- I don't know
- Strongly Disagree 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- Strongly Agree 7 (7)

GQ61\_Txt Please explain why you selected the response you did.

GQ63 The B-WET grant has improved the overall quality of environmental education provided by my organization (e.g., through use of best practices or other increase in institutional capacity).

- Not an expected impact
- I don't know
- Strongly Disagree 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- Strongly Agree 7 (7)

GQ63\_Txt Please explain why you selected the response you did.

GQ65 The B-WET grant has helped integrate environmental education into the formal education system(s) with which we work.

- Not an expected impact
- I don't know
- Strongly Disagree 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- Strongly Agree 7 (7)

GQ65\_Txt Please explain why you selected the response you did.

Feedback **FEEDBACK**

GQ74 This questionnaire was .... (choose one for each)

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Difficult to complete:Easy to complete (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not informative:Informative (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long:Short (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Imprv\_Txt How can this questionnaire be improved?

Cmmts\_Txt What final comments would you like to share?

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