

# 20XX - NOAA B-WET Grantee Survey

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## Start of Block: Introduction

### Intro

This is a voluntary survey. A Word version is available to review and draft responses before completing the online survey, but final responses should be submitted online through your organization-specific link.

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” (NA) 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 2018](#).

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 “grantee.” The grantee may be one nonprofit organization or an academic institution completing the work, or the grantee 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 grantee, 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). Note that it will NOT be possible to return to some sections of the survey once they have been completed. It is strongly recommended that you review and compose your responses in a [Word version of the survey](#) before completing the survey online.
- If you need to revise your response after completing the survey, please contact Bronwen Rice , B-WET National Coordinator ([Bronwen.Rice@noaa.gov](mailto:Bronwen.Rice@noaa.gov)) for a new link to update your answers.

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](mailto:Bronwen.Rice@noaa.gov)).

Thank you.

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OMB PRA OMB Control Number: 0648-0658 Expires: 07/31/2022

**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.*

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

No

Yes



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End of Block: Introduction

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Start of Block: Thank you!

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

End of Block: Thank you!

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Start of Block: About Organization and B-WET Project

AwardPanel **Please respond to this survey based on your work under NOAA Award number  $\{e://Field/AwardPanel\}$  for the past year.** If this award number does not match a NOAA B-WET award you received a year or more ago, please contact Bronwen Rice, NOAA B-WET National Coordinator, bronwen.rice@noaa.gov. If you have other NOAA B-WET funded projects, you will receive a separate survey for each project. Please ensure you are responding based on the correct project.

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

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

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

- California**
- Chesapeake Bay watershed** (Maryland, Virginia, Delaware, West Virginia, Pennsylvania, New York, and the District of Columbia)
- Great Lakes** (Ohio, Michigan, Indiana, Illinois, Minnesota, Wisconsin, New York, and Pennsylvania)
- Gulf of Mexico** (Texas, Louisiana, Mississippi, Alabama, and Florida)
- Hawaii**
- New England** (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island)
- Pacific Northwest** (Oregon and Washington)
- Other** (please describe) \_\_\_\_\_

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

- \$1-20,000
  - \$20,001-\$50,000
  - \$50,001-\$100,000
  - \$100,001-\$200,000
  - \$200,001-\$300,000
  - \$300,001 or greater
  - NA
- 



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

- \$1-20,000
- \$20,001-\$50,000
- \$50,001-\$100,000
- \$100,001-\$200,000
- \$200,001-\$300,000
- \$300,001 or greater
- NA

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

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



GQ13rev For what type of organization do you work? (choose one)

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

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GQ15rev19 What grade would you give the support you received from your region's NOAA B-WET federal program office [[click here to see a list](#)] over the past grant year? (choose one)

- A
- B
- C
- D
- F

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GQ15\_Txt Briefly describe why you selected this grade.

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GQ15rev19a\_Txt How could your region's NOAA B-WET federal program office better support your B-WET project?

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End of Block: About Organization and B-WET Project

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Start of Block: Branching Question



GQ17rev BRANCHING QUESTION Which of the following NOAA B-WET-funded projects did your organization directly provide? (choose No or Yes for each line)

	No	Yes
Activities for students/youth who are between the ages of 5-18 (or grades K-12)	<input type="radio"/>	<input type="radio"/>
Professional development or support for teachers	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>

End of Block: Branching Question

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Start of Block: PD for Teachers

PD TEACHER PROFESSIONAL DEVELOPMENT

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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	Yes
One one-day workshop (usually 8 hours or less)	<input type="radio"/>	<input type="radio"/>
Multiple one-day workshops that take place non-consecutively	<input type="radio"/>	<input type="radio"/>
Multi-day workshop(s) that takes place over consecutive days	<input type="radio"/>	<input type="radio"/>
A college-level course	<input type="radio"/>	<input type="radio"/>
Professional development provider training (training for individuals who provide teacher professional development)	<input type="radio"/>	<input type="radio"/>
Individual teacher coaching and support (e.g., curriculum planning, shared teaching, demonstrations and/or other forms of in-school or in-field support)	<input type="radio"/>	<input type="radio"/>
Online professional development support (e.g., courses, webinars, discussion forums)	<input type="radio"/>	<input type="radio"/>

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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

\_\_\_\_\_

About \_\_\_\_ K-12 schools served

\_\_\_\_\_

About \_\_\_\_ school districts served

\_\_\_\_\_



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

PreK : \_\_\_\_\_

Elementary : \_\_\_\_\_

Middle : \_\_\_\_\_

High : \_\_\_\_\_

Don't know : \_\_\_\_\_

Total : \_\_\_\_\_



GPDQ2 Did the majority of participating teachers teach science?

