

Appendix D. Instruments – Teacher Log

Screenshots

Word document (used for instrument development)



Greetings,

NASA (the National Aeronautics and Space Administration) is conducting a study of its NASA Explorer Schools (NES) project. Abt Associates Inc., a research firm in Cambridge, Massachusetts and its partner Education Development Center have been hired to conduct this study. The goal of the study is to examine how NES is being implemented in schools and outcomes related to the use of NES materials in classrooms. You have been selected for participation in the study based on your implementation of NES. The information we receive from you will help NASA improve the NES project and understand the relationship between NES and students' interest in and understanding of science, technology, engineering, and mathematics (STEM).

Confidentiality and Participation

Teacher logs are being completed by a subset of teachers in NES to help NASA learn about how often and how the NES materials are being used. Participation in the study is voluntary and nonparticipation will have no impact on you or your school. You may skip questions on the survey or discontinue participation at any time. There is minimal risk of breach of confidentiality, and we have put in place procedures in place to minimize this risk. You will never be identified by name, and information from the study will only be reported in the aggregate at the program level, combined with about 200 other responses.

Completing the Log

We estimate that it will take approximately 10 minutes to complete the survey. If you have questions about the study, please contact the study team director, Alina Martinez of Abt Associates Inc. at (855) 646-3308 (toll-free) or send an email to NASAEplorerSchoolsStudy@abtassoc.com. You may also contact the evaluation's program officer at NASA Brian Yoder (Brian.Yoder@nasa.gov). If you have questions about your rights as a research participant, you may contact Teresa Doksum, the Abt Institutional Review Board Administrator at (877) 520-6835.

This log will cover your NES activities from 7/30/11 to 9/2/11.

Consent

Please click the "Continue" button below if you agree to participate in this study.

Paperwork Reduction Act Statement - This information collection meets the requirements of 44 U.S.C. § 3507, as amended by section 2 of the Paperwork Reduction Act of 1995. You do not need to answer these questions unless we display a valid Office of Management and Budget control number. We estimate that it will take about 10 minutes to read the instructions, gather the facts, and answer the questions. **You can find additional information on this program at <http://www.nasa.gov/offices/education/programs/national/nas2/home/index.html>** You may send comments on our time estimate above to: NASAEplorerSchoolsStudy@abtassoc.com. **Please send only comments relating to our time estimate to this address, not the completed form.**

Continue





Activity Reporting

Please answer all questions for the time period from 7/30/11 to 9/2/11

	Yes	No
1. Did you use any NES classroom modules in class?	<input type="radio"/>	<input type="radio"/>
2. Did you view any NASA Now events in class?	<input type="radio"/>	<input type="radio"/>
3. Did you view any ePD clips?	<input type="radio"/>	<input type="radio"/>
4. Did you use the NES helpdesk?	<input type="radio"/>	<input type="radio"/>
5. Did you seek advice from other NES teachers?	<input type="radio"/>	<input type="radio"/>
6. Did you use any NES social networks? (examples: NEON, Teacher's Corner blog, Facebook, NES Twitter, NASA Twitter)	<input type="radio"/>	<input type="radio"/>
7. Did you use any technological resources to enhance your NES activities? (examples: use computer programs to enhance NES classroom content, participate in NES/NASA chats, assign technological activities to supplement NES classroom content, use technology to collaborate with other teachers)	<input type="radio"/>	<input type="radio"/>
8. Did you involve the families of your students in NES activities? (examples: create/distribute parent newsletter, increase parental engagement in classroom, highlight NES activities in discussions with parents)	<input type="radio"/>	<input type="radio"/>
9. Did you involve people or resources from outside the school community (not including families) in NES activities? (examples: fieldtrips to museums or STEM workplaces to expand on NES content, invite STEM professionals to speak in classrooms, plan a community NES Night, create an NES afterschool club)	<input type="radio"/>	<input type="radio"/>

	Yes	No	If yes, please describe.
10. Did you engage in any other NES activities, not mentioned above?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
11. Did you encounter technical issues with any NES products?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

12. Approximately how many hours did you spend exploring the NES Virtual campus?

<< Back Continue



PART A – Use of Classroom Modules

On the Activity Reporting page, you indicated that you had used one or more NES classroom modules in class. Please answer the questions in Part A for up to four of these modules.

A1. Select the NES classroom module(s) that you used in class. For each module, with how many different classrooms of students did you use the module?

	Module name	Number of classrooms
Module #1	Select: <input type="text"/>	<input type="text"/>
Module #2	Select: <input type="text"/>	<input type="text"/>
Module #3	Select: <input type="text"/>	<input type="text"/>
Module #4	Select: <input type="text"/>	<input type="text"/>

[<< Back](#) [Continue](#)



PART A – Use of Classroom Modules continued

Please answer the following questions for module #1, Black Hole Math.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A2. This module guided students through high levels of thinking (for example, analyzing, synthesizing or evaluating).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A3. This module prompted discussion of STEM/NASA careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4. The content of this module was related to other course materials and activities that I am using.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A5. This module was easy to implement in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A6. During this module, students were more engaged than is typical for these students. (Engagement is exhibited by students raising their hands to participate, asking substantive questions, listening intently, volunteering to participate, and refraining from behavior that distracts other class members.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A7. I made changes (or plan to make changes) to formal student assessments to include content taught in this module.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A8. I am likely to use this module again next time I teach this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< Back Continue



PART B – Use of NASA Now Events

On the Activity Reporting page, you indicated you viewed one or more NASA Now events in class. Please answer the questions in Part B for up to four of these events.

B1. Select the NASA Now events that you viewed in class. For each NASA Now event, with how many different classrooms of students did you view the event?

	Event name	Number of classrooms
Event #1	Select: <input type="text"/>	<input type="text"/>
Event #2	Select: <input type="text"/>	<input type="text"/>
Event #3	Select: <input type="text"/>	<input type="text"/>
Event #4	Select: <input type="text"/>	<input type="text"/>

<< Back

Continue



PART B – Use of NASA Now Events continued

Please answer the following questions for event #1, Expedition 26.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
B2. This event guided students through higher levels of thinking (for example, analyzing, synthesizing or evaluating).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3. This event prompted discussion of STEM/NASA careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B4. This event was easy to implement in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B5. The content of this event was related to other course materials and activities that I am using.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B6. During this event, students were more engaged than is typical for these students. (Engagement is exhibited by students raising their hands to participate, asking substantive questions, listening intently, volunteering to participate, and refraining from behavior that distracts other class members.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B7. I made changes (or plan to make changes) to formal student assessments to include content covered in this event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B8. I am likely to use this event again next time I teach this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< Back

Continue



PART C – Use of ePD

On the Activity Reporting page, you indicated that you had used one or more ePDs. Please answer the questions in Part C for up to six of these ePDs.

C1. Select the ePD(s) you used. For each ePD, which clips did you view? Did you view any of the clips with students?

ePD Name	Viewed clip numbers	Did you view any of these clips with students?	
		Yes	No
ePD #1 Select: <input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
ePD #2 Select: <input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
ePD #3 Select: <input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
ePD #4 Select: <input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
ePD #5 Select: <input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
ePD #6 Select: <input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>

<< Back Continue



PART C – Use of ePD continued

Please answer the following questions for ePD #1, Satellite Meteorology.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
C2. This ePD provided me with sufficient information on the subject matter content of Satellite Meteorology to implement this module in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3. This ePD provided me with sufficient information on the instructional strategies to be used when implementing Satellite Meteorology in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< Back

Continue



PART D – Social Networking

On the Activity Reporting page, you indicated you used NES social networking. Please answer the questions in Part D for this usage.

D1. Indicate which NES social networks you used (select all that apply).

- NEON
- Teacher's Corner Blog
- Facebook - NES Page
- Twitter - NES
- Twitter - NASA
- Other, please specify

	Yes	No
D2. Did you use any of these social networks with your students?	<input type="radio"/>	<input type="radio"/>
D3. Did any of these social network tools affect your choice of NES materials?	<input type="radio"/>	<input type="radio"/>
D4. Did any of these social network tools affect how you used NES materials?	<input type="radio"/>	<input type="radio"/>
D5. Did you post or reply to content on any of these sites?	<input type="radio"/>	<input type="radio"/>

[<< Back](#) [Continue](#)



PART E – Technology

On the Activity Reporting page, you indicated you used technology to enhance your NES activities. Please answer the questions in Part E for this technology usage.

	Yes	No	If so, how?
E1. Did you use technology to modify or supplement existing NES materials?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
E2. Did you use technology to facilitate collaboration among students?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
E3. Did you use technology to collaborate with other teachers? If so, how, and what was the focus of the collaboration (i.e., modules, ePD, recruitment, NASA opportunities)?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
E4. Did you use technology in any other way?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

<< Back Continue



PART F – Family Engagement

On the Activity Reporting page, you indicated you engaged the families of your students in NES activities. Please answer the questions in Part F for this engagement.

	Yes	No	If so, how?
F1. Did you promote or share an NES-related activity with families of your students?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
F2. Did you conduct activities to help increase family awareness of other NASA/STEM experiences (i.e., internships, scholarships, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
F3. Did you engage families in NES and NASA activities in any other way?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

<< Back

Continue





PART G – Community Engagement

On the Activity Reporting page, you indicated you engaged the community in NES activities. Please answer the questions in Part G for this engagement.

	Yes	No	If so, how?
G1. Did you use community partners to support and/or supplement NES activities? If so, how, and in what ways did partners participate in the NES activities?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
G2. Did you conduct activities to help build awareness of NES and NASA opportunities within your district, professional network, or wider community (not including the families of your students)?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
G3. Did you engage the community (not including the families of your students) with NES and NASA activities in any other way?	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

<< Back Continue



NES Teacher Log: August 2011

Thank you for taking the survey.

Abt *Abt Associates Inc.*

NES Teacher Log – Welcome Screen

OMB #: xxxxxxxx
OMB Expiration: xx/xx/xx

NASA (the National Aeronautics and Space Administration) is conducting a study of its NASA Explorer Schools (NES) project. Abt Associates Inc., a research firm in Cambridge, Massachusetts and its partner Education Development Center have been hired to conduct this study. The goal of the study is to examine how NES is being implemented in schools and outcomes related to the use of NES materials in classrooms. You have been selected for participation in the study based on your implementation of NES. The information we receive from you will help NASA improve the NES project and understand the relationship between NES and students' interest in and understanding of science, technology, engineering, and mathematics (STEM).

Participation

Teacher logs are being completed by a subset of teachers in NES to help NASA learn about how often and how the NES materials are being used. Participation in the study is voluntary and nonparticipation will have no impact on you or your school. You may skip questions on the survey or discontinue participation at any time. There is minimal risk of breach of confidentiality, and we have procedures in place to minimize this risk. You will never be identified by name, and information from the study will only be reported in the aggregate at the program level, combined with about 200 other responses.

Completing the Log

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This log will cover your NES activities from **xx/xx/xx** to **xx/xx/xx**.

Please click "Continue" below if you agree to participate in this study.

Continue

Paperwork Reduction Act Statement - This information collection meets the requirements of 44 U.S.C. § 3507, as amended by section 2 of the Paperwork Reduction Act of 1995. You do not need to answer these questions unless we display a valid Office of Management and Budget control number. We estimate that it will take about 10 minutes to read the instructions, gather the facts, and answer the questions. **You can find additional information on this program at <http://www.nasa.gov/offices/education/programs/national/nas2/home/index.html>** You may send comments on our time estimate above to: NASAExplorerSchoolsStudy@abtassoc.com. **Please send only comments relating to our time estimate to this address, not the completed form.**

Activity Reporting

Instructions: Please answer all questions for the time period from **xx/xx/xx** to **xx/xx/xx**.

