

NOAA Planet Stewards Progress and Final Report Template



This report is meant to provide NOAA Planet Stewards with a review of the cumulative activities and outputs you have achieved to date with your project. It provides the opportunity to submit information about successes, difficulties, alterations to your plan, and lessons learned during your project's implementation. Follow the directions as indicated. If you have questions or concerns, contact bruce.moravchik@noaa.gov

1. Complete the document in the format below. **Include specific details.** Add anecdotes, stories, and information that will help explain your project's progress (successes, difficulties, alterations, etc.) to date. Educators submitting well-written reports and excellent imagery will have an opportunity to be published in the nationally-distributed peer reviewed education journal [The Earth Scientist](#).

Your completed document should be **no more than eight pages in length** excluding images and detailed image captions. These **MUST** be submitted separately as independent files.

2. Submit **at least 6-12 new** high resolution photos of your project **with detailed descriptive captions for each progress report and with the final report.**
 - All Images **MUST** be submitted as individual high resolution files e.g. JPGs.
 - Submit captions in a separate document. Captions **MUST** include the names of all individuals appearing in the image.
 - Images with captions are in addition to the eight page document limit.
 - We want **pictures of participants in action – particularly front facing views. EVERYONE** appearing in a photo **MUST** complete a NOAA Image Release Form for Photos & Videos.
3. When completed, place a copy of all documents and high resolution images with detailed captions into the Google Folder(s) assigned to you. If you do not have the link, send an email to bruce.moravchik@noaa.gov and he will provide it to you
4. NOAA Talent/Photo Release/Permission Forms may be submitted as .JPG or .PDF files.

Your Name and Primary Email Contact:

Your School Name and Location (city and state):

Your Project Title:

Part I - Project Narrative - Project Overview/Summary:

In **brief** narrative form summarize the following points. You may draw details from your project proposal. **Provide specific details** - qualitative and quantitative metrics - as applicable:

- What was the **specific environmental issue(s)** your project addressed?
- What was the issue(s) relationship to your school or community, **and** why was it important for you to address this issue?
- What were the **specific quantitative outputs/outcomes you hoped to achieve** by your efforts?

- What was your strategy/**the activities you implemented** to address the environmental issue(s) and achieve your outputs/outcomes?
- Did you face any difficulties/issues in implementing your project? Did you have to make any amendments to your project - either with its implementation or planned outputs/outcomes to continue moving forward?
- Provide a brief list of “lessons learned” during the project. Note changes you would make or recommend to improve the process or activities you undertook if you were to do it again.
- Who was actively involved in your project? What did they do? Note the specific role/engagement of partners and their contributions.
- What were the **specific outputs/outcomes** of your project to date? **What specifically did you achieve? Did your efforts meet the outputs/outcomes you hoped to achieve** in your proposal?
- Will your project continue to address **the environmental issue** beyond the funding period? If so, how?
- How might you expand on this project, or what associated activities might you want to carry out if you were to apply to Planet Stewards for future funding?

If your project spanned more than one academic year your narrative should cover the entire period of your project. Data requested below should only include this current academic year that you have been working on your project.

Three Things:

In a brief bulleted format of **one to two sentences ONLY**, note **three** specific outputs/outcomes **you are most proud of** as a result of this project.

Include specific details, i.e., The number of students or student person hours engaged in this project; The number of external partners and their total in-kind contribution(s) made - monetarily or in-person hours; Specific outcomes to date i.e. the amount of marine debris collected (lbs); the amount of carbon sequestered (lbs), number of acres of habitat restored or conserved, number or amount (lbs) of non-native trees/foilage removed, number or amount (lbs) of native trees/foilage planted, etc.

Below the bullet statement you may provide a brief supplementary narrative to expand, help explain, or place your statements into context.

Observations/Quotes:

Provide a brief personal statement. Focus on what the implementation of the project has meant to you, the students you work with, your school/organization and/or community, the local environment.

Provide at least three to five brief quotes from your students, colleagues, and/or community members. Statements may include what they have learned by engaging in this project e.g. what the project has meant to them personally, the school/organization they are working with, the community and/or the environment.

Stewardship Activities:

- Provide a timeline of your project's activities to date.

- For each activity, provide:
 - A **brief** description of what was done
 - The individuals involved with the activity
 - The specific outcomes/outputs of that activity as they relate to achieving your desired project outcome(s)/output(s)

Part II: Program Data

Data Collection:

1. List **specific quantitative information/data** you have collected **this academic year**. The information/data should measure the progress toward your project's outcome(s) noted in your proposal and the project narrative section above.

2. Present the data in the table format below.

3. Below the table provide a brief narrative explanation/summary of the data you collected and its relationship to the project. Two examples:

Type of Data: Marine debris distribution, abundance, and type.

Data Collection Method(s): Students walked a "fire line" twenty feet wide along a 300 meter stretch of beach/park. All marine debris observed was collected and bagged. After the activity all marine debris was weighed and sorted.

