Attachment A3

AISL Monitoring System Screenshots: OPMS Annual Survey

Annual Survey Screenshots for

The NSF Advancing Informal STEM Learning (AISL) Program's

Online Project Monitoring System (OPMS)

NOTE: The OPMS Annual Survey collects data for the previous calendar year (i.e., January 1 – December 31 of the previous year).

AISL Online Project Monitoring System

To enter the Advancing Informal STEM Learning (AISL) Online Project Monitoring System (OPMS), please type your User Login and Password in the boxes below, then click on **Login.**

Login
User Login: _____
Password: _____
LOGIN   RESET

OMB # 3145-0226, Expiration Date: 2/29/2016
Advancing Informal STEM Learning (AISL)
Online Project Monitoring System (OPMS)
Sponsored by the
National Science Foundation
Conducted by
Westat
1650 Research Boulevard
Rockville, Maryland 20850

Privacy Notice

Information from this monitoring system will be retained by the National Science Foundation, a federal agency, and will be an integral part of its Privacy Act System of Records in accordance with the Privacy Act of 1974 and maintained in the Education and Training System of Records, 63 Fed. Reg. 264, 272 (January 5, 1998). These are confidential files accessible only to appropriate National Science Foundation (NSF) officials, their staffs, and their contractors responsible for monitoring, assessing, and evaluating NSF programs. Only data in highly aggregated form, or data explicitly requested as "for general use," will be made available to anyone outside of the National Science Foundation for research purposes. Data submitted will be used in accordance with criteria established by NSF for monitoring research and education grants, and in response to Public Law 99-383 and 42 U.S.C. 1885c.

Public Burden

Submission of the requested information is voluntary. Failure to provide full and complete information, however, may reduce the possibility for continued support thorough the award/project subject to this survey. The public reporting burden for this collection of information is estimated to average 24.0 person hours for the Baseline submission, 8.0 person hours for each Annual Report, and 16.0 person hours for the Closeout Report, including the time for reviewing instructions. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Suzanne Plimpton, Reports Clearance Officer for OMB Collection 3145-0226, National Science Foundation, 4201 Wilson Blvd., Suite 1265, Arlington, VA 22230.

If you have any questions, contact isehelp@westat.com

Contact Us

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

INSTRUCTIONS FOR COMPLETING THE AISL ANNUAL UPDATE

Project ID: Test201
Award Type: Test

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

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	Status
Section A: Project and the Lead Organization	Not Started
Section B: Key Personnel for the Project Team	Not Started
Section C: Organizational Partners	Not Started
Section D: Products, Programs, or Experiences for Public Audiences	Not Started
Section E: Products, Programs, or Experiences for Professional Audiences	Not Started
Section F: Formative and Summative Evaluation Questions	Not Started
Section G: Project Accomplishments and Lessons Learned	Not Started
Annual Submission Status: **Not complete**	

Section A: Project and the Lead Organization

AISL Online Project Monitoring System

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INSTRUCTIONS FOR COMPLETING THE AISL ANNUAL UPDATE

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	Status
Section A: Project and the Lead Organization	Not Started
Section B: Key Personnel for the Project Team	Not Started
Section C: Organizational Partners	Not Started
Section D: Products, Programs, or Experiences for Public Audiences	Not Started
Section E: Products, Programs, or Experiences for Professional Audiences	Not Started
Section F: Formative and Summative Evaluation Questions	Not Started
Section G: Project Accomplishments and Lessons Learned	Not Started
Annual Submission Status: **Not complete**	

Project and the Lead Organization

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

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: `test`

Street address: `test`

City: `test`

State: `Alabama ▼`

Zip code: `11111`

Telephone number for the primary point of contact: (###-###-####) `111-111-1111`

Email address for the primary point of contact: `1@test.com`

[Save & Continue]

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 will reach public or professional audiences.

- If your project has no public venues, please check the box below the table.

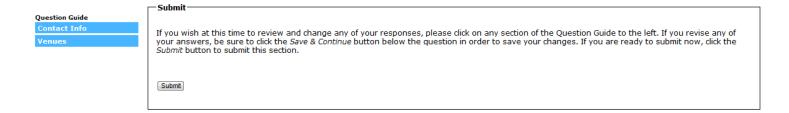**STEP 1: Update previously entered public venues.**

- For each previously entered public venue, select an option from the drop-down menu in the *Venue use in the past calendar year* 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 in the past calendar year* column and click the "update" button.

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 AISL-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. Then, click the *Add* button in the right-hand column of the table.

- After you have added a venue to the table, use the *Update* 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 in the past calendar year	
test	22222	Restaurant	Used in past year	[Edit] [Delete]
		Select venue type ▼ Other *(specify):*	Select venue us ▼	[Add]

☐ This project has no physical public settings in which it will reach public or professional audiences.

[Save & Continue]

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.

Submit

(SELECTING "SUBMIT" WILL SUBMIT SECTION A, MARK SECTION A AS "COMPLETE" ON THE SECTION MENU, AND RETURN TO THE SECTION MENU)

Section B: Key Personnel for the Project Team

AISL Online Project Monitoring System

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INSTRUCTIONS FOR COMPLETING THE AISL ANNUAL UPDATE

Project ID: Test201
Award Type: Test

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	Status
Section A: Project and the Lead Organization	Complete
Section B: Key Personnel for the Project Team	Not Started
Section C: Organizational Partners	Not Started
Section D: Products, Programs, or Experiences for Public Audiences	Not Started
Section E: Products, Programs, or Experiences for Professional Audiences	Not Started
Section F: Formative and Summative Evaluation Questions	Not Started
Section G: Project Accomplishments and Lessons Learned	Not Started
Annual Submission Status: **Not complete**	

Key Personnel for the Project Team

This section collects information about each PI, co-PI, named advisor, key team member, and consultant that makes substantial contributions to your AISL project and that has 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 on each previously entered key personnel 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.

- To delete a new individual, click the "Delete" button in the appropriate row.

Name of Individual	Information Status	No longer key personnel	
test key personnel	Not Started	☐	Edit
test key personnel 2	Not Started		Delete
			Add

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

Submit

(B1-B4 ARE *REVIEWED* FOR EACH PERSON ENTERED IN A PREVIOUS REPORT. EACH PERSON ENTERED IN A PREVIOUS REPORT WILL HAVE AN "EDIT" BUTTON IN THE FAR RIGHT COLUMN OF THE KEY PERSONNEL TABLE. B1-B4 ARE

SKIPPED IF THE BOX IS SELECTED IN THE COLUMN INDICATING THAT THE PERSON IS "NO LONGER KEY PERSONNEL.")

B3. **What role will 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	●	☐
Co-principal investigator	○	☑
Program management	○	☐
Committee member/chair	○	☐
Content specialist	○	☐
Materials design or development *(e.g., film producer, curriculum writer, exhibit designer)*	○	☐
Computer programmer or web designer	○	☐
Advisor/consultant	○	☐
Marketing and/or outreach *(e.g., program promoter, exhibit public relations, participant recruitment)*	○	☐
Educator/programming provider *(e.g., exhibit guide, after school leader)*	○	☐
Trainer	○	☐
External evaluator	○	☐
Internal evaluator	○	☐
Researcher	○	☐
Other *(specify)* [ ]	○	☐

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

Zip code: [11111]

Telephone number: [1111-111-11111]

Email address: [1@test.com]

[Save & Continue]

(SELECTING "SAVE & CONTINUE" WILL RETURN YOU TO THE KEY PERSONNEL MAIN PAGE)

(B5-B8 ARE *COMPLETED* FOR EACH PERSON ENTERED IN THE CURRENT REPORT. EACH PERSON ENTERED IN THE CURRENT REPORT WILL HAVE A "DELETE" BUTTON IN THE FAR RIGHT COLUMN OF THE KEY PERSONNEL TABLE.)

Question B5-B8

Name: test key personnel 2

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

test

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.
- 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	●	○
Children's museum	○	○
History or art museum	○	○
Natural history museum	○	●
Science-technology center or museum	○	○
Multi-type museum *(e.g., a museum that is both a science-technology museum and a natural history museum)*	○	○
Tribal museum	○	○
Nature or interpretive center	○	○
Planetarium or fulldome theater	○	○
Combined planetarium and science technology-center or museum	○	○
Zoo or a combined zoo/aquarium	○	○
Aquarium only	○	○
Library	○	○
Theater or theater organization	○	○
Community organization	○	○
Youth organization/after-school organization	○	○
Other informal learning institution/organization *(specify)*	○	○
Media Design and Production		
Exhibit design/fabrication firm/entity	○	○
Planetarium show production firm/entity	○	○
Independent film or media production firm/entity	○	○
Print media production firm/entity	○	○
Radio station or organization	○	○
Television station or organization	○	○
Television and radio station or organization	○	○
Website design firm/entity	○	○
Software design firm/entity	○	○
Digital/interactive media design and production firm/entity	○	○
Other media design/production *(specify)*	○	○
Educational Institution		
Pre-K-12 district/school *(including charter schools and private schools)*	○	○
Continuing education institution	○	○
2-year college or community college	○	○
4-year college or university	○	○
Graduate or professional school	○	○
Other educational institution *(specify)*	○	○
Educational Support Services		
Educational or STEM materials development firm/entity	○	○
Educational or STEM research firm/entity	○	○
Other educational support services *(specify)*	○	○
Other		
Public or government agency	○	○
Evaluation or research firm/entity	○	○
Research and educational outreach firm/entity	○	○
Research laboratory/center	○	○
Consulting/public relations/marketing/communications firm/entity	○	○
Foundation or grant-making institution	○	○
Private company	○	○
National or regional association or professional organization	○	○
Other *(specify)*	○	○
Multi-category		
Multi-category *(e.g., two or more organization categories)*	○	○
Not Applicable		
Not Applicable *(i.e., the individual is not affiliated with an organization)*	○	○

(CONTINUED ON NEXT PAGE)

B7. **What role will 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	○	☐
Co-principal investigator	○	☐
Program management	⦿	☐
Committee member/chair	○	☐
Content specialist	○	☐
Materials design or development *(e.g., film producer, curriculum writer, exhibit designer)*	○	☐
Computer programmer or web designer	○	☑
Advisor/consultant	○	☐
Marketing and/or outreach *(e.g., program promoter, exhibit public relations, participant recruitment)*	○	☐
Educator/programming provider *(e.g., exhibit guide, after school leader)*	○	☐
Trainer	○	☐
External evaluator	○	☐
Internal evaluator	○	☐
Researcher	○	☐
Other *(specify)* [ ]	○	☐

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

Zip code: 22222

Telephone number: 222-222-2222

Email address: test@test2.com

[Save & Continue]

(SELECTING "SAVE & CONTINUE" WILL RETURN YOU TO THE KEY PERSONNEL MAIN PAGE)

Key Personnel for the Project Team

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- 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.

- To delete a new individual, click the "Delete" button in the appropriate row.

Name of Individual	Information Status	No longer key personnel	
test key personnel	Complete	☐	Edit
test key personnel 2	Complete		Delete
			Add

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

Submit

(SELECTING "SUBMIT" WILL SUBMIT SECTION B, MARK SECTION B AS "COMPLETE" ON THE SECTION MENU, AND RETURN TO THE SECTION MENU)

Section C: Organizational Partners

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	Status
Section A: Project and the Lead Organization	Complete
Section B: Key Personnel for the Project Team	Complete
Section C: Organizational Partners	Not Started
Section D: Products, Programs, or Experiences for Public Audiences	Not Started
Section E: Products, Programs, or Experiences for Professional Audiences	Not Started
Section F: Formative and Summative Evaluation Questions	Not Started
Section G: Project Accomplishments and Lessons Learned	Not Started
Annual Submission Status: **Not complete**	

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 on 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" and click the "Edit" button.

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 <u>and</u> in **Section A: Project and the Lead Organization.** If the venue is not an organizational partner, please only enter the information in **Section A.**
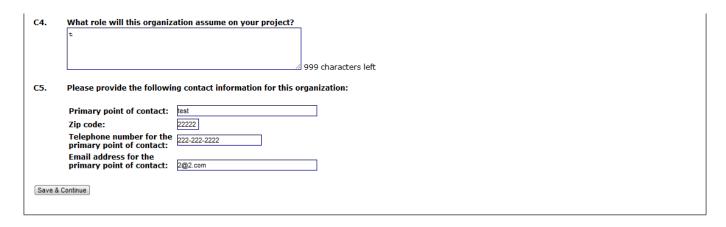
Partner Organization	Partner Primary Contact	Information Status	No longer an organizational partner	
test organizational partner	test	Not Started	☐	Edit
test organizational partner 2		Not Started		Delete
				Add

