



Attachment D4

AI SL Monitoring System Screenshots: OPMS Closeout Survey

Closeout Screenshots

Informal Science Education Program

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

This final update has been authorized by the National Science Foundation. While you are not required to respond, your cooperation is needed to ensure that the results of this monitoring system comprehensive, accurate, and timely.

INSTRUCTIONS FOR COMPLETING THE ISE FINAL UPDATE

Project ID: 50004
Award Type: Test Project

The National Science Foundation (NSF) is collecting information annually from all of its Informal Science Education (ISE) projects. The purpose is to obtain data that can be used to evaluate the collective impact of the ISE portfolio of funded projects, to monitor participants' activities and accomplishments, and to obtain information that can inform the design of future ISE efforts.

You should call your Westat contact person or email isehelp@westat.com if you have any questions about how to respond to a particular item.

For guidance in using this system, click the *Help* link at the top or bottom of the screen. This will take you to a description of how to navigate the system, as well as additional information about how to address specific items.

Please complete each of the following sections of the Final Update as they pertain to your ISE project. More than one person can log into the survey and enter information. You may complete the sections in any order. When you have started a section, the status will change to *Incomplete*. When you have completed a section, the status will change to *Complete*. Once all sections are complete, a *Submit Report* button will appear at the bottom of the page. Select the *Submit Report* button to complete and submit your survey.



	Status
Section A: Project and the Lead Organization	Complete
Section B: Key Members of the Project Team	Complete
Section C: Organizational Partners	Complete
Section D: Products, Programs, or Experiences for Public Audiences	Complete
Section E: Products, Programs, or Experiences for Professional Audiences	Complete
Section F: Formative and Summative Evaluation Questions	Complete
Section G: Project Accomplishments and Lessons Learned	Complete
Section H: Future Directions	Complete

Final Submission Status: **Complete**

You have now completed all eight sections of the Final Submission. All information for your project has been recorded. Click on the Submit button above to submit your survey to NSF.

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Section A - Project and the Lead Organization

Informal Science Education Program

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Project and the Lead Organization

This section is designed to collect information about the project, the lead organization, the primary point of contact at the lead organization, and the public venues participated in your ISE project.

Question Guide

[Contact Info](#)

[Venues](#)

Contact Info

A1. Please review and, if necessary, update the following contact information for the primary point of contact at the lead organization that will be responsible for answering any follow-up questions about your project's responses to this survey.

- If there are no changes, click the *Save & Continue* button.

Primary point of contact for this survey:	<input type="text" value="primary contact"/>
Street address:	<input type="text" value="address"/>
	<input type="text" value="address 2"/>
City:	<input type="text" value="city"/>
State:	<input type="text" value="Maryland"/>
Zip code:	<input type="text" value="55555"/>
Telephone number for the primary point of contact: (###-###-####)	<input type="text" value="666-555-5555"/>
Email address for the primary point of contact:	<input type="text" value="test@test.cm"/>

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Project and the Lead Organization

Question Guide

[Contact Info](#)

[Venues](#)

Venues

A2. Please review and, if necessary, update information about previously entered public venues in the table below. If applicable, please add new public venues in which your project reached public or professional audiences.

STEP 1: Update previously entered public venues.

- For each previously entered public venue, select an option from the drop-down menu in the *Venue use over the grant period* column and click the "update" button.
- You cannot delete previously entered venues. Instead, select "No longer part of project" from the drop-down menu in the *Venue use over the grant period* column.

STEP 2: Add new public venues.

- For the purposes of this collection, public venue refers to a physical public setting in which public or professional audiences will convene to participate in an ISE-related product, program, or experience.
- To add a public venue to the table below, enter the venue name and zip code in the text boxes and select a venue type and venue use. Then, click the *Add* button in the right-hand column of the table.
- After you have added a venue to the table, use the *Edit* button to change information about it or use the *Delete* button to remove it.

Public Venue Name	Public Venue Zip Code	Public Venue Type	Venue use over the grant period	
Venue 1	12345	History or art museum	Used in past year	<input type="button" value="Update"/>
ar venue 2	45678	Library	Used in past year	<input type="button" value="Update"/>
<input type="text"/>	<input type="text"/>	<input type="text" value="Select venue type"/> Other (<i>specify</i>): <input type="text"/>	Select venue use	<input type="button" value="Add"/>



Question Guide



[Contact Info](#)

[Venues](#)

Submit

If you wish at this time to review and change any of your responses, please click on any section of the Question Guide to the left. If you revise any of your answers, be sure to click the *Save & Continue* button below the question in order to save your changes. If you are ready to submit now, click the *Submit* button to submit this section.

Section B: Key Members of the Project Team

Informal Science Education Program

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Key Members of the Project Team

This section collects information about each PI, co-PI, named advisor, key team member, and consultant that made substantial contributions to your ISE project and that had an ongoing relationship in the development of project deliverables. If you have questions concerning who would qualify as key personnel for the project team, please call your Westat contact person or email isehelp@westat.com.

Use the table below to review information about previously entered personnel and, if applicable, add information for new project team members.

STEP 1: Click each previously entered key person to review information.

- Review information about each individual to confirm that it is correct. To review and update information on an individual listed below, click on his or her name in the column titled *Name of Individual*.
- If an individual is no longer a part of your project, check the box in the column titled "No longer key personnel" and click the "Edit" button.

STEP 2: Add new key personnel.

- To add a member of your project team, type the individual's name in the text box in the *Name of Individual* column. Then, click the *Add* button in the right-hand column of the table.
- After the individual is added to the table, click on his or her name in the *Name of Individual* column to access and complete a set of questions for the individual.
- For the purposes of this collection, only include individuals that dedicated a significant amount of time and made substantial contributions to the project.

Name of Individual	Information Status	No longer key personnel	
individual 1	Complete	<input type="checkbox"/>	<input type="button" value="Edit"/>
<input style="width: 100%;" type="text"/>			<input type="button" value="Add"/>

If you have completed adding and updating information on the individual members of your project team, please click the *Submit* button.

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Update Previously Entered Individuals

Key Personnel for the Project Team

Question B1-B4

Name: individual 1

Please review and, if necessary, update the following contact information for this individual.

- If there are no changes, click on the *Save & Continue* button.

B1. With what organization is this individual affiliated? (If no organization, enter "not applicable.")

organization

B2. Which of the following best describes the organization with which this individual is affiliated?

- Please select *one* organization type.
- If your organization is a division or department of a larger entity (e.g., a museum within a university), you should also provide information below about your division or department (as opposed to the larger entity) by selecting *one* division/department type.
- Select *Not Applicable* for both the organization and division if the individual is not affiliated with an organization.
- Select *Not Applicable* for division/department if there is no separate division within the organization.
- If the organization type for a given organization is not listed on the table below, select "other" (under Other) and provide specific information as to how the organization type should be coded. The information you provide will help us develop new organization codes for future collections.

	Organization	Division/ department
Informal Learning Institution/Organization		
Arboretum or botanical garden	<input checked="" type="radio"/>	<input type="radio"/>
Children's museum	<input type="radio"/>	<input checked="" type="radio"/>
History or art museum	<input type="radio"/>	<input type="radio"/>
Natural history museum	<input type="radio"/>	<input type="radio"/>
Science-technology center or museum	<input type="radio"/>	<input type="radio"/>
Nature or interpretive center	<input type="radio"/>	<input type="radio"/>
Planetarium or full-dome theater	<input type="radio"/>	<input type="radio"/>
Zoo or a combined zoo/aquarium	<input type="radio"/>	<input type="radio"/>
Aquarium only	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>
Theater or theater organization	<input type="radio"/>	<input type="radio"/>
Community organization	<input type="radio"/>	<input type="radio"/>
Youth organization/after-school organization	<input type="radio"/>	<input type="radio"/>
Other informal learning institution/organization (specify) <input type="text" value=""/>	<input type="radio"/>	<input type="radio"/>
Media Design and Production		
Exhibit design/fabrication firm/entity	<input type="radio"/>	<input type="radio"/>
Planetarium show production firm/entity	<input type="radio"/>	<input type="radio"/>
Independent film or media production firm/entity	<input type="radio"/>	<input type="radio"/>
Print media production firm/entity	<input type="radio"/>	<input type="radio"/>
Radio station or organization	<input type="radio"/>	<input type="radio"/>
Television station or organization	<input type="radio"/>	<input type="radio"/>
Website design firm/entity	<input type="radio"/>	<input type="radio"/>
Software design firm/entity	<input type="radio"/>	<input type="radio"/>
Digital/interactive media design and production firm/entity	<input type="radio"/>	<input type="radio"/>
Other media design/production (specify) <input type="text" value=""/>	<input type="radio"/>	<input type="radio"/>
Educational Institution		
Pre-K-12 district/school (including charter schools and private schools)	<input type="radio"/>	<input type="radio"/>
2-year college or community college	<input type="radio"/>	<input type="radio"/>
4-year college or university	<input type="radio"/>	<input type="radio"/>
Other educational institution (specify) <input type="text" value=""/>	<input type="radio"/>	<input type="radio"/>

Educational Support Services		
Educational or STEM materials development firm/entity	<input type="radio"/>	<input type="radio"/>
Educational or STEM research firm/entity	<input type="radio"/>	<input type="radio"/>
Other educational support services (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
Other		
Public or government agency	<input type="radio"/>	<input type="radio"/>
Evaluation or research firm/entity	<input type="radio"/>	<input type="radio"/>
National or regional association or professional organization	<input type="radio"/>	<input type="radio"/>
Other (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
Not Applicable		
Not Applicable (i.e., the individual is not affiliated with an organization)	<input type="radio"/>	<input type="radio"/>

B3. What role did this individual assume on your project? (Select one Primary Role and as many Secondary Roles as apply.)

	Primary Role (select one)	Secondary Role (select all that apply)
Principal investigator	<input checked="" type="radio"/>	<input type="checkbox"/>
Co-principal investigator	<input type="radio"/>	<input checked="" type="checkbox"/>
Program management	<input type="radio"/>	<input checked="" type="checkbox"/>
Committee member/chair	<input type="radio"/>	<input type="checkbox"/>
Content specialist	<input type="radio"/>	<input type="checkbox"/>
Materials design or development (e.g., film producer, curriculum writer, exhibit designer)	<input type="radio"/>	<input type="checkbox"/>
Advisor/consultant	<input type="radio"/>	<input type="checkbox"/>
Marketing and/or outreach (e.g., program promoter, exhibit public relations, participant recruitment)	<input type="radio"/>	<input type="checkbox"/>
Educator/programming provider (e.g., exhibit guide, after school leader)	<input type="radio"/>	<input type="checkbox"/>
Trainer	<input type="radio"/>	<input type="checkbox"/>
External evaluator	<input type="radio"/>	<input type="checkbox"/>
Researcher	<input type="radio"/>	<input type="checkbox"/>
Other (specify) <input type="text"/>	<input type="radio"/>	<input type="checkbox"/>

B4. Please provide the following contact information for this individual:

Zip code:

Telephone number:

Email address:

Add New Individuals

Key Personnel for the Project Team

Question B5-B8

Name: individual 2

B5. With what organization is this individual affiliated? (If no organization, enter "not applicable.")

B6. Which of the following best describes the organization with which this individual is affiliated?

- Please select *one* organization type.
- If your organization is a division or department of a larger entity (e.g., a museum within a university), you should also provide information below about your division or department (as opposed to the larger entity) by selecting *one* division/department type.
- Select *Not Applicable* for both the organization and division if the individual is not affiliated with an organization.
- Select *Not Applicable* for division/department if there is no separate division within the organization.

	Organization	Division/ department
Informal Learning Institution/Organization		
Arboretum or botanical garden	<input type="radio"/>	<input type="radio"/>
Children's museum	<input type="radio"/>	<input type="radio"/>
History or art museum	<input type="radio"/>	<input type="radio"/>
Natural history museum	<input type="radio"/>	<input type="radio"/>
Science-technology center or museum	<input type="radio"/>	<input type="radio"/>
Nature or interpretive center	<input type="radio"/>	<input type="radio"/>
Planetarium or full-dome theater	<input type="radio"/>	<input type="radio"/>
Zoo or a combined zoo/aquarium	<input type="radio"/>	<input type="radio"/>
Aquarium only	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>
Theater or theater organization	<input type="radio"/>	<input type="radio"/>
Community organization	<input type="radio"/>	<input type="radio"/>
Youth organization/after-school organization	<input type="radio"/>	<input type="radio"/>
Other informal learning institution/organization (specify)	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Media Design and Production		
Exhibit design/fabrication firm/entity	<input type="radio"/>	<input type="radio"/>
Planetarium show production firm/entity	<input type="radio"/>	<input type="radio"/>
Independent film or media production firm/entity	<input type="radio"/>	<input type="radio"/>
Print media production firm/entity	<input type="radio"/>	<input type="radio"/>
Radio station or organization	<input type="radio"/>	<input type="radio"/>
Television station or organization	<input type="radio"/>	<input type="radio"/>
Website design firm/entity	<input type="radio"/>	<input type="radio"/>
Software design firm/entity	<input type="radio"/>	<input type="radio"/>
Digital/interactive media design and production firm/entity	<input type="radio"/>	<input type="radio"/>
Other media design/production (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
Educational Institution		
Pre-K-12 district/school (including charter schools and private schools)	<input type="radio"/>	<input type="radio"/>
2-year college or community college	<input type="radio"/>	<input type="radio"/>
4-year college or university	<input type="radio"/>	<input type="radio"/>
Other educational institution (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
Educational Support Services		
Educational or STEM materials development firm/entity	<input type="radio"/>	<input type="radio"/>
Educational or STEM research firm/entity	<input type="radio"/>	<input type="radio"/>
Other educational support services (specify)	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>

Other		
Public or government agency	<input type="radio"/>	<input type="radio"/>
Evaluation or research firm/entity	<input type="radio"/>	<input type="radio"/>
National or regional association or professional organization	<input type="radio"/>	<input type="radio"/>
Other (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
Not Applicable		
Not Applicable (i.e., the individual is not affiliated with an organization)	<input type="radio"/>	<input type="radio"/>

B7. What role did this individual assume on your project? (Select one Primary Role and as many Secondary Roles as apply.)

	Primary Role (select one)	Secondary Role (select all that apply)
Principal investigator	<input type="radio"/>	<input type="checkbox"/>
Co-principal investigator	<input type="radio"/>	<input type="checkbox"/>
Program management	<input type="radio"/>	<input type="checkbox"/>
Committee member/chair	<input type="radio"/>	<input type="checkbox"/>
Content specialist	<input type="radio"/>	<input type="checkbox"/>
Materials design or development (e.g., film producer, curriculum writer, exhibit designer)	<input type="radio"/>	<input type="checkbox"/>
Advisor/consultant	<input type="radio"/>	<input type="checkbox"/>
Marketing and/or outreach (e.g., program promoter, exhibit public relations, participant recruitment)	<input type="radio"/>	<input type="checkbox"/>
Educator/programming provider (e.g., exhibit guide, after school leader)	<input type="radio"/>	<input type="checkbox"/>
Trainer	<input type="radio"/>	<input type="checkbox"/>
External evaluator	<input type="radio"/>	<input type="checkbox"/>
Researcher	<input type="radio"/>	<input type="checkbox"/>
Other (specify) <input type="text"/>	<input type="radio"/>	<input type="checkbox"/>

B8. Please provide the following contact information for this individual:

Zip code:

Telephone number:

Email address:

Section C: Organizational Partners



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Organizational Partners

In this section, please provide information about each of your organizational partners. For the purposes of the OPMS, this includes project partners, sub-awardees, and co-funders (who provide at least 10% of the total project budget). If you have questions concerning who would qualify as an organizational partner please call your Westat contact person or email isehelp@westat.com.

Use the table below to review information about previously entered organizational partners, and if necessary, add information for new organizational partners.

STEP 1: Click each previously entered organizational partner to review information.

- Review information about each organizational partner to confirm that it is correct. To review and update information on an organization listed below, click on the organization's name in the column titled *Partner Organization*.
- If an organizational partner is no longer a part of your project, check the box in the column titled *No longer an organizational partner*.

STEP 2: Add new organizational partners.



- To add a new organizational partner, enter the organization's name in the text box in the *Partner Organization* column. Then, click the *Add* button in the right-hand column.
- Click the organization's name in the *Partner Organization* column to access and complete a set of questions for that organization.
- Do not include formative or summative evaluators here. You will enter information about evaluators in **Section F: Formative and Summative Evaluation Questions**.
- If a venue is also an organizational partner, please enter the information about this venue in this section and in **Section A: Project and the Lead Organization**. If the venue is not an organizational partner, please only enter the information in **Section A**.

Partner Organization	Partner Primary Contact	Information Status	No longer an organizational partner	
partner 1	C5 contact	Complete	<input type="checkbox"/>	<input type="button" value="Edit"/>
<input type="text"/>				<input type="button" value="Add"/>

If you have completed adding and updating your organization's partners, please click the *Submit* button.

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Update Previously Entered Partners

**Informal Science Education Program**

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Organizational Partners

Question C6

C6. Please review and, if necessary, update the following contact information for this organization.

- If there are no changes, click the *Save & Continue* button.

Organizational Partner:	partner 1
Primary point of contact:	<input type="text" value="C5 contact"/>
Zip code:	<input type="text" value="11111"/>
Telephone number for the primary point of contact:	<input type="text" value="111-222-3333"/>
Email address for the primary point of contact:	<input type="text" value="test@test.com"/>

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Add new organizational partners

Organizational Partners

Question C1-C5

C1. Organization name:
partner 2

C2. Division/department: (If no division/department, enter "not applicable.")

C3. Which of the following best describes this organization (or division within an organization)?

- Please select *one* organization type.
- If the organization is a division or department of a larger entity (e.g., a museum within a university), you should also provide information below about the division or department (as opposed to the larger entity) by selecting *one* division/department type.
- If there is no division/department for this organization, select *Not Applicable*.
- If the organization type for a given organization is not listed on the table below, select "other" (under Other) and provide specific information as to how the organization type should be coded. The information you provide will help us develop new organization codes for future collections.

	Organization	Division/ department
Informal Learning Institution/Organization		
Arboretum or botanical garden	<input type="radio"/>	<input type="radio"/>
Children's museum	<input type="radio"/>	<input type="radio"/>
History or art museum	<input type="radio"/>	<input type="radio"/>
Natural history museum	<input type="radio"/>	<input type="radio"/>
Science-technology center or museum	<input type="radio"/>	<input type="radio"/>
Nature or interpretive center	<input type="radio"/>	<input type="radio"/>
Planetarium or fulldome theater	<input type="radio"/>	<input type="radio"/>
Zoo or a combined zoo/aquarium	<input type="radio"/>	<input type="radio"/>
Aquarium only	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>
Theater or theater organization	<input type="radio"/>	<input type="radio"/>
Community organization	<input type="radio"/>	<input type="radio"/>
Youth organization/after-school organization	<input type="radio"/>	<input type="radio"/>
Other informal learning institution/organization (specify) <input style="width: 150px;" type="text"/>	<input type="radio"/>	<input type="radio"/>
Media Design and Production		
Exhibit design/fabrication firm/entity	<input type="radio"/>	<input type="radio"/>
Planetarium show production firm/entity	<input type="radio"/>	<input type="radio"/>
Independent film or media production firm/entity	<input type="radio"/>	<input type="radio"/>
Print media production firm/entity	<input type="radio"/>	<input type="radio"/>
Radio station or organization	<input type="radio"/>	<input type="radio"/>
Television station or organization	<input type="radio"/>	<input type="radio"/>
Website design firm/entity	<input type="radio"/>	<input type="radio"/>
Software design firm/entity	<input type="radio"/>	<input type="radio"/>
Digital/interactive media design and production firm/entity	<input type="radio"/>	<input type="radio"/>
Other media design/production (specify) <input style="width: 150px;" type="text"/>	<input type="radio"/>	<input type="radio"/>
Educational Institution		
Pre-K-12 district/school (including charter schools and private schools)	<input type="radio"/>	<input type="radio"/>
2-year college or community college	<input type="radio"/>	<input type="radio"/>
4-year college or university	<input type="radio"/>	<input type="radio"/>
Other educational institution (specify) <input style="width: 150px;" type="text"/>	<input type="radio"/>	<input type="radio"/>
Educational Support Services		
Educational or STEM materials development firm/entity	<input type="radio"/>	<input type="radio"/>
Educational or STEM research firm/entity	<input type="radio"/>	<input type="radio"/>
Other educational support services (specify) <input style="width: 150px;" type="text"/>	<input type="radio"/>	<input type="radio"/>

Other		
Public or government agency	<input type="radio"/>	<input type="radio"/>
Evaluation or research firm/entity	<input type="radio"/>	<input type="radio"/>
National or regional association or professional organization	<input type="radio"/>	<input type="radio"/>
Other (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
Not Applicable		
Not Applicable (i.e., there is no division/department for this organization)	<input type="radio"/>	<input type="radio"/>

C4. What role will this organization assume on your project?

C5. Please provide the following contact information for this organization:


Primary point of contact:

Zip code:

Telephone number for the primary point of contact:

Email address for the primary point of contact:

Section D: Products, Programs, or Experiences for Public Audiences

Informal Science Education Program

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Public Audiences

Question Guide

Deliverable List

Deliverable List

Use the tables below to review and update information about previously entered public audience deliverables and, if necessary, add information for new public audience deliverables.

- The information collected for each deliverable is very important, and you should carefully consider your response to each item. The information you provide will maximize the ISE program's capacity to report on specific trends and accomplishments at the program, project, and deliverable levels.

STEP 1: In the first table below, review and update previously entered deliverables.

- To review and update information on a deliverable, click on the deliverable name in the column titled *Previously Entered Deliverable Name*.
- Clicking on the deliverable name will bring you to a set of questions about deliverable accomplishments over the course of the ISE grant award period.

STEP 2: In the second table below, add new public audience deliverables.

- To add a deliverable, enter the deliverable name in the text box in the *New Deliverable Name* column. Then, click the *Add* button in the right-hand column of the table.
- Your project will likely have multiple deliverables (e.g., a museum exhibit and a website). You should enter the name of each deliverable that was not entered in a previous report. [Click here](#) to review the OPMS list of public audience deliverable types. If your deliverable type is not included on this list, you can enter it in an "Other" category when you provide information about the deliverable type.
- After you add a deliverable, click on the deliverable name in the *New Deliverable Name* column.
- Clicking on the deliverable name will bring you to a set of questions about this deliverable and what it accomplished over the course of the ISE grant award period.

Previously Entered Deliverable Name	Information Status
D1	Complete

New Deliverable Name	Information Status	
<input style="width: 95%;" type="text"/>		<input type="button" value="Add"/>

If you have completed adding and updating the public audience deliverables, please click the *Submit* button.

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Previously entered deliverables



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Public Audiences

D1

Status

Question Guide

- [Deliverable List](#)
- [Status](#)
- [Status Description](#)
- [Public Audiences](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)**
- [Target Group Data](#)
- [Impact List](#)

D2. What is the status of this deliverable?

- Completed
- Not Completed
- Work on this deliverable has been suspended or cancelled

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Products, Programs, or Experiences for Public Audiences

D1

Question Guide

- [Deliverable List](#)
- [Status](#)
- [Status Description](#)
- [Public Audiences](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)**
- [Target Group Data](#)
- [Impact List](#)

Status Description

D2a. Please provide any information about (1) the primary accomplishment associated with **this** deliverable, (2) any innovative features of this deliverable, (3) any lessons learned regarding the development and implementation of this deliverable that might be of interest to other ISE projects, and (4) whether this deliverable was the most effective way to achieve the intended public audience impacts.

asdfsdf



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Public Audiences

D1

Question Guide

- [Deliverable List](#)
- [Status](#)
- [Status Description](#)**
- [Public Audiences](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)**
- [Target Group Data](#)
- [Impact List](#)

Status Description

D2b. Please describe (1) the factors that contributed to this deliverable not being completed by the end of the project, and (2) whether there are any plans to complete this deliverable in the future.

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Products, Programs, or Experiences for Public Audiences

D1

Question Guide

[Deliverable List](#)

[Status](#)

[Status Description](#)

[Public Audiences](#)

[Audience Count](#)

[Geographic Reach](#)

[Target Group](#)

[Target Audience](#)

[Target Group Data](#)

[Impact List](#)

Status Description

D2c. Please describe (1) the factors that contributed to the decision to suspend or cancel this deliverable, and (2) whether there are any plans to develop this deliverable in the future.



Products, Programs, or Experiences for Public Audiences

D1

Public Audiences

Question Guide

[Deliverable List](#)

[Status](#)

[Status Description](#)

[Public Audiences](#)

[Audience Count](#)

[Geographic Reach](#)

[Target Group](#)

[Target Audience](#)

[Target Group Data](#)


[Impact List](#)

D3. Did this deliverable reach any public audiences over the course of your ISE grant?

Yes

No

Response options will vary based on deliverable type



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Public Audiences

D1

Question Guide

[Deliverable List](#)

[Status](#)

[Status Description](#)

[Public Audiences](#)

[Audience Count](#)

[Geographic Reach](#)

[Target Group](#)

[Target Audience](#)

[Target Group Data](#)

[Impact List](#)

Audience Count

In the table below, please select the method(s) that were used to deliver this product, program, or experience to your public audiences over the course of your ISE grant.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable over the course of your ISE grant.

- The delivery method(s) you checked in earlier reports have already been selected. Please check or uncheck delivery methods as needed to reflect which delivery methods your project used over the course of your ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use this deliverable during the ISE grant award period. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used this deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Delivery Methods for Resource Materials and Information Sharing	Unduplicated Count	Duplicated Count	Unable to determine at this time
<input checked="" type="checkbox"/> Printed hard copy materials	<input type="text" value="123123"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Project website: Accessed/used/downloaded from your project website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Non-project website: Accessed/used/downloaded on other non-project websites (e.g., social networking sites)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> In-person or field-based activity (e.g., informal learners attending a lecture by scientists at a museum or participating in a forum)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Real-time online discussion group and/or videoconferencing (e.g., Skype)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical materials (e.g., manipulatives)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Mobile/wireless device	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (specify) <input style="width: 100px;" type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Products, Programs, or Experiences for Public Audiences

D1

Question Guide

[Deliverable List](#)

[Status](#)

[Status Description](#)

[Public Audiences](#)

[Audience Count](#)

[Geographic Reach](#)

[Target Group](#)

[Target Audience](#)

[Target Group Data](#)

[Impact List](#)

Geographic Reach

D5. Which of the following best describes the actual geographic reach of the public audiences that accessed or used **this** deliverable over the course of your ISE grant? (Check one.)

Single community or metropolitan region

Select even if the community or metropolitan region spans multiple states (e.g., the Washington, D.C., metropolitan area—which includes the District of Columbia, Maryland, and Virginia).

Multiple communities within a single state or U.S. territory

Select if the deliverable reached public audiences in two or more communities or metropolitan regions within a single state (e.g., a radio program that will be broadcast in Los Angeles and San Francisco).

Multiple states and/or U.S. territories

Do not select if the deliverable only reached a public audience in a single metropolitan area that spans multiple states (e.g., the Washington, D.C., metropolitan area—which includes the District of Columbia, Maryland, and Virginia).

Specify in how many states and/or territories this deliverable reached public audiences over the course of your ISE grant:

D6. Were any steps taken to target **this** deliverable to an international public audience outside of the United States and U.S. territories over the course of your ISE grant?

No

Yes

If Yes, please describe the steps that were taken to reach international public audiences with **this** deliverable over the course of your ISE grant:



Products, Programs, or Experiences for Public Audiences

D1

Question Guide

[Deliverable List](#)

[Status](#)

[Status Description](#)

[Public Audiences](#)

[Audience Count](#)

[Geographic Reach](#)

[Target Group](#)

[Target Audience](#)

[Target Group Data](#)

[Impact List](#)

Target Group

D7. Which of the following best describes the public audience(s) that were targeted by this deliverable over the course of your ISE grant? (Check one.)

- For the purposes of this item, **target group** refers to (1) a specific age group (e.g., youth, age 5-10), (2) caregivers interacting with their children, and/or (3) public audiences traditionally underrepresented in STEM.

- The general public only** (i.e., there was **NO** effort to direct this deliverable toward a specific target group)
- The general public AND specific target groups** (i.e., the deliverable targeted **BOTH** the general public **AND** one or more specific target groups)
- A specific target group only** (i.e., the deliverable targeted a specific target group(s)—but **NOT** the general public)

[Save & Continue](#)



Products, Programs, or Experiences for Public Audiences

D1

Question Guide

- [Deliverable List](#)
- [Status](#)
- [Status Description](#)
- [Public Audiences](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)
- [Impact List](#)

Target Audience

D7a. Which of the following age groups and/or public audiences underrepresented in STEM did this deliverable target over the course of your ISE grant? (Check all that apply.)

Age Groups

- Children, age 0–4
- Children, age 5–10
- Youth, age 11–14
- Youth, age 15–18
- Adults, age 19–54
- Seniors, age 55 and over

Public Audiences Traditionally Underrepresented in STEM

- English language learners
- Racial groups
- Ethnic groups
- Persons with disabilities
- Low income individuals/families
- Residents in an inner city
- Residents in a rural community
- Women/girls

Other

- Families (*i.e.*, parents or other caregivers interacting with children)
- Other (*specify*)

D7b. Please describe the steps that were taken over the course of your ISE grant to target this deliverable to the age groups and/or public audiences underrepresented in STEM specified above:



Products, Programs, or Experiences for Public Audiences

D1

Question Guide

- [Deliverable List](#)
- [Status](#)
- [Status Description](#)
- [Public Audiences](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)
- [Impact List](#)

Target Group Data

D8. For this deliverable, did your project obtain a count for any of the following public audience characteristics over the course of your ISE grant for this deliverable? (Check *all* that apply.)

- Mark each characteristic for which your project obtained a count or subset of counts.
- Mark "No" if your project did not obtain counts for any of the below categories.

- Gender
- Race/ethnicity
- Age
- Public audiences traditionally underrepresented in STEM
- Families
- No, my project did not obtain counts for any of the above categories for this deliverable

[Save & Continue](#)



Products, Programs, or Experiences for Public Audiences

D1

Question Guide

- [Deliverable List](#)
- [Status](#)
- [Status Description](#)
- [Public Audiences](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)
- [Impact List](#)

Impact List

D9. Please review and update each impact for this deliverable and, if necessary, add new impacts this deliverable is designed to achieve with your public audiences.

STEP 1: Review and update previously entered impacts.


- To review and update the impact(s) for this deliverable, click on the impact statement in the *Impact* column.
- After reviewing and updating an impact, you will report on the extent to which your project achieved the impact.

STEP 2: Add new impacts.


- To add an impact, enter the impact statement in the text box in the *Impact* column. Then, click the *Add* button in the right-hand column of the table.
- For definitions and examples related to impacts, see the Impacts and Indicators PowerPoint in the [Help] link.
- After you add an impact, the impact name becomes a link to a set of questions about the impact and the extent to which your project achieved the impact. Click on the impact name in the *Impact* column to access and complete the questions for that impact.

Impact	Information Status	Impact No Longer Applicable	
Impact 1	Complete		
<input type="text"/>			<input type="button" value="Add"/>

Previously entered impact



Informal Science Education Program



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

- Deliverable List**
- Impact List**
- No Longer Applicable
- Impact Info**
- Data Collection
- Impact Status
- Status Description

Impact Info

Impact Name: Impact 1

Indicators:

- test
- test 2
-
-
-

D10a. Please review and, if necessary, update the evaluation design(s) that were used to assess whether this impact and the corresponding indicators have been attained. (Check all that apply.)

- If your evaluation design used mixed methods, please check all designs that apply.

- Qualitative, no comparison group
- Quantitative, no comparison group
- Quasi-experimental
- Experimental
- Other (*specify*)
- None (impact was not measured during the life of the grant award)

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Public Audiences

test 2

- Question Guide
- Deliverable List
- Impact List
- No Longer Applicable
- Impact Info
- Data Collection
- Impact Status
- Status Description

Data Collection

Impact Name: Impact 1

Indicators:

1. test
2. test 2
- 3.
- 4.
- 5.

D10b. Please review and, if necessary, update the data collection methods that your project will use to determine if this impact and the corresponding indicators have been attained. (Check all that apply.)

- In responding to this item, please indicate whether the data collection activity will occur (1) **prior** to the ISE deliverable/activity, (2) **during/at the end of** the ISE deliverable/activity, and/or (3) at some point **after** the ISE deliverable/activity.

Data Collection Activity	When data will be collected		
	Prior to the ISE deliverable/activity	During/at the end of the ISE deliverable/activity	At some point after the ISE deliverable/activity
Administrative/participation data			
Museum attendance (e.g., for specific exhibits)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program attendance (e.g., number participating in youth programs/professional development sessions)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Number of viewers (e.g., for a movie, radio program, or television show)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Website hits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School records (e.g., grades, test scores, course enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administrative/participation data (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected via the web/email			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web logs by study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via the web/email (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected via telephone			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via telephone (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected <u>AT</u> informal science education venues/programs			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews (e.g., exit interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking and timing studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording visitors'/participants'/educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects while at the informal science education venue/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think-aloud techniques/protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected <u>AT</u> informal science education venues/programs (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of study subjects' conversations/behavior <i>outside of the informal science venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>outside of the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected OUTSIDE of informal science venues/other educational settings (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other			
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[No Longer
Applicable](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Impact Status

Impact Name: Impact 1

Indicators:

1. test
2. test 2
- 3.
- 4.
- 5.

D11. Please indicate the extent to which this impact has been met. If applicable, you may refer to the impact's original indicators.

- Impact has been met and represents a major accomplishment
- Impact has been met
- Impact has not been met
- Progress toward this impact has not been measured
- Impact is no longer applicable

[Save & Continue](#)



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

- [Deliverable List](#)
- [Impact List](#)
- [No Longer Applicable](#)
- [Impact Info](#)
- [Data Collection](#)
- [Impact Status](#)
- [Status Description](#)

Status Description

Impact Name: Impact 1

Indicators:

1. test
2. test 2
- 3.
- 4.
- 5.

D11a. Please provide evidence that this impact has been met and explain why it represents a significant accomplishment. In your response, provide any data from your evaluation study that demonstrates both the extent and significance of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverables.

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Save & Continue



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[No Longer
Applicable](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: Impact 1

Indicators:

1. test
2. test 2
- 3.
- 4.
- 5.

D11b. Please provide evidence that this impact has been met. In your response, provide any data from your evaluation study that demonstrates the extent of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverables.



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[No Longer
Applicable](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: Impact 1

Indicators:

1. test
2. test 2
- 3.
- 4.
- 5.

D11c. Describe (1) any factors that hindered your project's ability to achieve this impact, (2) steps you are planning to take to achieve this impact in the future, and (3) method(s) your project is planning to use to document that the impact has been attained.



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[No Longer
Applicable](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: Impact 1

Indicators:

1. test
2. test 2
- 3.
- 4.
- 5.

D11d. Discuss why progress toward this impact was not measured.



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[No Longer
Applicable](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: Impact 1

Indicators:

1. test
2. test 2
- 3.
- 4.
- 5.

D11e. Discuss why this impact no longer applies to your deliverable (e.g., change in project scope).

New Impact



Products, Programs, or Experiences for Public Audiences

test 2

- Question Guide
- Deliverable List
- Impact List
- Impact Info
- Data Collection
- Impact Status
- Status Description

Impact Info

Impact Name: New impact 2

D12a. Please indicate the appropriate category for this particular impact.

- For impact category definitions and examples, please see the PowerPoint in the [Help] tab.

- Awareness, knowledge, or understanding of a STEM concept or topic
- Engagement or interest in a STEM concept or topic
- Attitude regarding a STEM concept or topic
- Behavior regarding a STEM concept or topic
- Skills regarding a STEM concept or topic
- Other (specify)

D12b. What indicators did you use to determine whether this impact was achieved?

- See the PowerPoint in the [Help] tab for additional details on project indicators.

1.
2.
3.
4.
5.

D12c. Which of the following evaluation designs were used to assess whether this impact and the corresponding indicators have been attained? (Check all that apply.)

- If your evaluation design uses mixed methods, please check all designs that apply.

- Qualitative, no comparison group
- Quantitative, no comparison group
- Quasi-experimental
- Experimental
- Other (specify)
- None (impact was not measured during the life of the grant award)



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

Data Collection

[Impact Status](#)

[Status Description](#)

Data Collection

Impact Name: New impact 2

D12d. Which of the following data collection methods were used to assess whether **this impact and the corresponding indicators have been attained?** (Check all that apply.)

- In responding to this item, please indicate whether the data collection activity occurred (1) **prior** to the ISE deliverable/activity, (2) **during/at the end of** the ISE deliverable/activity, and/or (3) at some point **after** the ISE deliverable/activity.

Data Collection Activity	When data was collected		
	Prior to the ISE deliverable/activity	During/at the end of the ISE deliverable/activity	At some point after the ISE deliverable/activity
Administrative/participation data			
Museum attendance (e.g., for specific exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program attendance (e.g., number participating in youth programs/professional development sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of viewers (e.g., for a movie, radio program, or television show)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website hits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School records (e.g., grades, test scores, course enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administrative/participation data (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Data collected via the web/email			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web logs by study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via the web/email (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Data collected via telephone			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via telephone (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected AT informal science education venues/programs			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews (e.g., exit interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking and timing studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording visitors'/participants'/educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>while at the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think-aloud techniques/protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected AT informal science education venues/programs (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of study subjects' conversations/behavior <i>outside of the informal science venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>outside of the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected OUTSIDE of informal science venues/other educational settings (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other			
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="button" value="Save & Continue"/>			



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

- [Deliverable List](#)
- [Impact List](#)
- [Impact Info](#)
- [Data Collection](#)
- [Impact Status](#)
- [Status Description](#)

Impact Status

Impact Name: New impact 2

Indicators:

1. sample indicator
- 2.
- 3.
- 4.
- 5.

D11. Please indicate the extent to which this impact has been met. If applicable, you may refer to the impact's original indicators.

- Impact has been met and represents a major accomplishment
- Impact has been met
- Impact has not been met
- Progress toward this impact has not been measured
- Impact is no longer applicable



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

- [Deliverable List](#)
- [Impact List](#)
- [Impact Info](#)
- [Data Collection](#)
- [Impact Status](#)
- [Status Description](#)

Status Description

Impact Name: New impact 2

Indicators:

1. sample indicator
- 2.
- 3.
- 4.
- 5.

D11a. Please provide evidence that this impact has been met and explain why it represents a significant accomplishment. In your response, provide any data from your evaluation study that demonstrates both the extent and significance of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverables.

Save & Continue



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: New impact 2

Indicators:

1. sample indicator
- 2.
- 3.
- 4.
- 5.

D11b. Please provide evidence that this impact has been met. In your response, provide any data from your evaluation study that demonstrates the extent of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverables.



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: New impact 2

Indicators:

1. sample indicator
- 2.
- 3.
- 4.
- 5.

D11c. Describe (1) any factors that hindered your project's ability to achieve this impact, (2) steps you are planning to take to achieve this impact in the future, and (3) method(s) your project is planning to use to document that the impact has been attained.



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: New impact 2

Indicators:

1. sample indicator
- 2.
- 3.
- 4.
- 5.

D11d. Discuss why progress toward this impact was not measured.



Products, Programs, or Experiences for Public Audiences

test 2

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: New impact 2

Indicators:

1. sample indicator
- 2.
- 3.
- 4.
- 5.

D11e. Discuss why this impact no longer applies to your deliverable (e.g., change in project scope).

Save & Continue

New Deliverable

Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

- Question Guide
- Deliverable List
- Deliverable Type**
- Project Info
- Impact List
- Deliverable Reach
- Audience Count
- Geographic Reach
- Target Group
- Target Audience
- Target Group Data

Deliverable Type

D13. Please indicate the deliverable type that best describes this product, program, or experience. (Select one.)

Audio and Video	
Planetarium show (at one or more public venues)	<input type="radio"/>
Full-length film/movie	<input type="radio"/>
Television segment/episode/program/series	<input type="radio"/>
Video segment/clip/program/series (that does <u>not</u> originate on television or full-length film/movie)	<input type="radio"/>
Radio segment/episode/program/series (that originates on AM/FM/HD/satellite radio)	<input type="radio"/>
Audio segment/episode/program/series (that does <u>not</u> originate on radio)	<input type="radio"/>
Other audio or video (specify) <input type="text"/>	<input type="radio"/>
Exhibits (not including virtual exhibits)	
Permanent exhibit (create/revise exhibit at one or more public venues)	<input type="radio"/>
Temporary exhibit (create/revise exhibit at one or more public venues)	<input type="radio"/>
Traveling exhibit (create/revise traveling exhibit at two or more public venues)	<input type="radio"/>
Other exhibit (specify) <input type="text"/>	<input type="radio"/>
Programs, Events, and Activities	
After-school or summer program for youth (e.g., at a youth or community center)	<input type="radio"/>
Science café	<input type="radio"/>
Group/club (e.g., astronomy club)	<input type="radio"/>
Group-oriented program (e.g., family nights at a museum)	<input type="radio"/>
Festival or other one-time/annual event	<input type="radio"/>
Theater production or performance	<input type="radio"/>
Research and/or data collection BY citizen scientists	<input type="radio"/>
Other program or event (specify) <input type="text"/>	<input type="radio"/>
Resource Materials and Information Sharing	
Blog/newsletter	<input type="radio"/>
Newspaper/magazine (article or entire publication)	<input type="radio"/>
Discussion group/forum (e.g., face-to-face or online)	<input type="radio"/>
Presentation BY STEM/other professionals for the general public (e.g., lectures by scientists or other STEM professionals at museums or other public venues)	<input type="radio"/>
Presentation BY informal learners (e.g., seminar by citizen scientists describing findings from their research or data)	<input type="radio"/>
Research paper or issue brief (e.g., paper prepared by citizen scientists describing findings from their research or data)	<input type="radio"/>
Informational guides (e.g., family guides that help explain key concepts in a museum exhibit)	<input type="radio"/>
Demonstration/activity kit/guide (with supplies and/or instructions to perform experiments or activities)	<input type="radio"/>
Other resource materials (specify) <input type="text"/>	<input type="radio"/>
Infrastructure Development or Enhancement for Facilitated Communication	
Wiki website (e.g., allows creation and editing of interlinked web pages via a web browser using a simplified markup language)	<input type="radio"/>
Database on project website (e.g., database to collect data from citizen scientists)	<input type="radio"/>
Database on non-project website (e.g., developing the capacity to contribute to an existing database)	<input type="radio"/>
Other infrastructure (specify) <input type="text"/>	<input type="radio"/>
Games and Information and Communication Technologies	
Game (e.g., mobile online games, massively multiplayer online games, console games, board games)	<input type="radio"/>
Social virtual world (e.g., computer-based simulated environments such as Second Life)	<input type="radio"/>
Simulation (e.g., a virtual museum exhibit, a simulation of a scientific phenomenon)	<input type="radio"/>
Application for mobile/wireless device (e.g., GPS or iPhone/iPad application)	<input type="radio"/>
Other information and communication technology (specify) <input type="text"/>	<input type="radio"/>
Project Website	
Project Website	<input type="radio"/>
Other	
Other (specify) <input type="text"/>	<input type="radio"/>

Save & Continue

Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- Deliverable List
- Deliverable Type
- Project Info
- Impact List
- Deliverable Reach
- Audience Count
- Geographic Reach
- Target Group
- Target Audience
- Target Group Data

Project Info

D14. Please provide a brief description (i.e., 2-3 sentences) of **this** deliverable.

- Include information about any specific public audiences that were targeted by **this** deliverable—as well as any unique or innovative features of the deliverable that are worth noting (e.g., the use of 4D movie technology).

D15. Please indicate whether **this** deliverable is a primary or secondary focus of your overall ISE project.

- Primary focus (i.e., at least 25 percent of your overall ISE project effort in terms of budget and/or staff time)
- Secondary focus (i.e., less than 25 percent of your overall ISE project effort in terms of budget and/or staff time)

D16. Which of the following are the primary and secondary STEM content foci of **this** deliverable?

- This item focuses exclusively on the STEM content that is being conveyed by this deliverable (e.g., what the project is looking to educate public audiences about).
- Check up to two primary STEM content foci for this deliverable. Check all remaining secondary STEM content foci that apply for this deliverable.

NSF Division STEM Content Area	Primary	Secondary
Biological Sciences		
Environmental Biology	<input type="checkbox"/>	<input type="checkbox"/>
Integrative Organismal Systems	<input type="checkbox"/>	<input type="checkbox"/>
Molecular and Cellular Biosciences	<input type="checkbox"/>	<input type="checkbox"/>
Other biological sciences (specify) <input style="width: 200px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer and Informational Sciences		
Computer and Network Systems	<input type="checkbox"/>	<input type="checkbox"/>
Intelligent Systems and Robotics	<input type="checkbox"/>	<input type="checkbox"/>
Other computer and informational sciences (specify) <input style="width: 200px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineering		
Chemical, Bioengineering, Environmental, Transport Systems	<input type="checkbox"/>	<input type="checkbox"/>
Civil, Mechanical and Manufacturing Innovation	<input type="checkbox"/>	<input type="checkbox"/>
Electrical, Communications and Cyber Systems	<input type="checkbox"/>	<input type="checkbox"/>
Other engineering (specify) <input style="width: 200px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geosciences		
Atmospheric Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Earth Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Ocean Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Other geosciences (specify) <input style="width: 200px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math and Physical Sciences		
Astronomical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Materials Research	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>
Other math and physical sciences (specify) <input style="width: 200px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social, Behavioral and Economic Sciences		
Behavioral and Cognitive Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Human and Social Dynamics	<input type="checkbox"/>	<input type="checkbox"/>
Science of Learning	<input type="checkbox"/>	<input type="checkbox"/>
Science Resource Statistics	<input type="checkbox"/>	<input type="checkbox"/>
Social and Economic Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Other social, behavioral and economic sciences (<i>specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>		
Other		
Other (<i>specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>		

D17. Is this deliverable interdisciplinary (i.e., does it integrate concepts across multiple STEM content areas)?

- No
 Yes

If Yes, please describe the steps taken to make this deliverable interdisciplinary



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Target Group

D18. Please provide information about the impacts of this deliverable on your public audiences.

Use the table below to generate a list of how this deliverable impacted your public audiences. Once you have created this list, you will answer a set of questions for each of these impacts.

STEP 1: Generate a list of impacts.

- To add an impact, enter the impact statement in the text box in the *Impact* column. Then, click the *Add* button in the right-hand column of the table.
- For definitions and examples related to impacts, see the Impacts and Indicators PowerPoint in the [Help] link.

STEP 2: Click on each impact to provide information.

- After you add an impact, the impact statement becomes a link to a set of questions about the impact and the extent to which your project achieved the impact. Click on the impact statement in the *Impact* column to access and complete the questions for that impact.

Impact	Information Status	
<input type="text"/>		<input type="button" value="Add"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Impact Info

Impact Name: **sample impact**

D18a. Please indicate the appropriate category for this particular impact.

- For impact category definitions and examples, please see the Impacts and Indicators PowerPoint in the [Help] link.

- Awareness, knowledge, or understanding of a STEM concept or topic
- Engagement or interest in a STEM concept or topic
- Attitude regarding a STEM concept or topic
- Behavior regarding a STEM concept or topic
- Skills regarding a STEM concept or topic
- Other (*specify*)

D18b. What indicators did you use to determine whether **this** impact was achieved?

- See the Impacts and Indicators PowerPoint in the [Help] link for additional details on project indicators.

1.
2.
3.
4.
5.

D18c. Which of the following evaluation designs were used to assess whether this impact and the corresponding indicators have been attained? (*Check all that apply.*)

- If your evaluation design used mixed methods, please check all designs that apply.

- Qualitative, no comparison group
- Quantitative, no comparison group
- Quasi-experimental
- Experimental
- Other (*specify*)
- None (impact was not measured during the life of the grant award)



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Data Collection

Impact Name: sample impact

D18d. Which of the following data collection methods were used to assess whether this impact and the corresponding indicators have been attained? (Check all that apply.)

- In responding to this item, please indicate whether the data collection activity occurred (1) **prior** to the ISE deliverable/activity, (2) **during/at the end of** the ISE deliverable/activity, and/or (3) at some point **after** the ISE deliverable/activity.

Data Collection Activity	When data was collected		
	Prior to the ISE deliverable/activity	During/at the end of the ISE deliverable/activity	At some point after the ISE deliverable/activity
Administrative/participation data			
Museum attendance (e.g., for specific exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program attendance (e.g., number participating in youth programs/professional development sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of viewers (e.g., for a movie, radio program, or television show)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website hits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School records (e.g., grades, test scores, course enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administrative/participation data (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected via the web/email			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web logs by study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via the web/email (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected via telephone			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via telephone (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data collected AT informal science education venues/programs			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews (e.g., exit interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking and timing studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording visitors'/participants'/educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>while at the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think-aloud techniques/protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected AT informal science education venues/programs (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of study subjects' conversations/behavior <i>outside of the informal science venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>outside of the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected OUTSIDE of informal science venues/other educational settings (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other			
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
<input type="button" value="Save & Continue"/>			



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Impact Status

Impact Name: sample impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

D19. Please indicate the extent to which this impact has been met. If applicable, you may refer to the impact's original indicators.

- Impact has been met and represents a major accomplishment
- Impact has been met
- Impact has not been met
- Progress toward this impact has not been measured
- Impact is no longer applicable

[Save & Continue](#)



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Impact List](#)
- [Impact Info](#)
- [Data Collection](#)
- [Impact Status](#)
- [Status Description](#)

Status Description

Impact Name: sample impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

D19a. Please provide evidence that this impact has been met and explain why it represents a significant accomplishment. In your response, provide any data from your evaluation study that demonstrates both the extent and significance of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverables.



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: sample impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

D19b. Please provide evidence that this impact has been met. In your response, provide any data from your evaluation study that demonstrates the extent of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverables.



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: sample impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

D19c. Describe (1) any factors that hindered your project's ability to achieve this impact, (2) steps you are planning to take to achieve this impact in the future, and (3) method(s) your project is planning to use to document that the impact has been attained.



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: sample impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

D19d. Discuss why progress toward this impact was not measured.



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Status](#)

[Status Description](#)

Status Description

Impact Name: sample impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

D19e. Discuss why this impact no longer applies to your deliverable (e.g., change in project scope).

Save & Continue



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Deliverable Reach

D20. Did this deliverable reach any public audiences over the course of the ISE grant?

- Yes
- No

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Audience Count

D21a. In the table below, please select the method or methods that were used to deliver this product, program, or experience to your public audiences over the course of the ISE grant.

For each selected delivery method, provide the number of individuals that you reached with this deliverable over the course of the ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use this deliverable during the ISE grant award period. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used this deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Delivery Methods for Audio or Video		Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	DVD or CD-ROM	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Accessed at an exhibit (e.g., video segment that appears in a museum exhibit)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	AM/FM/HD/satellite radio	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Television (e.g., network or cable)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Theater at an informal science education institution (e.g., IMAX theater in a museum, planetarium)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Commercial theater (e.g., movie theater)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Theater in another setting (e.g., community center)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Fulldome	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Project Website: Video/Audio that can be accessed or downloaded (e.g., as a podcast) from <u>your project</u> website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Non-Project Website: Video/Audio that can be accessed or downloaded (e.g., as a podcast) on other <u>non-project</u> websites (e.g., YouTube or social networking site)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Audience Count

D21b. In the table below, please select the method or methods that were used to deliver this product, program, or experience to your public audiences over the course of the ISE grant.

For each selected delivery method, provide the number of individuals that you reached with this deliverable over the course of the ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use this deliverable during the ISE grant award period. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used this deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Delivery Methods for Exhibit		Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	Permanent exhibit (<i>create/revise exhibit at one or more public venues</i>)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Audience Count

D21c. In the table below, please select the method or methods that were used to deliver this product, program, or experience to your public audiences over the course of the ISE grant.

For each selected delivery method, provide the number of individuals that you reached with this deliverable over the course of the ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use this deliverable during the ISE grant award period. If you are only providing an unduplicated count, please leave the duplicated count field blank.

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used this deliverable. If you are only providing a duplicated count, please leave the unduplicated count field blank.

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Delivery Methods for Programs, Events, and Activities	Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/> In-person or field-based activity (e.g., students at an after-school/summer program, adults attending a science café at a public venue, scientists taking questions at a museum)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Real-time online discussion group and/or videoconferencing (e.g., Skype)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Project Website: Accessed/used/downloaded from <u>your project</u> website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Non-Project Website: Accessed/used/downloaded on other <u>non-project</u> websites (e.g., social networking sites)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Mobile/wireless device (e.g., submitting data on a cell phone via texting)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Audience Count

D21d. In the table below, please select the method or methods that were used to deliver this product, program, or experience to your public audiences over the course of the ISE grant.

For each selected delivery method, provide the number of individuals that you reached with this deliverable over the course of the ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use this deliverable during the ISE grant award period. If you are only providing an unduplicated count, please leave the duplicated count field blank.

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used this deliverable. If you are only providing a duplicated count, please leave the unduplicated count field blank.

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Delivery Methods for Resource Materials and Information Sharing		Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	Printed hard copy materials	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Project Website: Accessed/used/downloaded from your project website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Non-Project Website: Accessed/used/downloaded on other non-project websites (e.g., social networking sites)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	In-person or field-based activity (e.g., informal learners attending a lecture by scientists at a museum or participating in a forum)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Real-time online discussion group and/or videoconferencing (e.g., Skype)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Physical materials (e.g., manipulatives)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mobile/wireless device	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Audience Count

D21e. In the table below, please select the method or methods that were used to deliver this product, program, or experience to your public audiences over the course of the ISE grant.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable over the course of the ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use *this* deliverable during the ISE grant award period. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used *this* deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Delivery Methods		Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	Wiki website (e.g., allows creation and editing of interlinked web pages via a web browser using a simplified markup language)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Audience Count

D21f. In the table below, please select the method or methods that were used to deliver this product, program, or experience to your public audiences over the course of the ISE grant.

For each selected delivery method, provide the number of individuals that you reached with this deliverable over the course of the ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use this deliverable during the ISE grant award period. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used this deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

	Delivery Methods for Games and Information and Communication Technologies	Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	Project Website: Accessed/used/downloaded from your project website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Non-Project Website: Accessed/used/downloaded on other non-project websites (e.g., social networking sites)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Accessed/used at an exhibit (e.g., at a kiosk in a museum exhibit)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Downloaded to computer or other device	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	DVD or CD-ROM	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Video game	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Board game	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mobile/wireless device (e.g., GPS, iPad)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Deliverable Type](#)

[Website Info](#)

[Project Info](#)

[Impact List](#)

[Deliverable Reach](#)

[Audience Count](#)

[Geographic Reach](#)

[Target Group](#)

[Target Audience](#)

[Target Group Data](#)

Website Info

D13a. Which of the following products, programs, or experiences are included on your project website? (Select all that apply for your project website.)

- Full-length film/movie
- Television segment/episode/program/series
- Video segment/clip/program/series (that does not originate on television or full-length film)
- Radio segment/episode/program/series (that originates on AM/FM/HD/satellite radio)
- Audio segment/episode/program/series (that does not originate on radio)
- Blog/newsletter
- Newspaper/magazine (article or entire publication)
- Discussion group/forum
- Presentation (e.g., PowerPoint slides from presentation by scientists for informal learners)
- Research paper or issue brief
- Activity or informational guide/kit (e.g., family guides for a museum exhibit)
- Wiki site
- Database
- Game (e.g., mobile online games, massively multiplayer online games, console games)
- Social virtual world (e.g., computer-based simulated environments such as Second Life)
- Simulation (e.g., a virtual museum exhibit, a simulation of a scientific phenomenon)
- Application for mobile/wireless device (e.g., GPS or iPhone/iPad application)
- Other components that appear on a project website (specify)

[Save & Continue](#)



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Website Info](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Audience Count

D21g. In the table below, please select the method or methods that were used to deliver **this** product, program, or experience to your public audiences over the course of the ISE grant.

For each selected delivery method, provide the number of individuals that you reached with **this** deliverable over the course of the ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use **this** deliverable during the ISE grant award period. If you are only providing an unduplicated count, please leave the duplicated count field blank.

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used **this** deliverable. If you are only providing a duplicated count, please leave the unduplicated count field blank.

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Delivery Methods		Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	Project Website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Audience Count

D21h. In the table below, please select the method or methods that were used to deliver this product, program, or experience to your public audiences over the course of the ISE grant.

For each selected delivery method, provide the number of individuals that you reached with this deliverable over the course of the ISE grant.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use this deliverable during the ISE grant award period. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a **duplicated count** of the number of individuals that listened to, viewed, read, and/or used this deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Delivery Methods	Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/> testing	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Geographic Reach

D22. Which of the following best describes the actual geographic reach of the public audiences that accessed or used this deliverable over the course of the ISE grant? (Check one.)

- Single community or metropolitan region**
Select even if the community or metropolitan region spans multiple states (e.g., the Washington, D.C., metropolitan area—which includes the District of Columbia, Maryland, and Virginia).
- Multiple communities within a single state or U.S. territory**
Select if the deliverable reached public audiences in two or more communities or metropolitan regions within a single state (e.g., a radio program that will be broadcast in Los Angeles and San Francisco).
- Multiple states and or U.S. territories**
Do not select if the deliverable only reached a public audience in a single metropolitan area that spans multiple states (e.g., the Washington, D.C., metropolitan area—which includes the District of Columbia, Maryland, and Virginia).

Specify in how many states and/or territories this deliverable reached public audiences over the course of the ISE grant:

D23. Did this deliverable target international public audiences outside of the United States and U.S. territories over the course of the ISE grant?

- No
- Yes

If Yes, please describe the steps that were taken to reach international public audiences with this deliverable over the course of the ISE grant:



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

[Deliverable List](#)

[Deliverable Type](#)

[Project Info](#)

[Impact List](#)

[Deliverable Reach](#)

[Audience Count](#)

[Geographic Reach](#)

[Target Group](#)

[Target Audience](#)

[Target Group Data](#)

Target Group

D24. Which of the following best describes the public audience(s) that were targeted by this deliverable over the course of the ISE grant? (Check one.)

- For the purposes of this item, **target group** refers to (1) a specific age group (e.g., youth, age 5-10), (2) caregivers interacting with their children, and/or (3) public audiences traditionally underrepresented in STEM.

- The general public only** (i.e., there were **NO** efforts to direct this deliverable toward a specific target group)
- The general public AND specific target groups** (i.e., the deliverable targeted **BOTH** the general public **AND** one or more specific target groups)
- A specific target group only** (i.e., the deliverable targeted a specific target group(s)—but **NOT** the general public)

[Save & Continue](#)



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)

Target Audience

D24a. Which of the following age groups and/or public audiences underrepresented in STEM did this deliverable target over the course of the ISE grant? (Check all that apply.)

Age Groups

- Children, age 0-4
- Children, age 5-10
- Youth, age 11-14
- Youth, age 15-18
- Adults, age 19-54
- Seniors, age 55 and over

Public Audiences Traditionally Underrepresented in STEM

- English language learners
- Racial groups
- Ethnic groups
- Persons with disabilities
- Low income individuals/families
- Residents in an inner city
- Residents in a rural community
- Women/girls

Other

- Families (i.e., parents or other caregivers interacting with children)
- Other (specify)

D24b. Please describe the steps that were taken over the course of the ISE grant to target this deliverable to the age groups and/or public audiences underrepresented in STEM specified above:



Products, Programs, or Experiences for Public Audiences

New Deliverable Sample

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact List](#)
- [Deliverable Reach](#)
- [Audience Count](#)
- [Geographic Reach](#)
- [Target Group](#)
- [Target Audience](#)
- [Target Group Data](#)



Target Group Data

D25. For this deliverable, did your project obtain a count for any of the following public audience characteristics over the course of your ISE grant for this deliverable? (Check all that apply.)

- Mark each characteristic for which your project obtained a count or subset of counts.
- Mark "No" if your project did not obtain counts for any of the below categories.

- Gender
- Race/ethnicity
- Age
- Public audiences traditionally underrepresented in STEM
- Families
- No, my project did not obtain counts for any of the above categories for this deliverable

Section E: Products, Programs, or Experiences for Professional Audiences.

 **Informal Science Education Program** 

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Professional Audiences

Question Guide

Deliverable List

Deliverable List

Use the tables below to review and update information about previously entered professional audience deliverables and, if necessary, add information for new professional audience deliverables.

- The information collected for each deliverable is very important, and you should carefully consider your response to each item. The information you provide will maximize the ISE program's capacity to report on specific trends and accomplishments at the program, project, and deliverable levels.

STEP 1: In the first table below, review and update previously entered deliverables.

- To review and update information on a deliverable, click on the deliverable name in the column titled *Previously Entered Deliverable Name*.
- Clicking on the deliverable name will bring you to a set of questions about deliverable accomplishments between January 1st and December 31st of the previous year.

STEP 2: In the second table below, add new professional audience deliverables.

- To add a deliverable, enter the deliverable name in the text box in the *New Deliverable Name* column. Then, click the *Add* button in the right-hand column of the table.
- Your project will likely have multiple deliverables (e.g., a museum exhibit and a website). You should enter the name of each deliverable that was not entered in a previous report. [Click here](#) to review the OPMS list of professional audience deliverable types. If your deliverable type is not included on this list, you can enter it in an "Other" category when you provide information about the deliverable type.
- After you add a deliverable, click on the deliverable name in the *New Deliverable Name* column.
- Clicking on the deliverable name will bring you to a set of questions about this deliverable and what it accomplished over the course of the ISE grant award period.


Previously Entered Deliverable Name	Information Status
D1 Professional	Complete

New Deliverable Name	Information Status	
<input style="width: 95%;" type="text"/>		<input type="button" value="Add"/>

If you have completed adding and updating the professional audience deliverables, please click the *Submit* button.

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Previously entered deliverable



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Professional Audiences

D1 Professional

Deliverable Status

Question Guide

- [Deliverable List](#)
- [Deliverable Status](#)
- [Status Description](#)
- [Full Grant\(FG\)](#)
- [Geo Reach\(FG\)](#)
- [Target Group\(FG\)](#)
- [Impact List](#)

E2. What is the status of this deliverable?

- Completed
- Not completed
- Work on this deliverable has been suspended or cancelled

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

- [Deliverable List](#)
- [Deliverable Status](#)
- [Status Description](#)
- [Full Grant\(FG\)](#)
- [Geo Reach\(FG\)](#)
- [Target Group\(FG\)](#)
- [Impact List](#)

Status Description

E2a. Please provide any information about (1) the primary accomplishment associated with this deliverable, (2) any innovative features of this deliverable, (3) any lessons learned regarding the development and implementation of this deliverable that might be of interest to other ISE projects, and (4) whether this deliverable was the most effective way to achieve the intended professional audience impacts.

asdfasdf

Save & Continue



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

- [Deliverable List](#)
- [Deliverable Status](#)
- [Status Description](#)
- [Full Grant\(FG\)](#)
- [Geo Reach\(FG\)](#)
- [Target Group\(FG\)](#)
- [Impact List](#)

Status Description

E2b. Please describe (1) the factors that contributed to this deliverable not being completed by the end of the project, and (2) whether there are any plans to complete this deliverable in the future.

[Save & Continue](#)



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

- [Deliverable List](#)
- [Deliverable Status](#)
- [Status Description](#)
- [Full Grant\(FG\)](#)
- [Geo Reach\(FG\)](#)
- [Target Group\(FG\)](#)
- [Impact List](#)

Status Description

E2c. Please describe (1) the factors that contributed to the decision to suspend or cancel this deliverable, and (2) whether there are any plans to develop this deliverable in the future.



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

- [Deliverable List](#)
- [Deliverable Status](#)
- [Status Description](#)
- [Full Grant\(FG\)](#)
- [Geo Reach\(FG\)](#)
- [Target Group\(FG\)](#)
- [Impact List](#)

Full Grant (FG)

E3. Did this deliverable reach any professional audiences over the course of your ISE grant?

- Yes
 No

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Deliverable Status](#)

[Status Description](#)

[Full Grant\(FG\)](#)

[Geo Reach\(FG\)](#)

[Target Group\(FG\)](#)

[Impact List](#)

Geo Reach (FG)

E4. Which of the following best describes the actual geographic reach of the professional audiences that accessed or used this deliverable over the course of your ISE grant? (Check one.)

- Single community or metropolitan region**
Select even if the community or metropolitan region spans multiple states (e.g., the Washington, D.C., metropolitan area—which includes the District of Columbia, Maryland, and Virginia).
- Multiple communities within a single state or U.S. territory**
Select if the deliverable reached professional audiences in two or more communities or metropolitan regions within a single state (e.g., a radio program that will be broadcast in Los Angeles and San Francisco).
- Multiple states and or U.S. territories**
Do not select if the deliverable only reached a professional audience in a single metropolitan area that spans multiple states (e.g., the Washington, D.C., metropolitan area—which includes the District of Columbia, Maryland, and Virginia).

Specify in how many states and/or territories this deliverable reached professional audiences over the course of your ISE grant:

E5. Did this deliverable target an international professional audience outside of the United States and U.S. territories over the course of your ISE grant?

- No
- Yes

If Yes, please describe the steps that were taken to reach international professional audiences with this deliverable over the course of the ISE grant:



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Deliverable Status](#)

[Status Description](#)

[Full Grant\(FG\)](#)

[Geo Reach\(FG\)](#)

[Target Group\(FG\)](#)

[Impact List](#)

Target Group (FG)

E6. In the table below, please select each professional audience that this deliverable reached over the course of your ISE grant. (Check all that apply.)

For each professional audience that you select, please provide your best estimate of the number of professionals that you reached with this deliverable over the course of your ISE grant.

If possible, provide an **unduplicated count** of individuals who were reached over the course of your ISE grant. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

[Click here for the ISE definition of unduplicated counts.](#)

In cases where it is not possible to provide an unduplicated count, provide a **duplicated count** of individuals who were reached during the previous year. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Professional Audiences	Number of participants over the course of the ISE grant		
	Unduplicated Count	Duplicated Count	Unable to determine at this time
<input checked="" type="checkbox"/> Pre-K - 12 teachers	<input type="text" value="12312"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Post-secondary instructors	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Informal educators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Staff at after-school and youth programs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Staff at community programs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Exhibit designers	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Media producers and/or disseminators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Science writers/journalists	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Scientists, engineers, and/or mathematicians	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Board members	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Directors, presidents, and/or CEOs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Funders	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Policymakers	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Researchers/evaluators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

[Save & Continue](#)



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

- [Deliverable List](#)
- [Deliverable Status](#)
- [Status Description](#)
- [Full Grant\(FG\)](#)
- [Geo Reach\(FG\)](#)
- [Target Group\(FG\)](#)
- [Impact List](#)

Impact List

E7. Please review and update each impact for this deliverable and, if necessary, add new impacts this deliverable is designed to achieve with your professional audiences.

STEP 1: Review and update previously entered impacts.


- To review and update the impact(s) for this deliverable, click on the impact statement in the *Impact* column.
- After reviewing and updating an impact, you will report on the extent to which your project achieved the impact.

STEP 2: Add new impacts.

- To add an impact, enter the impact statement in the text box in the *Impact* column. Then, click the *Add* button in the right-hand column of the table.
- For definitions and examples related to impacts, see the Impacts and Indicators PowerPoint in the [Help] link.
- After you add an impact, the impact statement becomes a link to a set of questions for that particular impact. Click on the impact statement in the *Impact* column to access and complete the questions for that impact.

Impact	Information Status	
Impact prof	Complete	
<input type="text"/>		<input type="button" value="Add"/>

Previously Entered Impact

Informal Science Education Program

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Professional Audiences
D1 Professional

Question Guide

- Deliverable List
- Impact List
- Impact Info
- Data Collection
- Impact Met
- Impact Status

Impact Info

Impact Name: Impact prof

Indicators:

1. ind 1
- 2.
- 3.
- 4.
- 5.

E8a. Please review and, if necessary, update the evaluation design(s) that will be used to assess whether this impact and the corresponding indicators have been attained. (Check all that apply.)

- If your evaluation design uses mixed methods, please check all designs that apply.

- Qualitative, no comparison group
- Quantitative, no comparison group
- Quasi-experimental
- Experimental
- Other (*specify*)
- None (impact will not be measured during the life of the grant award)

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Data Collection

Impact Name: Impact prof

Indicators:

1. ind 1
- 2.
- 3.
- 4.
- 5.

E8b. Please review and, if necessary, update the data collection methods that your project used to determine if this impact and the corresponding indicators have been attained. (Check all that apply.)

- In responding to this item, please indicate whether the data collection activity will occur (1) **prior** to the ISE deliverable/activity, (2) **during/at the end of** the ISE deliverable/activity, and/or (3) at some point **after** the ISE deliverable/activity.

Data Collection Activity	When data was collected		
	Prior to the ISE deliverable/activity	During/at the end of the ISE deliverable/activity	At some point after the ISE deliverable/activity
Administrative/participation data			
Museum attendance (e.g., for specific exhibits)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program attendance (e.g., number participating in youth programs/professional development sessions)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Number of viewers (e.g., for a movie, radio program, or television show)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Website hits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School records (e.g., grades, test scores, course enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administrative/participation data (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected via the web/email			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web logs by study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via the web/email (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected via telephone			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via telephone (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data collected AT informal science education venues/programs			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews (e.g., exit interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking and timing studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording visitors'/participants'/educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>while at the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think-aloud techniques/protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected <u>AT</u> informal science education venues/programs (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of study subjects' conversations/behavior <i>outside of the informal science venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>outside of the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected <u>OUTSIDE</u> of informal science venues/other educational settings (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other			
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
<input type="button" value="Save & Continue"/>			



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Met

Impact Name: Impact prof

Indicators:

1. ind 1
- 2.
- 3.
- 4.
- 5.

E10. Please indicate the extent to which this impact has been met. If applicable, you may refer to the impact's original indicators.

- Impact has been met and represents a major accomplishment
- Impact has been met
- Impact has not been met
- Progress toward this impact has not been measured
- Impact is no longer applicable

[Save & Continue](#)



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: Impact prof

Indicators:

1. ind 1
- 2.
- 3.
- 4.
- 5.

E10a. Please provide evidence that this impact has been met and explain why it represents a significant accomplishment. In your response, provide any data from your evaluation study that demonstrates both the extent and significance of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverable.

asdfasdf asd



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: Impact prof

Indicators:

1. ind 1
- 2.
- 3.
- 4.
- 5.

E10b. Please provide evidence that this impact has been met. In your response, provide any data from your evaluation study that demonstrates the extent of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverable.



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: Impact prof

Indicators:

1. ind 1
- 2.
- 3.
- 4.
- 5.

E10c. Describe (1) any factors that hindered your project's ability to achieve this impact, (2) steps you are planning to take to achieve this impact in the future, and (3) method(s) your project is planning to use to document that the impact has been attained.



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: Impact prof

Indicators:

1. ind 1
- 2.
- 3.
- 4.
- 5.

E10d. Discuss why progress toward this impact was not measured.



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: Impact prof

Indicators:

1. ind 1
- 2.
- 3.
- 4.
- 5.

E10e. Discuss why this impact no longer applies to your deliverable (e.g., change in project scope).

New Impact



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Info

Impact Name: new impact

E9a. Please indicate the appropriate category for this particular impact.

- For impact category definitions and examples, please see the Impacts and Indicators PowerPoint in the [Help] link.

- Awareness, knowledge, or understanding of a STEM concept or topic
- Engagement or interest in a STEM concept or topic
- Attitude regarding a STEM concept or topic
- Behavior regarding a STEM concept or topic
- Skills regarding a STEM concept or topic
- Other (*specify*)

E9b. What indicators did you use to determine whether this impact was achieved?

- See the Impacts and Indicators PowerPoint in the [Help] link for additional details on project indicators.

1.
2.
3.
4.
5.

E9c. Which of the following evaluation designs were used to assess whether this impact and the corresponding indicators have been attained? (*Check all that apply.*)

- If your evaluation design uses mixed methods, please check all designs that apply.

- Qualitative, no comparison group
- Quantitative, no comparison group
- Quasi-experimental
- Experimental
- Other (*specify*)
- None (impact was not measured during the life of the grant award)



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

Data Collection

[Impact Met](#)

[Impact Status](#)

Data Collection

Impact Name: new impact

E9d. Which of the following data collection methods was used to assess whether this impact and the corresponding indicators have been attained? (Check all that apply.)

- In responding to this item, please indicate whether the data collection activity will occur (1) **prior** to the ISE deliverable/activity, (2) **during/at the end of** the ISE deliverable/activity, and/or (3) at some point **after** the ISE deliverable/activity.

Data Collection Activity	When data was collected		
	Prior to the ISE deliverable/activity	During/at the end of the ISE deliverable/activity	At some point after the ISE deliverable/activity
Administrative/participation data			
Museum attendance (e.g., for specific exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program attendance (e.g., number participating in youth programs/professional development sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of viewers (e.g., for a movie, radio program, or television show)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website hits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School records (e.g., grades, test scores, course enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administrative/participation data (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Data collected via the web/email			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web logs by study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via the web/email (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Data collected via telephone			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via telephone (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

Data collected AT informal science education venues/programs			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews (e.g., exit interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking and timing studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording visitors'/participants'/educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>while at the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think-aloud techniques/protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected AT informal science education venues/programs (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of study subjects' conversations/behavior <i>outside of the informal science venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>outside of the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected OUTSIDE of informal science venues/other educational settings (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other			
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
<input type="button" value="Save & Continue"/>			



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Met

Impact Name: new impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E10. Please indicate the extent to which this impact has been met. If applicable, you may refer to the impact's original indicators.

- Impact has been met and represents a major accomplishment
- Impact has been met
- Impact has not been met
- Progress toward this impact has not been measured
- Impact is no longer applicable



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: new impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E10a. Please provide evidence that this impact has been met and explain why it represents a significant accomplishment. In your response, provide any data from your evaluation study that demonstrates both the extent and significance of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverable.



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: new impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E10b. Please provide evidence that this impact has been met. In your response, provide any data from your evaluation study that demonstrates the extent of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverable.



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: new impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E10c. Describe (1) any factors that hindered your project's ability to achieve this impact, (2) steps you are planning to take to achieve this impact in the future, and (3) method(s) your project is planning to use to document that the impact has been attained.



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: new impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E10d. Discuss why progress toward this impact was not measured.



Products, Programs, or Experiences for Professional Audiences

D1 Professional

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: new impact

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E10e. Discuss why this impact no longer applies to your deliverable (e.g., change in project scope).

New Deliverable

Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

Deliverable List

Deliverable Type

Project Info

Impact Organization

Impact List

Full Grant(FG)

Geo Reach(FG)

Target Group(FG)

Deliverable Type

E11. Please indicate the deliverable type that best describes this product, program, or experience. (Select one.)

