K-12 Final Report Guidelines & Template

(Version 2, May 8, 2019)

**GENERAL INFORMATION**

The STRIDE Center requires annual K-12 final reports. This document has been created to provide guidance on how to prepare and structure a STRIDE K-12 final report. It is recommended that the organization of the final report follow the outline in the Table of Contents on page viii.

The draft final report **should not** be considered a rough draft; it should be a publication-ready, high-quality, well-written report. The draft final is to be sent as a **MS Word .doc file** to the STRIDE Research Coordinator, Ines Aviles-Spadoni at [iaviles@ce.ufl.edu](mailto:iaviles@ce.ufl.edu); STRIDE K-12 Coordinator, Ondine Wells at [owells@ufl.edu](mailto:owells@ufl.edu); and STRIDE Assistant, Amy Fu at [StrideAdmin@essie.ufl.edu](mailto:StrideAdmin@essie.ufl.edu). This draft final will undergo non-technical editorial review (grammar, format, etc.) by staff at the STRIDE Center.

Principal investigators must ensure that final reports **conform to the federally mandated 508 Compliance requirements for accessibility**. We have posted resources related to this requirement on [STRIDE’s Resources for PIs page](https://stride.ce.ufl.edu/research-2/deliverables/).

Final reports are a requirement of the STRIDE Center and USDOT/OST-R. Delays or failure to submit a final report will negatively affect the consideration of funding of future proposal submitted by the PI to the STRIDE Center. All final reports will be posted on the STRIDE Center’s K-12 Final Reports page.

**EXTERNAL REVIEW**

K-12 projects that include annual events (that are repeated each year) or programs that used previously developed materials will not be subject to external review. Reports that include **newly developed materials or programs** **will undergo external review**.

STRIDE **K-12 draft final reports that require external review are** **due three months before the project’s completion date** to allow for the STRIDE Center’s peer-review process which includes

* Draft final report
* External review
* Reviewer comments (anonymous) provided
* Edits to the report by PI and submission of final report to STRIDE
* Edits to the report by PI
* Non-technical editorial review by STRIDE staff
* Publication of final/technical report on STRIDE website and TRID

The lead Principal Investigator (PI) of each STRIDE grant-funded project is required to prepare and/or oversee the preparation of the final reports. Comments from the peer-reviews will be made available to the lead PI (the feedback/comments will be anonymous). It is the responsibility of the lead researcher to incorporate the feedback into the final report. For those comments not accepted or incorporated, the lead PI must provide a separate document justifying the reason for rejecting the feedback.

Projects that undergo external review will be submitted to the TRB’s Research in Progress (RiP) database. Also, as required by the STRIDE Center’s grant funding agency (USDOT Office of the Assistant Secretary for Research and Technology – USDOT/OST-R), a link (URL) of the report from the STRIDE website will be sent to various entities such as the National Transportation Library, TRIS-TRB, the Research Hub at USDOT, Volpe National Transportation Systems Center, FHWA Research Library, and the National Technical Information Service.

**General Formatting Style Requirements**

1. Page setup for standard 8.5” x 11”
   * Margins – 1” top, bottom, right, left
   * Header and footer – 0.5” (page number included in the footer)
2. Font style: Use Calibri (12 point size)
3. Text settings: Left alignment
4. Text line spacing: Single space body; double space between paragraphs
5. No blank pages in the report.
6. No single lines of a paragraph at the bottom or top of a page. These are known as “windows” and “orphans.”
7. Make sure to define abbreviations and acronyms on first occurrence in the abstract, executive summary and main body of report. If your report contains many abbreviations, please include a list of these in the appendix.
8. For numbers nine or less, please spell out, and use numerals when 10 or greater.
9. For table(s) that span the length of more than one page, please make sure to include titles and headings
10. For in-text citations provide (Last Name of Author Year) or (Last Name et al. Year)

\*\*\*Please delete highlighted instructions before submitting.