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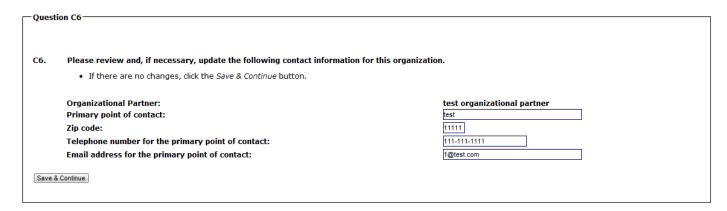
Submit

(C1-C5 ARE *COMPLETED* FOR EACH PARTNER ENTERED IN THE CURRENT REPORT. EACH PARTNER ENTERED IN THE CURRENT REPORT WILL HAVE A "DELETE" BUTTON IN THE FAR RIGHT COLUMN OF THE PARNTER TABLE.)

Question C1-C5

C1.   **Organization name:**
        test organizational partner 2

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

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.

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History or art museum	○	○
Natural history museum	○	○
Science-technology center or museum	○	○
Multi-type museum *(e.g., a museum that is both a science-technology museum and a natural history museum)*	○	○
Tribal museum	○	○
Nature or interpretive center	○	○
Planetarium or fulldome theater	○	○
Combined planetarium and science technology-center or museum	○	○
Zoo or a combined zoo/aquarium	○	○
Aquarium only	○	○
Library	○	○
Theater or theater organization	○	○
Community organization	○	○
Youth organization/after-school organization	○	○
Other informal learning institution/organization *(specify)*	○	○
Media Design and Production		
Exhibit design/fabrication firm/entity	○	○
Planetarium show production firm/entity	○	○
Independent film or media production firm/entity	○	○
Print media production firm/entity	○	○
Radio station or organization	○	○
Television station or organization	○	○
Television and radio station or organization	○	○
Website design firm/entity	○	○
Software design firm/entity	○	○
Digital/interactive media design and production firm/entity	○	○
Other media design/production *(specify)*	○	○
Educational Institution		
Pre-K-12 district/school *(including charter schools and private schools)*	○	○
Continuing education institution	○	○
2-year college or community college	○	○
4-year college or university	○	○
Graduate or professional school	○	○
Other educational institution *(specify)*	○	○
Educational Support Services		
Educational or STEM materials development firm/entity	○	○
Educational or STEM research firm/entity	○	○
Other educational support services *(specify)*	○	○
Other		
Public or government agency	○	○
Evaluation or research firm/entity	○	○
Research and educational outreach firm/entity	○	○
Research laboratory/center	○	○
Consulting/public relations/marketing/communications firm/entity	○	○
Foundation or grant-making institution	○	○
Private company	○	○
National or regional association or professional organization	○	○
Other *(specify)*	○	○
Multi-category		
Multi-category *(e.g., two or more organization categories)*	○	○
Not Applicable		
Not Applicable *(i.e., there is no division/department for this organization)*	▓	●

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

t

999 characters left

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

Primary point of contact: test

Zip code: 22222

Telephone number for the primary point of contact: 222-222-2222

Email address for the primary point of contact: 2@2.com

Save & Continue

(SELECTING "SAVE & CONTINUE" WILL RETURN YOU TO THE PARTNER MAIN PAGE)

(C6 IS *REVIEWED AND UPDATED* FOR EACH PARTNER ENTERED IN A PREVIOUS REPORT. EACH PARTNER ENTERED IN A PREVIOUS REPORT WILL HAVE AN "EDIT" BUTTON IN THE FAR RIGHT COLUMN OF THE PARTNER TABLE. C6 IS SKIPPED IF THE BOX IS SELECTED IN THE COLUMN INDICATING THAT THE PARTNER IS "NO LONGER AN ORGANIZATIONAL PARTNER.")

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: **test organizational partner**

Primary point of contact: test

Zip code: 11111

Telephone number for the primary point of contact: 111-111-1111

Email address for the primary point of contact: 1@test.com

Save & Continue

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 on 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" and click the "Edit" button.

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 <u>and</u> 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	
test organizational partner	test	Complete	☐	Edit
test organizational partner 2	test	Complete		Delete
				Add

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

Submit

(SELECTING "SUBMIT" WILL SUBMIT SECTION C, MARK SECTION C AS "COMPLETE" ON THE SECTION MENU, AND RETURN TO THE SECTION MENU)

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

AISL Online Project Monitoring System

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

INSTRUCTIONS FOR COMPLETING THE AISL ANNUAL UPDATE

Project ID: Test201
Award Type: Test

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

Links are available at the top and bottom of the screen to assist you. For guidance on how to navigate the system, click on the *Survey Navigation* link. For information on the items contained in the survey and how to address them, click on the *Help Materials* link.

Please complete each of the following sections of the Annual Update as they pertain to your AISL 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 *Final Submit* button will appear at the bottom of the page. Select the *Final Submit* button to complete and submit your survey.

	Status
Section A: Project and the Lead Organization	Complete
Section B: Key Personnel for the Project Team	Complete
Section C: Organizational Partners	Complete
Section D: Products, Programs, or Experiences for Public Audiences	Not Started
Section E: Products, Programs, or Experiences for Professional Audiences	Not Started
Section F: Formative and Summative Evaluation Questions	Not Started
Section G: Project Accomplishments and Lessons Learned	Not Started
Annual Submission Status: **Not complete**	

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 AISL 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 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 the expected deliverable accomplishments over the course of the AISL grant as well as actual deliverable accomplishments between January 1st and December 31st of the previous year.

Previously Entered Deliverable Name	Information Status
Test public audience deliverable: Website	Not Started

New Deliverable Name	Information Status	
test public audience deliverable: math program for children	Not Started	Edit Delete
		Add

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

Don't have Adobe® Acrobat® Reader®? Download it free!
Adobe® Acrobat® Reader®

Submit

(SELECTING A DELIVERABLE IN THE "PREVIOUSLY ENTERED DELIVERABLE" TABLE WILL BRING YOU TO D2-D9F. D2-D9F ASK ABOUT DELIVERABLE ACTIVITIES IN THE PAST CALENDAR YEAR, OR JANUARY 1 – DECEMBER 31 OF THE PREVIOUS YEAR.)

(SELECTING A DELIVERABLE IN THE "NEW DELIVERABLE" TABLE WILL BRING YOU TO D10-D24B. D10-D19D ARE QUESTIONS ABOUT WHAT THE DELIVERABLE WILL ACCOMPLISH OVER THE COURSE OF THE GRANT. D20-D24B ARE QUESTIONS ABOUT WHAT THE DELIVERABLE ACCOMPLISHED IN THE PAST CALENDAR YEAR, OR JANUARY 1 – DECEMBER 31 OF THE PREVIOUS YEAR.)
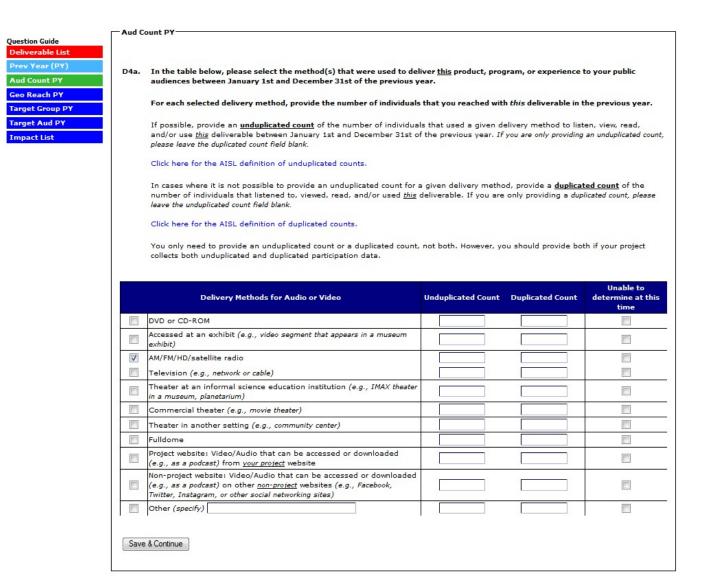
(SELECTING A DELIVERABLE IN THE "PREVIOUSLY ENTERED DELIVERABLE" TABLE WILL BRING YOU TO D2-D9F)

(SELECTING "NO" TO D3 SKIPS TO D8/IMPACT LIST)

Question Guide

<table>
<tr><td style="background:red;color:white">Deliverable List</td></tr>
<tr><td style="background:green;color:white">Prev Year (PY)</td></tr>
<tr><td style="background:blue;color:white">Aud Count PY</td></tr>
<tr><td style="background:blue;color:white">Geo Reach PY</td></tr>
<tr><td style="background:blue;color:white">Target Group PY</td></tr>
<tr><td style="background:blue;color:white">Target Aud PY</td></tr>
<tr><td style="background:blue;color:white">Impact List</td></tr>
</table>

Prev Year (PY)

D2. Were there any significant changes to the scope, content, and/or structure of <u>this</u> deliverable between January 1st and December 31st of the previous year?

○ No

○ Yes, the deliverable has been suspended or cancelled

Please describe the factors that contributed to the decision to suspend or cancel this deliverable:

```
[                                                          ]
[                                                          ]
[                                                          ]
[                                                          ] 2000 characters left
```

○ Yes, other

Please describe the changes to the scope, content and/or structure of this deliverable in the previous year:

```
[                                                          ]
[                                                          ]
[                                                          ]
[                                                          ] 2000 characters left
```

D3. Did this deliverable reach any public audiences between January 1st and December 31st of the previous year?

○ Yes

○ No

[Save & Continue]

(THE VERSION OF D4 THAT APPEARS FOR "AUD COUNT PY" DEPENDS ON THE DELIVERABLE TYPE SELECTED WHEN THE DELIVERABLE WAS ADDED IN A PREVIOUS REPORT. THE VERSION OF D4 BELOW CORRESPONDS TO A DELIVERABLE TYPE OF "WEBSITE.")

Question Guide

- Deliverable List
- Prev Year (PY)
- Aud Count PY
- Geo Reach PY
- Target Group PY
- Target Aud PY
- Impact List

Aud Count PY

D4a. In the table below, please select the method(s) that were used to deliver _this_ product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with _this_ deliverable in the previous year.

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 between January 1st and December 31st of the previous year. _If you are only providing an unduplicated count, please leave the duplicated count field blank._

Click here for the AISL 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 AISL 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
☐	DVD or CD-ROM			☐
☐	Accessed at an exhibit (e.g., video segment that appears in a museum exhibit)			☐
☑	AM/FM/HD/satellite radio			☐
☐	Television (e.g., network or cable)			☐
☐	Theater at an informal science education institution (e.g., IMAX theater in a museum, planetarium)			☐
☐	Commercial theater (e.g., movie theater)			☐
☐	Theater in another setting (e.g., community center)			☐
☐	Fulldome			☐
☐	Project website: Video/Audio that can be accessed or downloaded (e.g., as a podcast) from _your project_ website			☐
☐	Non-project website: Video/Audio that can be accessed or downloaded (e.g., as a podcast) on other _non-project_ websites (e.g., Facebook, Twitter, Instagram, or other social networking sites)			☐
☐	Other (specify) _____			☐

[Save & Continue]

Aud Count PY

D4b. In the table below, please select the method(s) that were used to deliver _this_ product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with _this_ deliverable in the previous year.

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 between January 1st and December 31st of the previous year. _If you are only providing an unduplicated count, please leave the duplicated count field blank._

Click here for the AISL 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 AISL 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
☑	Permanent exhibit _(create/revise exhibit at one or more public venues)_			☐

[Save & Continue]

Aud Count PY

D4c. In the table below, please select the method(s) that were used to deliver _this_ product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with _this_ deliverable in the previous year.