Amount: 50 lbs of marine debris were collected from the area, they were organized in the following categories: cigarette butts; paper trash; single use plastics i.e. water/drink bottles, cups, straws, utensils; used fishing line and "gear" e.g. lures, weights, etc.

Explanation/Summary of data collected: The largest categories of marine debris collected were cigarette butts (5lbs), water/drink bottles (15lbs), and fishing line and gear (15lbs). This corresponds to student observations that this area is frequented by a majority of fishers. The observations and data collected confirm the need for the posting of weatherproof educational signage, permanent garbage and specialized recycling receptacles to be set out (for plastics and used fishing line), and a program for garbage and recycling collection to be integrated into existing municipal and volunteer programs - which this project is working to realize.

Type of Data: Pre and post tests of student climate change and carbon footprint knowledge

Data Collection Method(s): 300 students at John Glenn middle school were given a two page knowledge and attitude test prior to, and following, the three climate change/carbon footprint lessons/activities noted above.

Amount: See explanation/summary of data below.

Explanation/Summary of data collected: Prior to the lessons/activities only 43% of the students could properly identify the causes and impacts of climate change globally and in our region of the country. Only 15% understood what a carbon footprint was, and of those 15% only 8% had any ideas of how they and their families, and all of us in the school might work to reduce it. The post-test indicated that 95% of the students could properly identify the causes and impacts of climate change, understood what a carbon footprint was, and had specific ideas of how they, their families, and all of us in the school will be able to reduce it as presented in our project plan.

4. You may submit and link to a document(s) i.e. a Google Doc. which provides a more detailed presentation and narrative of the data.

Type of Data	Data Collection Method	Amount

Explanation/Summary of Data Collected:

Project Participants:

List the total number of people involved with your project **this academic year** (including yourself!) - be as complete as possible in your reporting. **Use only the categories noted below.** You may include further explanation or descriptions of individuals engaged in the project in the “Additional Notes” section below the table.

In the Preparation column, list the hours spent preparing materials, teaching subject matter, attending planning meetings, etc.

In the Stewardship column, list the number of hours spent implementing the action project (planting, collecting recyclables, removing marine debris, etc.)

In this section you must report “person hours.” For example, if 200 students were involved in your project and they each spent 4 hours in preparation, and 20 hours involved in direct stewardship activities, you would report preparation hours as 800 and stewardship/project involvement hours as 4,000.

Participant	Number involved	Preparation (in hours)	Stewardship or project involvement (in hours)	Other (specify)
K-12 Students				
Post-secondary students				
K-12 Educators				
Post-secondary educators				
Other adults (list affiliation)				
Partners (list affiliation)				

Additional Notes:

NOAA Diversity, Equity, and Inclusion Initiative

In addition to data collected on overall project participation, NOAA Planet Stewards is collecting data on the number of underrepresented audiences (educators, students, project volunteers, etc.) participating in our programs. This is being done as part of a NOAA-wide effort to improve engagement of individuals in these communities with our programming and resources. The NOAA Office of Education defines **underrepresented audiences** as:

Populations in STEM who are categorized in the following racial or ethnic minority groups (Blacks or African Americans; Hispanics or Latinos; American Indians or Alaska Natives, and Native Pacific Islanders) based on their representation in STEM education or employment being smaller than their representation in the U.S. population.

List (to the best of your ability - including yourself) the total number of people involved with your project who meet the definition above as being a part of an underrepresented community.

As with the project participation data fields above, only list people involved with your project this academic year - including yourself. Use the space below the table to provide a brief narrative explanation/summary of the data provided if necessary.

Participant	Number involved	Preparation (in hours)	Stewardship or project involvement (in hours)	Other (specify)
K-12 Students				
Post-secondary students				
K-12 Educators				
Post-secondary educators				
Other adults (list affiliation)				
Partners (list affiliation)				

Additional notes:

NOAA and Other Key Educational and Environmental Resources used for your project:

Complete the table below. Include all key resources you used to date to implement your project.

Resource	URL (if applicable)	Used how?

Additional notes:

STEM Careers:

Complete the table below. Include all key STEM career-related speakers or materials you have used to date. This section should convey the STEM careers students have actively learned about during the project.

Resource	Source or Affiliation	Used how?

Additional notes:

Communication:

Complete the table below. This section should reflect the communication and outreach plan noted in your proposal i.e. How you publicized the project to your local community, the media, and other interested parties? How did you publicize your results to your school, the local community, and beyond? Please include links to materials/content created by external sources i.e articles from newspapers, TV pieces, etc., as well “internal” external materials created i.e. class videos,news articles, etc.

Type of Communication	Audience	Content

Additional Notes:

Budget:

Complete the table below. Include your total **actual** budget to date. Highlight the items purchased and their costs. Use the space below the table to explain any changes to the original budget submitted in your project proposal.

Item	Number	Total Cost

Additional notes: