# NOAA B-WET Performance Progress Report Guidance

*Revised 3/28/23*

The following guidance includes suggested information to include in performance (technical) reports to NOAA about your grant project. You are not required to use this format. This guidance is intended as a resource for NOAA B-WET grantees to understand the kind of information NOAA is looking for in grant reports. Please contact your B-WET regional program manager if you have any questions.

This guidance addresses:

* **Semi-annual Performance Progress Reports:** Semi-annual reports thatdetail the work being done during the award are due every six months, according to the schedule set out by your Federal Program Officer at the beginning of the award. You have 30 days after the end of the reporting period to submit the semi-annual report in Grants Online.
* **Final Performance Progress Report:** The final report details the work that was done over the entire award period is due 120 days after the award end date. This report should also be submitted via Grants Online.
* **Grant Project Photo Submission (OPTIONAL):** NOAA is required to get permission from all individuals when collecting their photos, videos, audio recordings, names, and biographical information to use in communication, education, and outreach products. Please see this section for how and what to submit to NOAA so we can use your project photos and related materials. Submission of photos to NOAA is optional.

**NOTE**: Failure to submit reports in a timely manner can result in serious consequences, including suspension of payment, and even suspension or termination of the award. Contact your B-WET regional program manager as soon as possible if you will not be able to submit your report by the deadline.

**Contents:**

[**NOAA B-WET Performance Progress Report Guidance**](#_heading=h.gjdgxs) **1**

[NOAA B-WET Program Semi-Annual Progress Report](#_heading=h.30j0zll) 3

[NOAA B-WET Program Final Progress Report](#_heading=h.1fob9te) 9

[Grant Project Photo Submission](#_heading=h.wu93yq69e8nn) 16

**Background:**

Grant recipients are required to provide semi-annual financial and performance reports consistent with 2 C.F.R. Part 200 and Department of Commerce Financial Assistance

Standard Terms and Conditions. Performance reports should be submitted to the NOAA Program Officer. Electronic submission of performance reports is required through the [NOAA Grants Online system](https://grantsonline.rdc.noaa.gov).

The semi-annual performance progress reports must be submitted no later than 30 days following the end of each 6-month period from the start date of the award. A final comprehensive performance report is due at the end of the award period.

Financial reports are due October 30 (covering a period of April 1 – September 30) and April 30 (October 1 – March 31) each year, regardless of the award start date. Financial reports are due regardless if funds were spent, or how long the award was active within that 6 month reporting period.

In addition, The Federal Funding Accountability and Transparency Act, 31 U.S.C. 6101 note, includes a requirement for awardees of applicable Federal grants to report information about first-tier subawards and executive compensation under Federal assistance awards. All awardees of applicable grants and cooperative agreements are required to report to the Federal Subaward Reporting System (FSRS) available at <https://www.fsrs.gov/> on all sub-awards over $30,000. Refer to 2 CFR Part 170.

**General Guidelines:**

* Be concise (no need to report on every detailed activity; focus on larger outcomes/deliverables).
* Report on progress made in relation to the timeline, milestones, and tasks that were described in your application.
* There is not a recommended page number or limit. Include the items suggested below in a concise manner.
* Please also include links or select attachments that illustrate your progress (newspaper articles, publications, blog posts or web stories, photos of students’ work, survey results, curriculum and lessons developed, etc.).

## NOAA B-WET Program Semi-Annual Progress Report

Semi-annual reports that detail the work being done during the award are due every six months, according to the schedule set out by your Federal Program Officer at the beginning of the award. You have 30 days after the end of the reporting period to submit the semi-annual report in Grants Online.

**General Information:**

Please include the following:

Award Number

Project Title

Funded Institution

PI Name(s)

Authorized Representative

Phone #

Email Address

Project Website (if applicable)

**Reporting Period Information:**

Award Period: *(Grant start and end dates)*

From: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ To: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ (mm/dd/yyyy)

Reporting Period: *(Enter the dates covered for semi-annual reports.)*

From: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ To: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ (mm/dd/yyyy)

**Progress/Performance Narrative:**

The narrative should include the project objectives that were approved in the grant application, details on progress achieved during the reporting period, the audience(s) served, and potential challenges and roadblocks to future progress.