**­­­­COVER PAGE**

STRIDE Center staff will generate a cover page before sending it out for peer-review. Please provide the Title of your report highlighted below.

Title:

# DISCLAIMER

*[The statement below is required.]*

*The contents of this report reflect the views of the authors, who are responsible for the facts and the accuracy of the information presented herein. This document is disseminated in the interest of information exchange. The report is funded, partially or entirely, by a grant from the U.S. Department of Transportation’s University Transportation Centers Program. However, the U.S. Government assumes no liability for the contents or use thereof.*

# ACKNOWLEDGEMENT OF SPONSORSHIP AND STAKEHOLDERS

*[Acknowledge the STRIDE Center’s sponsorship as:*

*This work was sponsored by a grant from the Southeastern Transportation Research, Innovation, Development, and Education Center (STRIDE).*

*You can also acknowledge any other significant contributors to this study.]*

Funding Agreement Number - 69A3551747104 [This number is permanent and required by USDOT on each final report.]

# LIST OF AUTHORS

*[This section should include the Lead PI, co-PI(s) and other researchers directly associated with this project. List the authors in the format highlighted below.]*

Lead PI:

*Name, Degree  
Organization/Affiliation  
Email address  
ORCID Number*

Co-PI:

*Name, Degree  
Organization/Affiliation  
Email address  
ORCID Number*

Additional Researchers:

*Name, Degree  
Organization/Affiliation  
Email address  
ORCID Number*

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# LIST OF FIGURES

[This page may be omitted if there are no figures. Otherwise, use the table of figures function under “Insert” to create.]

# LIST OF TABLES

[This page may be omitted if there are no tables. Otherwise, use the table of figures function under “Insert” to create.]

# ABSTRACT

[Enter the abstract here. This should be no longer than 500 words, include goal of study, research problem(s), design of study, major findings.]

Keywords (up to 5): laced under abstract]

# EXECUTIVE SUMMARY

[Enter the report executive summary here. This should be no more than one page in length, written in **NON-TECHNICAL LANGUAGE**. Please address the following:

1. purpose of the K-12 project;
2. describe what educational products were produced and/or what educational programs were implemented;
3. discuss the potential impacts of the products/programs, and
4. provide a summary of recommendations for future K-12 efforts, if applicable.]

# 1.0 INTRODUCTION

[Provide information related to the topic of this K-12 project, provide background and context of the problem the project is addressing, the purpose for this project, and the goals and objectives.]

# 2.0 EDUCATIONAL PROGRAM (provide a separate section for each distinct program)

Educational programs are implemented by the university (either solely or in partnership with other organizations) and engage students, teachers, or other educational stakeholders in transportation-related activities. Examples of programs include Kids in Engineering Days, Career Days, booths at community events, school visits to campus, summer camps, etc.

[Main titles should be formatted with Heading 1. Subsequent sections should be formatted with Heading 2, Heading 3, etc. as needed as well as indented. See page 14 for projects with multiple tasks. ]

## 2.1 Narrative (Heading 2)

Provide a detailed narrative of the educational program implemented.

Include program details such as the date(s) of the event, number of events organized, number of schools/organizations visited, location of event, number of participants, age range of participants, demographics, contact hours (average time each participant was engaged), and total participant hours.

## 2.2 Collaborations (Heading 2)

Describe any collaborators (student groups, other departments, outside organizations/agencies, etc.) and description of their contribution.

## 2.3 Impacts (Heading 2)

Please provide data on any impacts that were measured during or at the end of the program (ex. pre/post-tests, post evaluation survey, etc.). Please attach any evaluation tools that were implemented. If an evaluation was not completed for the program, explain how an evaluation could be conducted in the future.

## 2.4 Recommendations (Heading 2)

Describe how this product will be improved/shared in the future. Describe any new needs/ideas formed as a result of this product.

# 3.0 EDUCATIONAL PRODUCT (provide a separate section for each distinct product)

Educational products provide learning materials, guidance and/or activities related to transportation. Typically, products are designed so they can be used to replicate a program or can be shared with others to use as part of another program. Examples of products may include lesson plans, curricula, instructional videos, powerpoint presentations, evaluation surveys, activity plans, etc.