Don't know

No

Yes

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"Typical" Please consider your most frequently offered B-WET-funded MWEE PD as "typical."

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GPDQ22 Over what period of time was your typical B-WET-funded MWEE professional development (including group and individual training and support)? (For example, if teachers participated in a summer workshop then received classroom support over the entire school year, you would select 9-12 months.)

- 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
- 



GPDQ23rev19 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
  - 11-20 hours
  - 21-30 hours
  - 31-40 hours
  - 41-60 hours
  - More than 60 hours
-



GPDQ24rev About how many hours did a typical teacher participate in outdoor activities as part of your organization's MWEE professional development this past grant year?

- None
- 1-10 hours
- 11-20 hours
- 21-40 hours
- 41-60 hours
- More than 60 hours

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GQ83rev19 Did your organization include an incentive (of any kind) to encourage teachers to complete the post-professional development online questionnaire from NOAA B-WET?

- No
- Yes - please describe the incentive(s)

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GQ25rev To what extent was your organization's MWEE professional development content aligned with:

	NA	Don't know	To no extent 1	2	3	4	To a great extent 5
State education standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State environmental education standards	<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	<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	<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	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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GPDQ77rev 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: \_\_\_\_\_

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X→

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

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

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Display This Question:

If GPDQ4rev19 = One day workshops (usually less than 8 hours) [ Yes ]

Or GPDQ4rev19 = Multiple one-day workshops that take place non-consecutively [ Yes ]

Or GPDQ4rev19 = Multi-day workshop(s) that takes place over consecutive days [ Yes ]

Or GPDQ4rev19 = A college-level course [ Yes ]



GPDQ80rev19 As part of your B-WET-funded MWEE professional development workshops this past grant year, did your organization typically include the following practices or support? (select No or Yes for each statement)

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

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GPDQ31rev Did your organization's MWEE professional development this past grant year typically include these types of practices or support? (select No or Yes for each statement)

	No	Yes
Assisted teachers with conducting field trips or field work	<input type="radio"/>	<input type="radio"/>
Assisted teachers with stewardship projects, e.g., restoration projects, building schoolyard habitats, etc.	<input type="radio"/>	<input type="radio"/>
Co-teaching in teachers' classrooms or in field	<input type="radio"/>	<input type="radio"/>
Provided coaching in participating teachers' classrooms	<input type="radio"/>	<input type="radio"/>
Provided demonstrations in teachers' classrooms	<input type="radio"/>	<input type="radio"/>
Assisted with the use of equipment or technologies	<input type="radio"/>	<input type="radio"/>
Communicated with teachers one-on-one through phone calls or email	<input type="radio"/>	<input type="radio"/>
Supported an online environment for teachers to communicate with each other	<input type="radio"/>	<input type="radio"/>
Helped make connections to local community organizations and resources	<input type="radio"/>	<input type="radio"/>
Facilitated interactions with natural resource professionals	<input type="radio"/>	<input type="radio"/>
Provided supplies or equipment	<input type="radio"/>	<input type="radio"/>
Provided instructional/educational/curriculum materials	<input type="radio"/>	<input type="radio"/>
Provided information on how to obtain grants or funding for MWEEs	<input type="radio"/>	<input type="radio"/>

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GPDQ81rev Did your organization's MWEE professional development this past grant year typically include these types of support or incentives? (select No or Yes for each statement)

	No	Yes
Provided teacher stipends	<input type="radio"/>	<input type="radio"/>
Offered continuing education credits	<input type="radio"/>	<input type="radio"/>
Offered graduate credits	<input type="radio"/>	<input type="radio"/>
Other support or incentive (please specify)	<input type="radio"/>	<input type="radio"/>

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GPDQ82rev19 Did teachers participate in any of the following stewardship activities as part of their MWEE professional development? (Select all categories that apply)