The Progress/Performance Narrative should include specific discussion of:

1. **Activities and Timeline**

The narrative should include the project objectives that were approved in the grant application, details on progress achieved during the reporting period, the audience(s) served, and potential challenges and roadblocks to future progress. Include a description of the significant project activities conducted and products created during this reporting period. For each activity described in your application/project plan, please discuss the status in terms of progress toward meeting your objectives and timeline. Note any concerns, delays, challenges, complications, or other unexpected changes that you’ve encountered and how they will be addressed. Briefly describe planned activities for the upcoming reporting period and note any foreseeable circumstance that may require project adjustments. This section should include the bulk of the Progress/Performance Narrative describing project activities over the reporting period in detail.

1. **Audiences**

Please describe the audience(s) served by the project, specifically K-12 students (including grade levels), other youth (if an informal setting), and teachers participating in professional development. Please also identify any other audiences reached, such as family or community members, and describe the nature of their participation.

1. **Partnerships**

Please list major project partners and briefly describe their involvement with the project during the reporting period.

1. **Environmental Actions**

Please describe the nature and results of your project’s environmental action projects for this reporting period. Record your activities in the table provided below.

For NOAA B-WET, *types* of environmental action projects include:

* *Restoration or Protection*: actions that assist in the recovery or preservation of a watershed or related ecosystem that has been degraded, damaged, or destroyed (e.g., plant or restore protective vegetation/trees; restore a local habitat; remove invasive plants; clean up litter at local beaches, parks, or school grounds; develop a school garden, natural history area, community garden, or other sustainable green space; install rain gardens to help manage stormwater).
* *Everyday Choices*: actions that reduce human impacts on watersheds and related ecosystems and offer ways to live more sustainably (e.g., refuse/reduce/reuse/recycle; monitor and save water in the face of potential drought or reduction in water availability; compost food or yard waste; research and implement energy efficient strategies or energy alternatives at school and/or at home).
* *Community Engagement*: actions that inform others about how to address community-level environmental issues (e.g., give presentations to local organizations; organize community events; record or broadcast public service announcements; share information on social media; post flyers in community; share posters at community events/fairs/festivals; mentoring).
* *Civic Engagement*: actions that identify and address issues of public concern. Students acting alone or together to protect public values or make a change or difference in a student’s school, town, neighborhood, or community (e.g., present to school board or school principal; attend, speak, or present at town meetings; write or meet with decision makers/elected officials of a students’ school, town, neighborhood, or community).

*Environmental Actions Table*

|  |  |  |  |
| --- | --- | --- | --- |
| **Environmental Action Projects by Type** | **Description**  *Please describe the participants and the nature of the activities.* | **Number of individuals participating this reporting period**1 | **Cumulative number of unique individuals participating for this grant reporting year of project** |
| *Civic Engagement (Example)* | *Student teams explored various community hazard scenarios, such as flooding and hurricanes, and then developed solutions that would minimize disruption of human activities during hazardous events and make their community more resilient. During the three Stewardship Summits, student teams presented their solutions to community resilience professionals.* | *25 students* | *25 students (same students reached all year)* |
| Restoration or Protection |  |  |  |
| Everyday Choices |  |  |  |
| Community Engagement |  |  |  |
| Civic Engagement |  |  |  |

1These may be the same individuals as reached in previous reporting periods.

**Total number of unique individuals participating in any type of environmental action project during this grant reporting year of project:**

*This may not be equal to the total in the table above if participants were involved in multiple activities. The number reported should be students, youth, educators, or other adults who participated in conducting the activity (not the audience of the activity).*

1. **NOAA Assets**

*NOAA’s assets are people, resources, services, or sites that communicate NOAA research, data, information, and knowledge to the public and support NOAA's mission. These include education materials and programs, datasets and visualizations, facilities, subject matter experts, and managed natural resource areas.*

The narrative should describe how the project incorporated NOAA assets, and/or involved NOAA partners in project activities during the reporting period in order to make progress on or achieve project goals. Please identify specific NOAA resources used (e.g. website, curriculum name) or individuals or offices who have supported the project during this reporting period.

1. **Budget**

Indicate if your budget expenditures are on track with your approved budget. Please note that some budget changes require prior approval from NOAA via an award action request in NOAA’s Grants Online system. Please see NOAA [grant recipient user resources](https://www.noaa.gov/organization/information-technology/grant-recipient-user-resources) or contact your regional B-WET program manager for more information. If you have made budget adjustments, explain any changes from the approved budget of the project that occurred during this reporting period that may have a significant impact on current and/or planned expenditures. Indicate whether or not these changes required prior approval by NOAA (please see the [NOAA Grants Management Division Award Action Request Guidance](https://www.noaa.gov/sites/default/files/2021-09/Recipient_AAR_Help_0.pdf)). And, describe what will be done during the next reporting period to address the changes, if necessary. If there have been no significant changes from your approved budget, please state: “To date, our budget has been executed as outlined in our application that was approved by the NOAA Grants Officer.”

**Project Results:**

1. **Project Outputs**

Indicate specific outputs related to, and produced during, this reporting period. Please provide information about the audience(s) directly served by the grant activities. B-WET is particularly interested in the following audiences:

* **K-12 students** (please include grade levels) participating in formal education programs,
* **Teachers** and other educators who participated in professional development programs,
* **Youth and adults** participating in informal education programs.

NOAA defines **formal education programs** as an organized set of educational activities that meet clearly defined learning objectives with a connection to the curriculum of the school or state. NOAA defines **informal education programs** as a set of lifelong learning activities that are delivered or facilitated by an educator, meet clearly defined learning objectives, and provided outside the established formal education system. Participants engage in informal education activities with the aim of enhancing their own knowledge, skills, and competencies from a personal, civic, social, and/or career-related perspective.

Record your outputs in the tables provided below, as applicable. For teacher audiences, please share numbers by school in the Formal Education Audiences table when possible. If this isn’t feasible you may report totals in the Other Audiences table.

*Formal Education Audiences*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School** | **Address** | **Number of STUDENTS reached this reporting period**1 | **Cumulative number of STUDENTS (unique individuals) reached for this grant reporting year of project** | **Number of TEACHERS reached this reporting period**1,2 | **Cumulative number of TEACHERS (unique individuals) reached for this grant reporting year of project** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Add rows as needed for additional schools |  |  |  |  |  |
| TOTAL |  |  |  |  |  |

1 These may be the same individuals as reached in previous reporting periods.

2 You may also report the total number of teachers reached in the table below, if you do not have information available by school.

*Other Audiences*

|  |  |  |
| --- | --- | --- |
| **Audience** | **Number of individuals reached this reporting period**1 | **Cumulative number of unique individuals reached for this grant reporting year of project** |
| K-12 In-service Educators in Professional Development programs *(report totals here if school-specific data is not available)* |  |  |
| Informal educators |  |  |
| Youth and adults in informal education programs |  |  |
| Other *(Please specify)* |  |  |
| Add rows as needed for additional audiences |  |  |

1These may be the same individuals as reached in previous reporting periods.

Additional audience outputs may be provided in narrative text. For example: numbers of teachers served in professional development programs should be included in the table. If their students are not directly served as part of the grant, you may include the numbers of students they are expected to reach in the narrative.

1. **Project Outcomes and Evaluation**

Please include a description of project outcomes, where possible. For example, outcome evaluation may show that a project was (or was not) successful in changing participants’ knowledge, attitudes, skills, intentions, or behaviors. Identify steps taken to evaluate the project (e.g. pre- and post- test conducted, survey opened, etc.). Please discuss any resulting effects on project approach or direction for project improvement. Summarized evaluation results are not required if the project has not yet concluded. Additional resources to support project evaluation may be available at the national B-WET website: <https://www.noaa.gov/office-education/bwet/resources>.

1. **Other Results**

In addition to what has been described above, please elaborate on any other notable outputs or outcomes of the project. For example, will your NOAA B-WET project support long-term integration of environmental education into the local formal education system, or have a positive impact on environmental or education policy?

Please list any presentations made or articles/papers published about your B-WET project during this reporting period.

*Media and Outreach Table*

|  |  |  |
| --- | --- | --- |
| **Title** | **Description** | **Location**  *Where can this be accessed? Include URLs if available.* |
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## NOAA B-WET Program Final Progress Report

The final report that includes details of the work that was done over the entire award period is due 120 days after the award end date. This report should also be submitted via Grants Online.

**General Information:**

Please include the following:

Award Number

Project Title

Funded Institution

PI Name(s)

Authorized Representative

Phone #

Email Address

Project Website (if applicable)

**Reporting Period Information:**

Award Period: *(Grant start and end dates)*

From: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ To: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ (mm/dd/yyyy)

Reporting Period *(Period since the last semi-annual progress report)*:

From: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ To: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ (mm/dd/yyyy)

**Progress/Performance Narrative:**

The narrative should describe the activities for the entire grant award period except where specified. Please restate the project objectives that were approved in the grant application, and describe the extent that the objectives were met, the challenges the project has addressed, and the lessons learned.

The Progress/Performance Narrative should include specific discussion of:

1. **Activities**

The narrative should include the project objectives that were approved in the grant application and details on progress achieved during the entire grant reporting period. Include a description of the significant project activities conducted and products created during the entire grant award period. For each objective described in your application/project plan, please discuss the extent that objective was met. Note any concerns, delays, challenges, complications, or other unexpected changes that you encountered and how they were addressed.

1. **Audiences**

Please describe the audience(s) served by the project during the entire grant award period, specifically K-12 students (including grade levels), other youth (if an informal setting), and teachers participating in professional development. Please also identify any other audiences reached, such as family or community members, and describe the nature of their participation. If available, please include demographic information, such as percent of participating students and/or teachers who are from Title 1 schools or who are English language learners.

1. **Partnerships**

Please list major project partners and briefly describe their involvement with and contribution to the project during the entire grant award period.

**4. Environmental Actions**

Please describe the nature and results of your project’s environmental action projects for this reporting period (since your last semi-annual progress report). Record your activities in the table provided below.

For NOAA B-WET, *types* of environmental action projects include:

* *Restoration or Protection*: actions that assist in the recovery or preservation of a watershed or related ecosystem that has been degraded, damaged, or destroyed (e.g., plant or restore protective vegetation/trees; restore a local habitat; remove invasive plants; clean up litter at local beaches, parks, or school grounds; develop a school garden, natural history area, community garden, or other sustainable green space; install rain gardens to help manage stormwater).
* *Everyday Choices*: actions that reduce human impacts on watersheds and related ecosystems and offer ways to live more sustainably (e.g., refuse/reduce/reuse/recycle; monitor and save water in the face of potential drought or reduction in water availability; compost food or yard waste; research and implement energy efficient strategies or energy alternatives at school and/or at home).
* *Community Engagement*: actions that inform others about how to address community-level environmental issues (e.g., give presentations to local organizations; organize community events; record or broadcast public service announcements; share information on social media; post flyers in community; share posters at community events/fairs/festivals; mentoring).
* *Civic Engagement*: actions that identify and address issues of public concern. Students acting alone or together to protect public values or make a change or difference in a student’s school, town, neighborhood, or community (e.g., present to school board or school principal; attend, speak, or present at town meetings; write or meet with decision makers/elected officials of a students’ school, town, neighborhood, or community).

*Environmental Actions Table*

|  |  |  |  |
| --- | --- | --- | --- |
| **Environmental Action Projects by Type** | **Description**  *Please describe the participants and the nature of the activities.* | **Number of individuals participating this reporting period**1 | **Cumulative number of unique individuals participating for this grant reporting year of project** |
| *Civic Engagement (example)* | *Student teams explored various community hazard scenarios, such as flooding and hurricanes, and then developed solutions that would minimize disruption of human activities during hazardous events and make their community more resilient. During the three Stewardship Summits, student teams presented their solutions to community resilience professionals.* | *25 students* | *25 students (same students reached all year)* |
| Restoration or Protection |  |  |  |
| Everyday Choices |  |  |  |
| Community Engagement |  |  |  |
| Civic Engagement |  |  |  |

1These may be the same individuals as reached in previous reporting periods.

**Total number of unique individuals participating in any type of environmental action project during this grant reporting year of project:**

*This may not be equal to the total in the table above if participants were involved in multiple activities. The number reported should be students, youth, educators, or other adults who participated in conducting the activity (not the audience of the activity).*

**For the final report, please include the total number of unique individuals participating in any type of environmental action project during the entire grant award period:**

**5. NOAA Assets**

*Note: NOAA’s assets are people, resources, services, or sites that communicate NOAA research, data, information, and knowledge to the public and support NOAA's mission. These include education materials and programs, datasets and visualizations, facilities, subject matter experts, and managed natural resource areas.*

The narrative should describe how the project incorporated NOAA assets, and/or involved NOAA partners in project activities during the entire grant award period. Please identify specific NOAA resources used (e.g. website, curriculum name) or individuals or offices who have supported the project during this reporting period.

1. **Sustainability after B-WET Grant Funding**

Please state how MWEE implementation will continue with this specific audience, in the current or a modified form, into the future. What elements of the project may be sustained by partners/participating schools? If applicable, explain how any equipment (>$5000) purchased by the B-WET grant will be utilized.