[Main titles should be formatted with Heading 1. Subsequent sections should be formatted with Heading 2, Heading 3, etc. as needed as well as indented. See page 14 for projects with multiple tasks. ]

## 3.1 Narrative (Heading 2)

Provide a detailed narrative of the educational product developed including how it was developed and the content created. Include a list of students, faculty, and post-docs who assisted with the project and their role(s).

## 3.2 Collaborations (Heading 2)

Describe any collaborators (student groups, other departments, outside organizations/agencies, etc.) and description of their contribution.

## 3.3 Impacts (Heading 2)

Provide data on any impacts that were measured while developing the product. For example, if the product was pilot tested, what were the findings? Attach any evaluation tools that were implemented. If an evaluation was not completed for the product, explain how the product could be evaluated in the future.

## 3.4 Recommendations (Heading 2)

Describe how this product will be improved and/or shared in the future. Describe any new needs/ideas formed as a result of this product.

# 4.0 CONCLUSION

[This conclusion should cover the entire project. If there were multiple, distinct products or programs, this section should provide a comprehensive conclusion. Describe the broader impacts of the products produced or programs implemented.]

# 5.0 ATTACHMENTS

[Attach any materials that were produced during the project(s). This may include

* **Products:** *Attach curricula materials, agendas/schedules, activities/lessons, etc. that were created for each activity.*
* **Presentations & Media:** *Provide a list of any media coverage of each activity/event (online, print, video, etc.) and relevant links when available. List any presentations/posters or other outreach that showcased the activity.*
* **Photos:** *Please email high quality photos to owells@ufl.edu or provide a shareable link through Dropbox.*

You may also provide a list of attachments and provide them in separate files.]

# 6.0 REFERENCE LIST (if applicable)

[This list appears at the end of your report. References should appear as a numbered list. Below are suggestions for acceptable reference citations mostly borrowed from TRB.

For in-text citations provide (Last Name of Author Year) or (Last Name et al. Year).]

TRB Publication

1. Dewan, S. A., and R. E. Smith. Creating Asset Management Reports from a Local Agency

Pavement Management System. Transportation Research Record: Journal of the Transportation

Research Board, 2018. Volume: doi or page range.

1. Morcous, G., K. Wang, P. C. Taylor, and S. P. Shah. NCHRP Report 819: Self-Consolidating

Concrete for Cast-in-Place Bridge Components. Transportation Research Board, Washington, D.C., 2016. http://dx.doi.org/10.17226/23626.

Book

1. Newland, D. E. Random Vibrations: Spectral and Wavelet Analysis. John Wiley & Sons, Inc., New York, 1998

Book Chapter

1. Shunk, G. A. Urban Transportation Systems. In Transportation Planning Handbook (J. D. Edwards, Jr., ed.), Prentice Hall, Englewood Cliffs, N.J., 1992, pp. 88–122

Government Report

1. Von Quintus, H. L., and A. L. Simpson. Documentation of the Back calculation of Layer Parameters for LTPP Test Sections. Publication FHWA-RD-01-113. FHWA, U.S. Department of Transportation, 2002.

Website

1. State and Local Policy Program. Value Pricing. Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, Minneapolis. [www.hhh.umn.edu/centers/slp/vp/vp\_org](http://www.hhh.umn.edu/centers/slp/vp/vp_org). Accessed Feb. 5, 2008.

Other Publications/Journals

1. Sansalone, M., J. M. Lin, and W. B. Street. Determining the Depths of Surface-Opening Cracks Using Impact-Generated Stress Waves and Time-of-Flight Techniques. ACI Materials Journal, 2018. 95: 168–177.

Unpublished Papers

1. Corbett, J. J. Toward Environmental Stewardship: Charting the Course for Marine Transportation. Presented at 83rd Annual Meeting of the Transportation Research Board, Washington, D.C., 2018.