The teachers did NOT participate in any stewardship activities

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:**

\_\_\_\_\_

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:** \_\_\_\_\_

Community Engagement [e.g., outreach, presentations, social media, messaging at community events/fairs/festivals, event-organizing, mentoring, PSAs, flyers, posters] **Briefly describe the actions:** \_\_\_\_\_

Civic Action [e.g., town meetings, voting, writing or meeting with elected officials/decision makers] **Briefly describe the actions:**

\_\_\_\_\_

Other **Briefly describe the actions:**

\_\_\_\_\_

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GPDQ83rev19

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

	NA		No	Yes
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify their local watershed(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how watersheds are connected to the ocean via streams, rivers, and human-made structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the functions of a watershed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess the current health of their local watershed(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize how humans and natural processes impact the health of watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize how watersheds can affect human health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify stewardship actions individuals can take to protect or restore watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Take  
stewardship  
actions to protect  
or restore  
watersheds

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GPDQ84rev19

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

	NA		No		Yes	
Teach about watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate MWEEs into their curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement MWEEs after they are no longer supported by our organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use NOAA resources to enhance their students' MWEE experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide students through taking stewardship actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research environmental issues affecting watersheds with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use science inquiry instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the outdoors for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use local community resources as part of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**End of Block: PD for Teachers**

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**Start of Block: MWEEs for Students**

**MWEE STUDENT MWEEs** 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 \_\_\_\_\_
- About \_\_\_ K-12 schools served \_\_\_\_\_
- About \_\_\_ school districts served \_\_\_\_\_



GQ38 What percent of the students/youth directly served by your organization's B-WET-funded MWEE were in each of the following grade levels? (total must equal 100%)

- PreK : \_\_\_\_\_
- Elementary : \_\_\_\_\_
- Middle : \_\_\_\_\_
- High : \_\_\_\_\_
- Other : \_\_\_\_\_
- Don't know : \_\_\_\_\_
- Total : \_\_\_\_\_



GQ39rev19 What percent of the participating students' schools are Title 1?

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

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GQ41rev To what extent were your organization's MWEEs designed to align with:

	NA	Don't know	To no extent 1	2	3	4	To a great extent 5
State education standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State environmental education standards	<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	<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	<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	<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	<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 projects provide for students during this past grant year? (select No or Yes for each program type)

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

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"Typical" Please consider your most frequently offered B-WET-funded MWEE as "typical."

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GQ45rev On average, a typical student participated in your organization's B-WET-funded MWEEs over the course of:

- Less than a week
  - A week
  - Multiple weeks
  - Multiple months
  - A full school year
  - Multiple years
- 

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X→

GQ43rev 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
  - 1-5 hours
  - 6-9 hours
  - 10-24 hours
  - 25-40 hours
  - More than 40 hours
- 

X→

GQ44rev 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
  - 1-5 hours
  - 6-9 hours
  - 10-24 hours
  - 25-40 hours
  - More than 40 hours
- 

Page Break

Display This Question:  
If GQ44rev != None



GQ29rev 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

Display This Question:  
If GQ44rev != None



GMQ88rev19 About how many separate outdoor learning experiences did students have during their MWEE?

- Don't know
- None
- One
- Two
- Three or more

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

Page Break



GQ46rev 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) \_\_\_\_\_



GQ48rev 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: \_\_\_\_\_

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Page Break

X→

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X→ X→

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

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Page Break \_\_\_\_\_



GQ51rev19 Did students participate in any of the following stewardship activities during your organization's B-WET-funded MWEs? (select all categories that apply)

The students did NOT participate in any stewardship activities

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:**

\_\_\_\_\_

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:** \_\_\_\_\_

Community Engagement [e.g., outreach, presentations, social media, messaging at community events/fairs/festivals, event-organizing, mentoring, PSAs, flyers, posters] **Briefly describe the actions:** \_\_\_\_\_

Civic Action [e.g., town meetings, voting, writing or meeting with elected officials/decision makers] **Briefly describe the actions:**

\_\_\_\_\_

Other **Briefly describe the actions:**

\_\_\_\_\_

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Page Break



GQ52rev19 It was a goal of my organization's B-WET-funded MWEEs that students would have the following benefits:

	NA		No	Yes
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved ability to conduct scientific investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better understanding of scientific research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stronger performance in science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stronger performance on standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased interest and engagement in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



learning

Greater interest  
in pursuing  
science careers



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Page Break

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GQ53rev19 It was a goal of my organization's B-WET-funded MWEEs that students would be able to:

	NA		No	Yes
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify their local watershed(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how watersheds are connected to the ocean via streams, rivers, and human-made structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the functions of a watershed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess the current health of their local watershed(s)				
Recognize how humans and natural processes impact the health of watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize how watersheds can affect human health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify stewardship actions individuals can take to protect or restore watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Take  
stewardship  
actions to protect  
or restore  
watersheds

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End of Block: MWEEs for Students

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Start of Block: Evaluation

Eval PROGRAM EVALUATION

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GQ55rev Which of the following best describes the situation with regard to evaluation(s) of your organization's B-WET-funded projects?

- 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 evaluation has been completed
  - Two evaluations have been completed
  - Three or more evaluations have been completed
  - Other (please describe) \_\_\_\_\_
-

*Display This Question:*

*If GQ55rev = One evaluation has been completed*

*Or GQ55rev = Two evaluations have been completed*

*Or GQ55rev = Three or more evaluations have been completed*

GQ56 What type of evaluation has been completed?

	Not conducted	Completed but no report is available	Completed and report is available
<p><b>Needs assessment</b> (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.)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Process/implementation</b> (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!</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Outcome</b> (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)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Impact</b> (seeks to assess the broader, longer-term changes that occurred as</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

a result of a project such  
as in improved  
environmental quality)

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*Display This Question:*

*If GQ55rev = One evaluation has been completed*

*Or GQ55rev = Two evaluations have been completed*

*Or GQ55rev = Three or more evaluations have been completed*

GQ93 How have you or your organization used your project evaluation results?

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Page Break

*Display This Question:*

If GQ56 = **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) [ Completed but no report is available ]

Or GQ56 = **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) [ Completed and report is available ]

Or GQ56 = **Impact** (seeks to assess the broader, longer-term changes that occurred as a result of a project such as in improved environmental quality) [ Completed but no report is available ]

Or GQ56 = **Impact** (seeks to assess the broader, longer-term changes that occurred as a result of a project such as in improved environmental quality) [ Completed and report is available ]

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:

*Display This Question:*

If GQ56 = **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) [ Completed but no report is available ]

Or GQ56 = **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) [ Completed and report is available ]

Or GQ56 = **Impact** (seeks to assess the broader, longer-term changes that occurred as a result of a project such as in improved environmental quality) [ Completed but no report is available ]

Or GQ56 = **Impact** (seeks to assess the broader, longer-term changes that occurred as a result of a project such as in improved environmental quality) [ Completed and report is available ]



GQ58 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) \_\_\_\_\_

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*Display This Question:*

If GQ56 = **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) [ Completed but no report is available ]

Or GQ56 = **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) [ Completed and report is available ]

Or GQ56 = **Impact** (seeks to assess the broader, longer-term changes that occurred as a result of a project such as in improved environmental quality) [ Completed but no report is available ]

Or GQ56 = **Impact** (seeks to assess the broader, longer-term changes that occurred as a result of a project such as in improved environmental quality) [ Completed and report is available ]





GQ59 Do the evaluation results include evidence of:

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

Other (please describe)

End of Block: Evaluation

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Start of Block: Exploratory Questions

Impact NOAA B-WET IMPACT

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



GQ61rev 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
  - Don't know
  - Strongly Disagree 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - Strongly Agree 7
- 

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

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Page Break



GQ63rev 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
- Don't know
- Strongly Disagree 1
- 2
- 3
- 4
- 5
- 6
- Strongly Agree 7

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

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Page Break



GQ65rev The B-WET grant has helped integrate environmental education into the formal education system(s) with which we work.

- Not an expected impact
- Don't know
- Strongly Disagree 1
- 2
- 3
- 4
- 5
- 6
- Strongly Agree 7

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

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Page Break

GQ66 Has your B-WET-funded project contributed to MWEEs becoming part of regular curriculum or practice? (select No or Yes for each)

	No	Yes
At one school		
At multiple schools		
Across a school district		
Across multiple school districts		

Page Break

End of Block: Exploratory Questions

Start of Block: Feedback

Feedback FEEDBACK



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

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

Imprv\_Txt How can this questionnaire be improved?

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

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End of Block: Feedback

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