1	Did you use any NES classroom modules in class?	Yes	No	If “Yes” → Part A
2	Did you view any NASA Now events in class?	Yes	No	If “Yes” → Part B
3	Did you view any ePD clips?	Yes	No	If “Yes” → Part C
4	Did you use the NES helpdesk?	Yes	No	
5	Did you seek advice from other NES teachers?	Yes	No	
6	Did you use any NES social networks? (examples: NEON, Teacher’s Corner blog, Facebook, NES Twitter, NASA Twitter)	Yes	No	If “Yes” → Part D
7	Did you use any technological resources to enhance your NES activities? (examples: use computer programs to enhance NES classroom content, participate in NES/NASA chats, assign technological activities to supplement NES classroom content, use technology to collaborate with other teachers)	Yes	No	If “Yes” → Part E
8	Did you involve the families of your students in NES activities? (examples: create/distribute parent newsletter, increase parental engagement in classroom, highlight NES activities in discussions with parents)	Yes	No	If “Yes” → Part F
9	Did you involve people or resources from outside the school community (not including families) in NES activities? (examples: fieldtrips to museums or STEM workplaces to expand on NES content, invite STEM professionals to speak in classrooms, plan a community NES Night, create an NES afterschool club)	Yes	No	If “Yes” → Part G
10	Did you engage in any other NES activities, not mentioned above? If so, please describe.	Yes	No	Open-response text box
11	Did you encounter technical issues with any NES products? If so, please describe.	Yes	No	Open-response text box
12	Approximately how many hours have you spent exploring the NES Virtual campus?	#		

Next

PART A – Use of Classroom Modules, page 1.						
Instruc tions	On the Activity Reporting page, you indicated that you had used one or more NES classroom modules in class. Please answer the questions in Part A for up to four of these modules A1. Select the NES classroom module(s) that you used in class. For each module, with how many different classrooms of students did you use the module?	Response type				
A1	Name of NES classroom module #1	Drop down menu				
	Number of classrooms	#				
	Name of NES classroom module #2	Drop down menu				
	Number of classrooms	#				
	Name of NES classroom module #3	Drop down menu				
	Number of classrooms	#				
	Name of NES classroom module #4	Drop down menu				
	Number of classrooms	#				
PART A – Use of Classroom Modules, page 2.						
Instruc tions	Please answer the following questions for module #1, [name of <u>module #1</u>].	Response type				
A2	This module guided students through high levels of thinking (for example, analyzing, synthesizing or evaluating).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A3	This module prompted discussion of STEM/NASA careers.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A4	The content of this module was related to other course materials and activities that I am using.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A5	This module was easy to implement in the classroom.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A6	During this module, students were more engaged than is typical for these students. (Engagement is exhibited by students raising their hands to participate, asking substantive questions, listening intently, volunteering to participate, and refraining from behavior that distracts other class members.)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A7	I made changes (or plan to make changes) to formal student assessments to include content taught in this module.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A8	I am likely to use this module again next time I teach this course.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
PART A – Use of Classroom Modules, pages 3-5.						
Instruc tions	Repeat A2-A8 for other 3 modules					

PART B – Use of NASA Now, page 1.						
Instruc tions	On the Activity Reporting page, you indicated you viewed one or more NASA Now events in class. Please answer the questions in Part B for up to four of these events. B1. Select up the NASA Now event(s) that you viewed in class. For each NASA Now event, with how many different classrooms of students did you view the event?	Response type				
B1	Name of NASA Now event #1	Drop down menu				
	Number of classrooms	#				
	Name of NASA Now event #2	Drop down menu				
	Number of classrooms	#				
	Name of NASA Now event #3	Drop down menu				
	Number of classrooms	#				
	Name of NASA Now event #4	Drop down menu				
	Number of classrooms	#				
PART B – Use of NASA Now, page 2.						
Instruc tions	Please answer the following questions for event #1 [name of event #1].	Response type				
B2	This event guided students through higher levels of thinking (for example, analyzing, synthesizing or evaluating).	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
B3	This event prompted discussion of STEM/NASA careers.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
B4	This event was easy to implement in the classroom.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
B5	The content of this event was related to other course materials and activities that I am using.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
B6	During this event, students were more engaged than is typical for these students. (Engagement is exhibited by students raising their hands to participate, asking substantive questions, listening intently, volunteering to participate, and refraining from behavior that distracts other class members.)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
B7	I made changes (or plan to make changes) to formal student assessments to include content covered in this event.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
B8	I am likely to use this event again next time I teach this course.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
PART B – Use of NASA Now, pages 3-5.						
Instruc tions	Repeat B2-B8 for other 3 events					

PART C – Use of ePD, page 1.						
Instruc tions	On the Activity Reporting page, you indicated that you viewed one or more ePDs. Please answer the questions in Part C for up to six of the ePDs you viewed. C1. Select the ePD(s) you used. For each ePD, which clips did you view? Did you view any of the clips with students?	Response type				
C1	Name of ePD #1	Drop down menu				
	Viewed clip numbers	Open response, characters allowed				
	Did you view any of these clips with students?	Yes	No			
	Name of ePD #2	Drop down menu				
	Viewed clip numbers	Open response, characters allowed				
	Did you view any of these clips with students?	Yes	No			
	Name of ePD #3	Drop down menu				
	Viewed clip numbers	Open response, characters allowed				
	Did you view any of these clips with students?	Yes	No			
	Name of ePD #4	Drop down menu				
	Viewed clip numbers	Open response, characters allowed				
	Did you view any of these clips with students?	Yes	No			
	Name of ePD #5	Drop down menu				
	Viewed clip numbers	Open response, characters allowed				
	Did you view any of these clips with students?	Yes	No			
	Name of ePD #6	Drop down menu				
	Viewed clip numbers	Open response, characters allowed				
	Did you view any of these clips with students?	Yes	No			
PART C – Use of ePD, page 2.						
Instruc tions	Please answer the following questions for ePD #1, [name of ePD #1].	Response type				
C2	This ePD provided me with sufficient information on the subject matter content of [name of ePD #1] to implement this module in the classroom.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
C3	This ePD provided me with sufficient information on the instructional strategies to be used when implementing [name of ePD #1] in the classroom.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
PART C – Use of ePD, page 3-7.						
Instruc tions	Repeat C2-C3 for other 5 ePDs					

PART D – Social Networking.							
Instruc tions	On the Activity Reporting page, you indicated that you used NES social networks. Please answer the questions in Part D for this usage.	Response type					
D1	Indicate which NES social networks you used (select all that apply).	NEON	Teacher’s Corner blog	Facebook- NES Page	Twitter – NES	Twitter – NASA	Other – Please specify
D2	Did you use any of these social networks with your students?	Yes			No		
D3	Did any of these social network tools affect your choice of NES materials?	Yes			No		
D4	Did any of these social network tools affect how you used NES materials?	Yes			No		
D5	Did you post or reply to content on any of these sites?	Yes			No		
PART E – Technology.							
Instruc tions	On the Activity Reporting page, you indicated you used technology to enhance your NES activities. Please answer the questions in Part E for this technology usage.	Response type					
E1	Did you use technology to modify or supplement existing NES materials?	Yes	No	If so, how?		Open-Ended	
E2	Did you use technology to facilitate collaboration among students?	Yes	No	If so, how?		Open-Ended	
E3	Did you use technology to collaborate with other teachers? If so, how, and what was the focus of the collaboration (i.e., modules, ePD, recruitment, NASA opportunities)?	Yes	No	If so, how?		Open-Ended	
E4	Did you use technology in any other way?	Yes	No	If so, how?		Open-Ended	
PART F – Family Engagement.							
Instruc tions	On the Activity Reporting page, you indicated you engaged the families of your students in NES activities. Please answer the questions in Part F for this engagement.	Response type					
F1	Did you promote or share an NES-related activity with families of your students?	Yes	No	If so, how?		Open-Ended	
F2	Did you conduct activities to help increase family awareness of other NASA/STEM experiences (i.e., internships, scholarships, etc.)?	Yes	No	If so, how?		Open-Ended	
F3	Did you engage families in NES and NASA activities in any other way?	Yes	No	If so, how?		Open-Ended	

PART G – Community Engagement.					
Instruc tions	On the Activity Reporting page, you indicated you engaged the community in NES activities. Please answer the questions in Part G for this engagement.	Response type			
G1	Did you use community partners to support and/or supplement NES activities? If so, how, and in what ways did partners participate in the NES activities?	Yes	No	If so, how?	Open-Ended
G2	Did you conduct activities to help build awareness of NES and NASA opportunities within your district, professional network, or wider community (not including the families of your students)?	Yes	No	If so, how?	Open-Ended
G3	Did you engage the community (not including the families of your students) with NES and NASA activities in any other way?	Yes	No	If so, how?	Open-Ended