1. **Project Lessons Learned**

Summarize your project’s lessons learned during the entire award period. Your summary should include positive and negative experiences. Please be candid. Your project’s lessons learned will help inform the work of others in the field.

**Project Results:**

Indicate specific outputs related to, and produced during, this reporting period. Record your outputs in the tables provided below, as applicable.

1. **Project Outputs**

Indicate specific outputs related to, and produced during, this reporting period (since the last semi-annual progress report) and for the entire grant award period. Please provide information about the audience(s) directly served by the grant activities. B-WET is particularly interested in the following audiences:

* **K-12 students** (please include grade levels) participating in formal education programs,
* **Teachers** and other educators who participated in professional development programs,
* **Youth and adults** participating in informal education programs.

NOAA defines **formal education programs** as an organized set of educational activities that meet clearly defined learning objectives with a connection to the curriculum of the school or state. NOAA defines **informal education programs** as a set of lifelong learning activities that are delivered or facilitated by an educator, meet clearly defined learning objectives, and provided outside the established formal education system. Participants engage in informal education activities with the aim of enhancing their own knowledge, skills, and competencies from a personal, civic, social, and/or career-related perspective.

Record your outputs in the tables provided below, as applicable. For teacher audiences, please share numbers by school in the Formal Education Audiences table when possible. If this isn’t feasible you may report totals in the Other Audiences table.

Please include project totals for key audiences in the Project Totals table below.

*Formal Education Audiences*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School** | **Address** | **Number of STUDENTS reached this reporting period**1 | **Cumulative number of STUDENTS (unique individuals) reached for this grant reporting year of project** | **Number of TEACHERS reached this reporting period**1,2 | **Cumulative number of TEACHERS (unique individuals) reached for this grant reporting year of project** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Add rows as needed for additional schools |  |  |  |  |  |
| TOTAL |  |  |  |  |  |

1 These may be the same individuals as reached in previous reporting periods.

2 You may also report the total number of teachers reached in the table below, if you do not have information available by school.

*Other Audiences*

|  |  |  |
| --- | --- | --- |
| **Audience** | **Number of individuals reached this reporting period**1 | **Cumulative number of unique individuals reached for this grant reporting year of project** |
| K-12 In-service Educators in Professional Development programs *(report totals here if school-specific data is not available)* |  |  |
| Informal educators |  |  |
| Youth and adults in informal education programs |  |  |
| Other *(Please specify)* |  |  |
| Add rows as needed for additional audiences |  |  |

1These may be the same individuals as reached in previous reporting periods.

For the final report, please also include project totals (unique individuals reached for key audiences during the entire grant award period) and explain in the narrative any difference between numbers proposed and actually reached.

*Project Totals*

|  |  |
| --- | --- |
| **Audience** | **Cumulative number of unique individuals reached during the entire grant award period** |
| K-12 Students |  |
| K-12 In-service Educators in Professional Development programs |  |
| Informal educators |  |
| Youth and adults in informal education programs |  |
| Other *(Please specify)* |  |
| Add rows as needed for additional audiences |  |

Additional audience outputs may be provided in narrative text. For example: numbers of teachers served in professional development programs should be included in the table. If their students are not directly served as part of the grant, you may include the numbers of students they are expected to reach in the narrative.

1. **Project Outcomes and Evaluation**

Please include a detailed description of evaluation methods followed, a summary of evaluation findings including any conclusions or trends that were found, and copies of any surveys/instruments used, as well as a copy of your final evaluation report, if applicable.

Please include a description of project outcomes, where possible. For example, outcome evaluation may show that a project was (or was not) successful in changing participants’ knowledge, attitudes, skills, intentions, or behaviors. Please discuss any resulting effects on project approach or direction for project improvement.

1. **Other Results**

In addition to what has been described above, please elaborate on any other notable outputs or outcomes of the project. For example, will your NOAA B-WET project support long-term integration of environmental education into the local formal education system, or have a positive impact on environmental or education policy?

Do you have any project highlights or or stories to share? NOAA is interested in sharing project highlights in a variety of venues, such as web stories and congressional briefings.

Please list any presentations made or articles/papers published (complete or planned) on your B-WET project.

*Media and Outreach Table*

|  |  |  |
| --- | --- | --- |
| **Title** | **Description** | **Location**  *Where can this be accessed? Include URLs if available.* |
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If educational deliverables such as curriculum, lessons/activities, Environmental Literacy Models, websites, etc. were part of the grant objectives, please list them below and provide NOAA a copy as attachment included with your final report. Please describe how these materials will be used and accessed in the future.

