Splash! School Grant Final Documentation and Report

The Final Documentation and Report are required from all grantees **by May 14, 2021**. Review pages 1–2 outlining the required Documentation. The Final Report begins on page three.

Instructions:
1) Save this document to your computer and complete throughout your grant or after completion of your grant.

2) Upload the completed Final Documentation and Report to the Splash! grant dashboard at WaterMatters.org/Education/SchoolGrants/Application by **May 14**. Hard copy and faxed documents will not be accepted. The dashboard is the same location you logged in to apply for a grant.

3) Paste photos on the last page of this document. Add additional pages if needed. You may also create a basic PowerPoint with photos and upload the PowerPoint to the dashboard as a separate document.

Final Documentation

Section A
All grantees are responsible for these items:

- Final Report (begins on page 3 of this document)

- Sample of the pre-/posttest that was administered to students (a readable photo of the test is acceptable)

- Sample student-completed classwork done as part of the grant. Submit photos or scanned samples. **All grant types are required to incorporate grant-related classroom activities** even if the largest component of the grant is a field trip or garden. Classroom activities help reinforce or introduce new water-resources concepts. Please refer to WaterMatters.org/Education for ideas such as: hands-on activities, free student publications, Daily Water Use at Home survey and completing activities from SWFWMD's videos or virtual watershed excursions. Other ideas include: student research projects, PowerPoints, posters or brochures.

- Photos of students participating in grant activities. More specific photo requests related to budget items and grant types are provided in Sections B and C. Paste photos on the last page of this document or create a basic PowerPoint with the photos.

- Proof of payment for expenditures (may be submitted by grantee or school district)

Section B
One photo of students using the following items are required if the item was purchased with grant funds:
- soil test kits
- probeware
- microscopes
- watershed model
- groundwater model
- additional models
- weather station

Section C
Specific to Grant Type 1:
- Sample results from water quality testing
- Sample student field guide, activity sheets or curriculum from field study (if used)

Specific to Grant Type 2:
- Photographs of students working in the garden
- Photographs of students participating in educational activities on the field studies (if field study taken)
- Photographs of students using the following if purchased with grant funds:
  o rain barrels
  o planter boxes
  o hydroponic systems

Specific to Grant Type 3:
- Photographs of students using SWFWMD classroom resource kit (if received)
- Samples from community awareness campaign (only if different than the "sample completed classroom activities/assignments" from Section A)

Specific to Grant Type 4:
- Photographs of students participating in educational activities on the field studies
- Sample student field guide, activity sheets or curriculum from the field study (if used)

Final Report

General information

Teacher's name:

School name:

County:

Grant type (1, 2, 3 or 4):

How many students were directly involved (only the students who took a pre-/posttest)?

How many teachers were directly involved?

How many students were indirectly involved?

How many teachers, parents and community members were indirectly involved?

Pre- and posttest

Please note: a sample of the pre-/posttest must be provided. Upload the pre-/posttest to the Splash! grant dashboard or paste a photo of it on page eight.

Average number of correct responses on pretest (enter as a percentage)**:**	
Average number of correct responses on posttest (enter as a percentage)**:**	
Average knowledge gain (posttest minus pretest average)**:**	

Funding

1. What was the total spent on your grant?

2. If you didn't spend the total amount approved for your grant, please explain which budget item(s) were not purchased. Did it result in a planned grant activity not occurring?

Direct student participation hours

Estimate the number of hours students received direct water-related education through this project. When possible, break this information into specific project components or activities.

Project component/activity	Average hours per student	Number of students participants	Total hours
			0
			0
			0
			0
			0
			0
		TOTAL	0

Teacher participation hours

Estimate the number of hours each teacher directly involved with the grant spent on this project. Consider factors such as time spent applying for the grant, preparing class lessons, instructing students, attending field studies and grading assignments, etc.

Teacher name	Total hours
	0
	0
	0
	0
TOTAL	0

Dates and locations of field studies (if field studies were taken)

Date	Location

Project information

Activity log
Describe activities your students participated in as part of the grant. Include grant-related classroom activities, which is a requirement for all grant types. *If you included all activities in the student participation hours table, you can skip this activity log.

1)	
2)	
3)	
4)	
5)	
6)	

Parent and community involvement
Describe parent and community involvement efforts (take home brochures, school events, etc.).

1)	
2)	

What were the most important things your students learned as a result of this project?

1)	
2)	

Have your students demonstrated behavior changes that conserve or protect water resources? If so, please explain the behaviors changed. (box expands as you type)

Were your original objectives of the project met? (box expands as you type)

Grant program evaluation

Type X in the box to indicate your answer.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
The Grant Type templates established a good foundation for planning a high-quality educational project.				
Comments on the above questions:				
The application was easy to complete. (Disregard technical errors you may have encountered on the application).				
The grant selection method was fair.				
Through the course of my grant, I was able to incorporate the water-related key concepts from my selected Grant Type.				
Receiving this grant resulted in my teaching more hours of water resources than I would have had I not received the grant.				
If possible, estimate the number of additional hours you spent teaching water resources than you would have spent without receiving the grant. _____				
I used at least one electronic resource or publication available from the SWFWMD during my grant. YES _____ NO _____				
The required final documentation was appropriate for the SWFWMD to verify my grant's educational value.				
Comments on the above questions:				
The SWFWMD project manager was helpful when I had questions.				
I would like to receive SWFWMD's online monthly newsletter and occasional notices to participate in SWFWMD programs in the future. YES _____, email address:_____ NO _____				

Please provide any additional suggestions to make the program more useful and effective.
Box expands as you type

Photos

Photo documentation of the grant is very important. Refer to pages 1–2 for required photos. Include sample photos of student-completed classwork, which is a requirement for all grant types. You can include a photo of the pre-/posttest or upload the test separately. Add additional pages to this document if needed. You may also create a basic PowerPoint with the photos and upload the PowerPoint separately.

Final Documentation Checklist

Requirements for all grantees:
- ☐ Submit Final Report found on pages 3-7
- ☐ Submit a copy or readable photo of the pre-/posttest that was administered to students
- ☐ Submit photos or copies of student completed classwork done as part of the grant (Separate from the pre-/posttest already provided)
- ☐ Submit proof of payment for expenditures (may be submitted by grantee or school district)

Additional requirements for each grant type:
- ☐ Grant Type 1
    - ☐ Sample results from water quality testing
    - ☐ Sample student field guide, activity sheets or curriculum from field study (if used)
- ☐ Grant Type 2
    - ☐ Photographs of students working in the garden
    - ☐ Photographs of students participating in educational activities on the field studies (if field study taken)
    - ☐ Photographs of students using the following if purchased with grant funds:
        - ▪ rain barrels
        - ▪ planter boxes
        - ▪ hydroponic systems
- ☐ Grant Type 3
    - ☐ Photographs of students using SWFWMD classroom resource kit (if received)
    - ☐ Samples from community awareness campaign (only if different than the "sample completed classroom activities/assignments" listed above)
- ☐ Grant Type 4
    - ☐ Photographs of students participating in educational activities on the field studies
    - ☐ Sample student field guide, activity sheets or curriculum from the field study (if used)