Audio and Video	
Video segment/clip/program/series (e.g., training videos, webinars)	<input type="radio"/>
Audio segment/clip/program/series	<input type="radio"/>
Other audio or video (specify) <input type="text"/>	<input type="radio"/>
Resource Materials and Information Sharing	
Blog/newsletter	<input type="radio"/>
Discussion group/forum/information sharing network	<input type="radio"/>
Curriculum	<input type="radio"/>
Training workshop	<input type="radio"/>
Presentation (e.g., lecture at a conference for formal educators)	<input type="radio"/>
Research paper, issue brief, or publication (e.g., an article in a peer-reviewed journal)	<input type="radio"/>
Activity or informational guide (e.g., teacher guides for museum exhibit)	<input type="radio"/>
Demonstration/activity kit/guide (with supplies and/or instructions to perform experiments or activities)	<input type="radio"/>
Other resource materials (specify) <input type="text"/>	<input type="radio"/>
Infrastructure Development or Enhancement for Facilitated Communication	
Evaluation tools	<input type="radio"/>
Website for professional audiences (e.g., wiki website)	<input type="radio"/>
Database (e.g., creating a new database or developing the capacity to contribute to an existing database)	<input type="radio"/>
Other infrastructure (specify) <input type="text"/>	<input type="radio"/>
Games and Information and Communication Technologies	
Game (e.g., mobile online games, massively multiplayer online games, console games, board games)	<input type="radio"/>
Simulation (e.g., a virtual museum exhibit, a simulation of a scientific phenomenon)	<input type="radio"/>
Application for mobile/wireless device (e.g., GPS or iPhone/iPad application)	<input type="radio"/>
Other information and communication technology (specify) <input type="text"/>	<input type="radio"/>
Project Website	
Project Website	<input type="radio"/>
Other	
Other (specify) <input type="text"/>	<input type="radio"/>

Save & Continue

Products, Programs, or Experiences for Professional Audiences

New deliverable 1

- Question Guide
- Deliverable List
- Deliverable Type
- Project Info
- Impact Organization
- Impact List
- Full Grant(FG)
- Geo Reach(FG)
- Target Group(FG)

Project Info

E12. Please provide a brief description (i.e., 2-3 sentences) of **this** deliverable.

- Include information about any specific professional audiences that will be targeted by **this** deliverable—as well as any unique or innovative features of the deliverable that are worth noting.

E13. Please indicate whether **this** deliverable is a primary or secondary focus of your overall ISE project.

- Primary focus (i.e., at least 25 percent of your overall ISE project effort in terms of budget and/or staff time)
- Secondary focus (i.e., less than 25 percent of your overall ISE project effort in terms of budget and/or staff time)

E14. Which of the following are the primary and secondary STEM content foci of **this** deliverable?

- This item focuses exclusively on the STEM content that is being conveyed by this deliverable (e.g., what the project is looking to educate professional audiences about).
- Check up to two primary STEM content foci for this deliverable. Check all remaining secondary STEM content foci that apply for this deliverable.

NSF Division STEM Content Area	Primary	Secondary
Biological Sciences		
Environmental Biology	<input type="checkbox"/>	<input type="checkbox"/>
Integrative Organismal Systems	<input type="checkbox"/>	<input type="checkbox"/>
Molecular and Cellular Biosciences	<input type="checkbox"/>	<input type="checkbox"/>
Other biological sciences (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer and Informational Sciences		
Computer and Network Systems	<input type="checkbox"/>	<input type="checkbox"/>
Intelligent Systems and Robotics	<input type="checkbox"/>	<input type="checkbox"/>
Other computer and informational sciences (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineering		
Chemical, Bioengineering, Environmental, Transport Systems	<input type="checkbox"/>	<input type="checkbox"/>
Civil, Mechanical and Manufacturing Innovation	<input type="checkbox"/>	<input type="checkbox"/>
Electrical, Communications and Cyber Systems	<input type="checkbox"/>	<input type="checkbox"/>
Other engineering (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geosciences		
Atmospheric Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Earth Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Ocean Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Other geosciences (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math and Physical Sciences		
Astronomical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Materials Research	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>
Other math and physical sciences (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social, Behavioral and Economic Sciences		
Behavioral and Cognitive Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Human and Social Dynamics	<input type="checkbox"/>	<input type="checkbox"/>
Science of Learning	<input type="checkbox"/>	<input type="checkbox"/>
Science Resource Statistics	<input type="checkbox"/>	<input type="checkbox"/>
Social and Economic Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Other social, behavioral and economic sciences (specify)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>		
Other		
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

E15. Is this deliverable interdisciplinary (i.e., does it combine concepts across multiple STEM content areas)?

- No
- Yes

If Yes, please describe the steps taken to make this deliverable interdisciplinary

Products, Programs, or Experiences for Professional Audiences

New deliverable 1

- Question Guide
- Deliverable List
- Deliverable Type
- Project Info
- Impact Organization
- Impact List
- Full Grant(FG)
- Geo Reach(FG)
- Target Group(FG)

Impact Organization

E16. Where did the information gained or disseminated from this deliverable ultimately have the greatest impact? (Check all that apply.)

Informal Learning Institution/Organization	
Arboretum or botanical garden	<input type="checkbox"/>
Children's museum	<input type="checkbox"/>
History or art museum	<input type="checkbox"/>
Natural history museum	<input type="checkbox"/>
Science-technology center or museum	<input type="checkbox"/>
Nature or interpretive center	<input type="checkbox"/>
Planetarium or fulldome theater	<input type="checkbox"/>
Zoo or a combined zoo/aquarium	<input type="checkbox"/>
Aquarium only	<input type="checkbox"/>
Library	<input type="checkbox"/>
Theater or theater organization	<input type="checkbox"/>
Community organization	<input type="checkbox"/>
Youth organization/after-school organization	<input type="checkbox"/>
Other informal learning institution/organization(specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>
Media Design and Production	
Exhibit design/fabrication firm/entity	<input type="checkbox"/>
Planetarium show production firm/entity	<input type="checkbox"/>
Independent film or media production firm/entity	<input type="checkbox"/>
Print media production firm/entity	<input type="checkbox"/>
Radio station or organization	<input type="checkbox"/>
Television station or organization	<input type="checkbox"/>
Website design firm/entity	<input type="checkbox"/>
Software design firm/entity	<input type="checkbox"/>
Digital/interactive media design and production firm/entity	<input type="checkbox"/>
Other media design/production (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>
Educational Institution	
Pre-K-12 district/school (including charter schools and private schools)	<input type="checkbox"/>
2-year college or community college	<input type="checkbox"/>
4-year college or university	<input type="checkbox"/>
Other educational institution (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>
Educational Support Services	
Educational or STEM materials development firm/entity	<input type="checkbox"/>
Educational or STEM research firm/entity	<input type="checkbox"/>
Other educational support services (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>
Other	
Public or government agency	<input type="checkbox"/>
Evaluation or research firm/entity	<input type="checkbox"/>
National or regional association or professional organization	<input type="checkbox"/>
Other (specify) <input style="width: 150px;" type="text"/>	<input type="checkbox"/>

Save & Continue



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact Organization](#)
- [Impact List](#)
- [Full Grant\(FG\)](#)
- [Geo Reach\(FG\)](#)
- [Target Group\(FG\)](#)

Impact List

E17. Please provide information about the anticipated impacts of this deliverable on your professional audiences.

Use the table below to generate a list of impacts this deliverable is designed to achieve with your professional audiences. Once you have created this list, you will answer a set of questions for each of these impacts.

STEP 1: Generate a list of impacts.

- To add an impact, enter the impact statement in the text box in the *Impact* column. Then, click the *Add* button in the right-hand column of the table.
- For definitions and examples related to impacts, see the Impacts and Indicators PowerPoint in the [Help] link.

STEP 2: Click on each impact to provide information.

- After you add an impact, the impact statement becomes a link to a set of questions for that particular impact. Click on the impact statement in the *Impact* column to access and complete the questions for that impact.

Impact	Information Status
<input type="text"/>	<input type="button" value="Add"/>



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Info

Impact Name: test impact 1

E18a. Please indicate the appropriate category for this particular impact.

- For impact category definitions and examples, please see the Impacts and Indicators PowerPoint in the [Help] link.

- Awareness, knowledge, or understanding of a STEM concept or topic
- Engagement or interest in a STEM concept or topic
- Attitude regarding a STEM concept or topic
- Behavior regarding a STEM concept or topic
- Skills regarding a STEM concept or topic
- Other (*specify*)

E18b. What indicators will you use to determine whether this impact was achieved?

- See the Impacts and Indicators PowerPoint in the [Help] link for additional details on project indicators.

1.
2.
3.
4.
5.

E18c. Which of the following evaluation designs were used to assess whether this impact and the corresponding indicators have been attained? (*Check all that apply.*)

- If your evaluation design uses mixed methods, please check all designs that apply.

- Qualitative, no comparison group
- Quantitative, no comparison group
- Quasi-experimental
- Experimental
- Other (*specify*)
- None (impact was not measured during the life of the grant award)



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

Data Collection

[Impact Met](#)

[Impact Status](#)

Data Collection

Impact Name: test impact 1

E18d. Which of the following data collection methods were used to assess whether this impact and the corresponding indicators have been attained? (Check all that apply.)

- In responding to this item, please indicate whether the data collection activity occurred (1) **prior** to the ISE deliverable/activity, (2) **during/at the end of** the ISE deliverable/activity, and/or (3) at some point **after** the ISE deliverable/activity.

Data Collection Activity	When data was collected		
	Prior to the ISE deliverable/activity	During/at the end of the ISE deliverable/activity	At some point after the ISE deliverable/activity
Administrative/participation data			
Museum attendance (e.g., for specific exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program attendance (e.g., number participating in youth programs/professional development sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of viewers (e.g., for a movie, radio program, or television show)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website hits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School records (e.g., grades, test scores, course enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administrative/participation data (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected via the web/email			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web logs by study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via the web/email (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected via telephone			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via telephone (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data collected AT informal science education venues/programs			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews (e.g., exit interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking and timing studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording visitors'/participants'/educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>while at the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think-aloud techniques/protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected AT informal science education venues/programs (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of study subjects' conversations/behavior <i>outside of the informal science venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects <i>outside of the informal science education venue/program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected OUTSIDE of informal science venues/other educational settings (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other			
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Met

Impact Name: test impact 1

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E19. Please indicate the extent to which this impact has been met. If applicable, you may refer to the impact's original indicators.

- Impact has been met and represents a major accomplishment
- Impact has been met
- Impact has not been met
- Progress toward this impact has not been measured
- Impact is no longer applicable



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: test impact 1

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E19a. Please provide evidence that this impact has been met and explain why it represents a significant accomplishment. In your response, provide any data from your evaluation study that demonstrates both the extent and significance of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverable.



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: test impact 1

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E19b. Please provide evidence that this impact has been met. In your response, provide any data from your evaluation study that demonstrates the extent of the impact. If applicable, you may also refer to the impact's original indicators.

- Your answer should also provide any data and findings generated around this impact. If possible, also provide the source and citation in your summative report or other deliverable.

Save & Continue



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: test impact 1

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E19c. Describe (1) any factors that hindered your project's ability to achieve this impact, (2) steps you are planning to take to achieve this impact in the future, and (3) method(s) your project is planning to use to document that the impact has been attained.



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: test impact 1

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E19d. Discuss why progress toward this impact was not measured.



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Impact List](#)

[Impact Info](#)

[Data Collection](#)

[Impact Met](#)

[Impact Status](#)

Impact Status

Impact Name: test impact 1

Indicators:

1. asdf
- 2.
- 3.
- 4.
- 5.

E19e. Discuss why this impact no longer applies to your deliverable (e.g., change in project scope).



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Deliverable Type](#)

[Project Info](#)

[Impact Organization](#)

[Impact List](#)

[Full Grant\(FG\)](#)

[Geo Reach\(FG\)](#)

[Target Group\(FG\)](#)

Full Grant (FG)

E20. Did this deliverable reach any professional audiences over the course of your ISE grant?

- Yes
- No

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

[Deliverable List](#)

[Deliverable Type](#)

[Project Info](#)

[Impact Organization](#)

[Impact List](#)

[Full Grant\(FG\)](#)

[Geo Reach\(FG\)](#)

[Target Group\(FG\)](#)

Geo Reach (FG)

E21. Which of the following best describes the actual geographic reach of the professional audiences that accessed or used this deliverable over the course of your ISE grant? (Check one.)

- Single community or metropolitan region**
Select even if the community or metropolitan region spans multiple states (e.g., the Washington, D.C., metropolitan area—which includes the District of Columbia, Maryland, and Virginia).
- Multiple communities within a single state or U.S. territory**
Select if the deliverable reached professional audiences in two or more communities or metropolitan regions within a single state (e.g., a radio program that will be broadcast in Los Angeles and San Francisco).
- Multiple states and or U.S. territories**
Do not select if the deliverable only reached a professional audience in a single metropolitan area that spans multiple states (e.g., the Washington, D.C., metropolitan area—which includes the District of Columbia, Maryland, and Virginia).

Specify in how many states and/or territories this deliverable reached professional audiences over the course of your ISE grant:

E22. Did this deliverable target an international professional audience over the course of your ISE grant?

- No
- Yes

If Yes, please describe the steps that were taken to reach international professional audiences with this deliverable over the course of your ISE grant:



Products, Programs, or Experiences for Professional Audiences

New deliverable 1

Question Guide

- [Deliverable List](#)
- [Deliverable Type](#)
- [Project Info](#)
- [Impact Organization](#)
- [Impact List](#)
- [Full Grant\(FG\)](#)
- [Geo Reach\(FG\)](#)
- [Target Group\(FG\)](#)

Target Group (FG)

E23. In the table below, please select each professional audience that this deliverable reached over the course of your ISE grant. (Check all that apply.)

For each professional audience that you select, please provide the number of professionals that you reached with this deliverable over the course of your ISE grant.

If possible, provide an **unduplicated count** of individuals who were reached over the course of your ISE grant. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

[Click here for the ISE definition of unduplicated counts.](#)



In cases where it is not possible to provide an unduplicated count, provide a **duplicated count** of individuals who were reached over the course of your ISE grant. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

[Click here for the ISE definition of duplicated counts.](#)

You only need to provide an unduplicated count or a duplicated count, not both. However, you should provide both if your project collects both unduplicated and duplicated participation data.

Professional Audiences	Number of participants during ISE grant		
	Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/> Pre-K - 12 teachers	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Post-secondary instructors	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Informal educators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Staff at after-school and youth programs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Staff at community programs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Exhibit designers	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Media producers and/or disseminators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Science writers/journalists	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Scientists, engineers, and/or mathematicians	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Board members	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Directors, presidents, and/or CEOs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Funders	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Policymakers	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Researchers/evaluators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Section F: Formative and Summative Evaluation Questions

Informal Science Education Program

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Formative and Summative Evaluation Questions

Question Guide

Formative Eval

Formative Info

No Longer Applicable

Summative Eval

Summative Info

No Longer Applicable

Formative Eval

F1. Please review and, if necessary, update the following contact information for the organization or individual conducting your *formative* evaluation.

- If your project does not have a formative evaluation, check the box at the bottom of the screen.

Organization name:	<input style="width: 95%;" type="text" value="Organization name:"/>
Primary point of contact:	<input style="width: 95%;" type="text" value="Primary point of contact:"/>
Telephone number for the primary point of contact: (###-###-####)	<input style="width: 95%;" type="text" value="123-132-4646"/>
Email address for the primary point of contact:	<input style="width: 95%;" type="text" value="temp@email.com"/>

This project has no formative evaluation.

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



Formative and Summative Evaluation Questions

Question Guide

- Formative Eval
- Formative Info
- No Longer Applicable
- Summative Eval
- Summative Info
- No Longer Applicable

Formative Info

F2. Please review, update, and report on formative evaluation questions.

Use the following steps to update previously entered evaluation questions, add new evaluation questions, and report on progress toward answering evaluation questions.

STEP 1: Update previously entered evaluation designs.

- Review each previously entered evaluation question. If the evaluation design has changed, you can check any new evaluation designs and uncheck any evaluation designs that will no longer be used to examine this evaluation question. Click "edit" to confirm the changes.
- If an evaluation question no longer applies, check the appropriate box in the column titled *Check if question is no longer applicable*, then click "edit."

STEP 2: Add new evaluation questions.

- To add a new evaluation question, type the question in the text box in the *Formative Evaluation Question* column.
- Check all evaluation designs that will be used to answer the evaluation question. If your evaluation design uses mixed methods, please check all designs that apply.
- If you will use an evaluation design that is not listed in the table, specify the evaluation design type in the text box in the *Other* column.
- Click the *Add* button in the right-hand column to add the completed evaluation question and designs to the table.

STEP 3: Report on progress toward answering evaluation questions.

- Each evaluation question in the table is a link. Click on each evaluation question link to describe the progress your project has made toward answering the evaluation question.

Formative Evaluation Question	Evaluation Design (check all that apply)					Check if question is no longer applicable	Status	
	Qualitative, no comparison group	Quantitative, no comparison group	Quasi-experimental	Experimental	Other (specify)			
fi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value=""/>	<input type="checkbox"/>	Complete	<input type="button" value="Edit"/>
<input type="text" value=""/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value=""/>			<input type="button" value="Add"/>



Formative and Summative Evaluation Questions

Question Guide

Formative Eval

Formative Info

No Longer
Applicable

Summative Eval

Summative Info

No Longer
Applicable

Evaluation Question

Evaluation question: f2

F2a. What progress have you made toward answering this formative evaluation question?

- Your answer should address what have you learned that will advance the ISE field.
- Your answer should also provide any data and findings generated around this evaluation question. If possible, also provide the source and citation in your formative report or other deliverable.

Save & Continue



Formative and Summative Evaluation Questions

Question Guide

Formative Eval

Formative Info

No Longer
Applicable

Summative Eval

Summative Info

No Longer
Applicable

No Longer Applicable

F2b. Please describe why this evaluation question no longer applies to your ISE project.

Evaluation question: f1

Save & Continue



Formative and Summative Evaluation Questions

Question Guide

Formative Eval

Formative Info

No Longer
Applicable

Summative Eval

Summative Info

No Longer
Applicable

Summative Eval

F3. Please review and, if necessary, update the following contact information for the organization or individual conducting your *summative* evaluation.

- If your project does not have a summative evaluation, check the box at the bottom of the screen.

Organization name:

Primary point of contact:

Telephone number for the primary point of contact:
(###-###-####)

Email address for the primary point of contact:

This project has no summative evaluation.



Formative and Summative Evaluation Questions

Question Guide

[Formative Eval](#)

[Formative Info](#)

[No Longer
Applicable](#)

[Summative Eval](#)

[Summative Info](#)

[No Longer
Applicable](#)

Summative Info

F4. Please review, update, and report on summative evaluation questions.

Use the following steps to update previously entered evaluation questions, add new evaluation questions, and report on progress toward answering evaluation questions.

STEP 1: Update previously entered evaluation designs.

- Review each previously entered evaluation question. If the evaluation design has changed, you can check any new evaluation designs and uncheck any evaluation designs that will no longer be used to examine this evaluation question. Click "edit" to confirm the changes.
- If an evaluation question no longer applies, check the appropriate box in the column titled *Check if question is no longer applicable*, then click "edit."

STEP 2: Add new evaluation questions.

- To add a new evaluation question, type the question in the text box in the *Summative Evaluation Question* column.
- Check all evaluation designs that will be used to answer the evaluation question. If your evaluation design uses mixed methods, please check all designs that apply.
- If you will use an evaluation design that is not listed in the table, specify the evaluation design type in the text box in the *Other* column.
- Click the *Add* button in the right-hand column to add the completed evaluation question and designs to the table.

STEP 3: Report on progress toward answering evaluation questions.

- Each evaluation question in the table is a link. Click on each evaluation question link to describe the progress your project has made toward answering the evaluation question.

Summative Evaluation Question	Evaluation Design (check all that apply)					Check if question is no longer applicable	Status	
	Qualitative, no comparison group	Quantitative, no comparison group	Quasi-experimental	Experimental	Other (specify)			
sf	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	Not Started	<input type="button" value="Edit"/>
s2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	Not Started	<input type="button" value="Delete"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>		<input type="button" value="Add"/>



Formative and Summative Evaluation Questions

Question Guide

Formative Eval

Formative Info

No Longer
Applicable

Summative Eval

Summative Info

No Longer
Applicable

Evaluation Question

Evaluation question: s2

F4a. What progress have you made toward answering this summative evaluation question?

- Your answer should address what have you learned that will advance the ISE field.
- Your answer should also provide any data and findings generated around this evaluation question. If possible, also provide the source and citation in your Summative report or other deliverable.

Save & Continue



Formative and Summative Evaluation Questions

Question Guide

[Formative Eval](#)

[Formative Info](#)

[No Longer
Applicable](#)

[Summative Eval](#)

[Summative Info](#)

[No Longer
Applicable](#)

No Longer Applicable

F4b. Please describe why this evaluation question no longer applies to your ISE project.

Evaluation question: sf

Save & Continue



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Question Guide

Formative Eval

Formative Info

No Longer
Applicable

Summative Eval

Summative Info

No Longer
Applicable

Submit

If you wish at this time to review and change any of your responses, please click on any section of the Question Guide to the left. If you revise any of your answers, be sure to click the *Save & Continue* button below the question in order to save your changes. If you are ready to submit now, click the *Submit* button to submit this section.

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Section G: Project Accomplishments and Lessons Learned

Project Accomplishments and Lessons Learned

Question Guide

Question G1-G9

Question G10

Question G11

Question G1-G7

G1. What do you consider to be your project's most significant accomplishment? What is noteworthy about this accomplishment?

- Your answer should provide any data and findings generated around this accomplishment. If possible, also provide the source and citation in your summative report or other deliverable.

asdf

G2. How did this project advance knowledge about the field of science, a specific field within science, and/or informal science education?

- Provide examples that can be easily understood by the general public.

asdf

G3. Describe any unanticipated benefits or impacts that occurred as a result of your ISE project.

asdf

G4. Describe all significant innovations of your project (e.g., deliverables or approaches to project management) that would be of value to others.

asd

G5. Describe any lessons that you learned as a result of this project that may be of use to other ISE Principal Investigators. If possible, address each of the following categories:

- Designing and managing project deliverables and activities
- Collaborating with partners
- Identifying and measuring project impacts
- Recruiting/retaining participants
- Sustainability
- Other aspects of your project

asf

G6. Describe steps taken over the course of your ISE grant to use findings uncovered through your project's formative evaluation.

- For example, provide examples of how the scope, focus, design, or implementation of the project was revised to reflect findings from your formative evaluation.
- Enter "N/A" if your project did not have a formative evaluation.

asf

G7. Provide a summary of approaches taken to disseminate information about your project to others in the ISE field over the course of your ISE grant.

asf asdf

G8. List any honors, awards, or other recognitions received by the project over the course of your ISE grant.


asf

G9. Describe any print and/or media coverage generated about your ISE project.

adf

Save & Continue

Note: if you do not enter any products, a checkbox appears that allows you to say you have none to upload.


Informal Science Education Program

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Project Accomplishments and Lessons Learned

Question Guide

Question G1-G9

Question G10

Question G11

Question G6

G10. In the table below, attach any products, publications, logic models, or data collection instruments that you would like to share with other ISE projects.

- Enter a title and select the "Type" of product from the drop-down menu. Use the "Choose File" button to locate products on your computer. Then, click the "Upload" button to upload them. Repeat for each product you would like to upload.
- Anything you upload may be viewed by NSF, other ISE projects, and other interested parties. Only upload materials are ready to be shared.
- Only upload final products. Do not attach products that are still in draft form.
- The maximum file size is 10MB per product.
- Whenever possible, convert files to PDF documents. For help with this process, please contact your Westat contact person or email ISEhelp@westat.com.
- Allowable file types include .pdf, .doc, .docx, .xls, .xlsx, .txt, .ppt, .visio, .jpeg, .jpg, and .gif.

File Title:

File Type: --Select type--
 Other (*specify*):

File: Choose File | No file chosen

Upload

Files uploaded:



File Name	Title	Type	
Overview of Items in the Baseline Survey	Baseline Overview	Logic model	Delete

Save & Continue

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Page 142 of 146

Note: If you do not enter any websites, a checkbox appears that allows you to indicate that you have no websites.

 **Informal Science Education Program** 

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Project Accomplishments and Lessons Learned

Question Guide

- [Question G1-G9](#)
- [Question G10](#)
- [Question G11](#)

Question G7


G11. In the table below, enter any websites that contain project materials (e.g., a project website, a blog, or an online video) that you would like to share with other ISE projects.

- To add a website, type the website address in the text box in the *Website* column.
- For each website, type a description of the website materials in the *Description of Materials on Website* column.
- When the website address and description have been entered and completed, click the *Add* button in the right-hand column of the table.

Website	Description of Materials on Website	
http://iseopms.org	ISE OPMS	<input type="button" value="Delete"/>
<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input type="button" value="Add"/>

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Section H: Future Directions



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Project Accomplishments and Lessons Learned

Question H1

Question Guide

- Question H1**
- Question H2Sub

H1. Will your project continue beyond the end of the ISE grant period?

Yes

No

[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Project Accomplishments and Lessons Learned

Question Guide

[Question H1](#)

[Question H2Sub](#)

Question H2_Sub

H2a. Please provide a description of your project's future plans.

asdf asdf

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[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)



[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

Project Accomplishments and Lessons Learned

Question Guide

[Question H1](#)

[Question H2Sub](#)

Question H2_Sub

H2b. Please explain why your project will not continue beyond the ISE grant period.

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[Section Menu](#) | [Print](#) | [Glossary](#) | [Help](#) | [Downloads](#) | [Sign out](#)