*Educational Resources Table*

|  |  |  |
| --- | --- | --- |
| **Title** | **Description** | **Location**  *Where can this be accessed? Include URLs if available.* |
|  |  |  |
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If you have created an educational resource (lesson plan, curriculum, video, worksheets, etc.) as a part of your grant, we would be happy to explore putting it in our resource collections on <https://www.noaa.gov/education>. We’d love to feature your great resources and help others benefit from what you have learned and developed! Please contact your B-WET regional program manager for more guidance or reach out to education@noaa.gov. More guidance is also available [here](https://www.noaa.gov/sites/default/files/2021-10/BWET-project-featured-on-NOAAEducation2021.pdf).

## 

## Grant Project Photo Submission

**Photo Table:**

See [Photo Release Guidance](https://www.noaa.gov/sites/default/files/2023-03/FY23-BWET-Photo-Release-Guidance-3-28-23.pdf) for information about how to collect photo releases and NOAA-approved photo release language.

**Photo submission instructions:**

* Submit a small number (2-5) of your best photos for which you have signed photo releases for each individual whose face is visible in the pictures. Quality photos may include action shots making observations or exploring a subject, an outdoor setting that highlights the local ecosystem, clear and centered subject, etc.
* Please submit high resolution photos as separate attachments in Grants Online. Pictures should be 300 dpi or at least 500 px in the smallest dimension.
* Attach relevant releases as individual attachments in Grants Online along with the photos. Release form file names should include the first and last name of the person covered by the release. See [Photo Release Guidance](https://www.noaa.gov/sites/default/files/2023-03/FY23-BWET-Photo-Release-Guidance-3-28-23.pdf) for information about how to collect photo releases and NOAA-approved photo release language
* Please use the table below to provide information about the photos you are sharing with NOAA.
* In the Caption field of the table, please describe what is taking place in the photo.
* In the Alt text field of the table, please describe what’s happening in the image to facilitate accessibility.
* In the Photo Credit field, please identify the person and/or organization that should be credited should we use this photo.
* In the last column of the table, include the first and last name of each individual whose face appears in the photo so that we can ensure all individuals are accounted for with releases.
* Only photos submitted using this table will be considered for use by NOAA. You may include other photos in the body of your report for illustrative purposes without releases.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Photo File Name** | **Caption**  *Please provide a descriptive caption that explains what is taking place in the photo (see example below).* | **Alt Text**  *Alternative text, or “alt text” for short, provides a description of what’s happening in the image. See* [*WebAIM*](https://webaim.org/techniques/alttext/) *for guidance*. | **Photo Credit**  *Please identify any credit we should use with this photo.* | **Names of People in Photo**  *Include the first and last name of each individual in the photo. A release form must also be submitted for each individual pictured.* |
|  |  |  |  |  |
|  |  |  |  |  |

**EXAMPLE:**



For this photo, here is an example of how to complete the photo table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Photo File Name** | **Caption**  *Please provide a descriptive caption that explains what is taking place in the photo (see example below).* | **Alt Text**  *Alternative text, or “alt text” for short, provides a description of what’s happening in the image. See* [*WebAIM*](https://webaim.org/techniques/alttext/) *for guidance*. | **Photo Credit**  *Please identify any credit we should use with this photo.* | **Names of People in Photo**  *Include the first and last name of each individual in the photo. A release form must also be submitted for each individual pictured.* |
| NOAAKids2019.jpg | At NOAA Kids Day, the NOAA family was invited to bring their kids to work at the Silver Spring, Maryland, campus on April 25, 2019. The National Weather Service brought a Van de Graaff machine, an electrostatic generator which uses a moving belt to accumulate electric charge on a hollow metal globe on the top of an insulated column. This creates very high electric potentials, and is used to teach about electricity, or in this case, lightning strikes. | Young children gather around a Van de Graaff machine, a metal structure with a large metal sphere on top, with a metal spherical wand attached. The children watch the machine with faces of awe as they see electricity passing between the machine and the wand.  ***What not to do*** *(for either the caption or alt text): “Kids look at an electricity machine” or “NOAA Kids Day 2019.”* | Kayla do Couto/NOAA | Pictured (l-r):  Jane Doe, John Doe, etc. *(Include the names of all pictured individuals)* |
|  |  |  |  |  |