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 between January 1st and December 31st of the previous year. _If you are only providing an unduplicated count, please leave the duplicated count field blank._

Click here for the AISL 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 AISL 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
☐	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)_			☐
☐	Theater at an informal science education venue _(e.g., a museum)_			☐
☐	Professional theater			☐
☐	Theater in another setting _(e.g., community center)_			☐
☐	Real-time online discussion group and/or videoconferencing _(e.g., Skype)_			☐
☐	Project website: Accessed/used/downloaded from _your project_ website			☐
☐	Non-project website: Accessed/used/downloaded on other _non-project_ websites _(e.g., Facebook, Twitter, Instagram, or other social networking sites)_			☐
☐	Mobile/wireless device _(e.g., submitting data on a cell phone via texting)_			☐
☐	Other _(specify)_			☐

[Save & Continue]

Aud Count PY

D4d. In the table below, please select the method(s) that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL 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 <u>this</u> deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

Click here for the AISL 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
☐	Printed hard copy materials			☐
☐	Project website: Accessed/used/downloaded from your project website			☐
☐	Non-project website: Accessed/used/downloaded on other non-project websites *(e.g., Facebook, Twitter, Instagram, or other social networking sites)*			☐
☐	In-person or field-based activity *(e.g., informal learners attending a lecture by scientists at a museum or participating in a forum)*			☐
☑	Real-time online discussion group and/or videoconferencing *(e.g., Skype)*			☐
☐	Physical materials *(e.g., manipulatives)*			☐
☐	Mobile/wireless device			☐
☐	Other *(specify)*			☐

[Save & Continue]

Aud Count PY

D4e. In the table below, please select the method(s) that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

- 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 in the past year.

If possible, provide an **unduplicated count** of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL 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 <u>this</u> deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

Click here for the AISL 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
☑	Database located on <u>your</u> project website *(e.g., database to collect data from citizen scientists)*			☐

[Save & Continue]

D4f. In the table below, please select the method(s) that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>unduplicated count</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☐	Project website: Accessed/used/downloaded from your project website			☐
☐	Non-project website: Accessed/used/downloaded on other non-project websites (*e.g., Facebook, Twitter, Instagram, or other social networking sites*)			☐
☐	Exhibit: Accessed/used at an exhibit (*e.g., at a kiosk in a museum exhibit*)			☐
☐	Downloaded to computer or other device			☐
☑	DVD or CD-ROM			☐
☐	Video game			☐
☐	Board game			☐
☐	Mobile/wireless device (*e.g., GPS, iPad*)			☐
☐	Other (*specify*)			☐

[Save & Continue]

D4g. In the table below, please select the method(s) that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>unduplicated count</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☐	Project Website			☐

[Save & Continue]

┌─ Aud Count PY ───

D4h. In the table below, please select the method(s) that were used to deliver _this_ product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with _this_ deliverable in the previous year.

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 between January 1st and December 31st of the previous year. _If you are only providing an unduplicated count, please leave the duplicated count field blank._

Click here for the AISL 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 AISL 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.
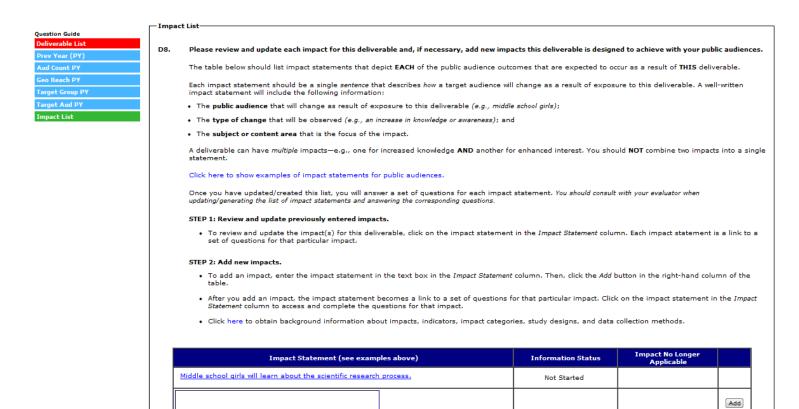
	Delivery Methods	Unduplicated Count	Duplicated Count	Unable to determine at this time
☑	Other			☐

[Save & Continue]

Geo Reach PY

D5. Which of the following best describes the actual geographic reach of the public audiences that accessed or used __this__ deliverable between January 1st and December 31st of the previous year? *(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 between January 1st and December 31st of the previous year:
[____]

D6. Did __this__ deliverable TARGET international public audiences outside of the United States and U.S. territories between January 1st and December 31st of the previous year?

DO NOT select "Yes" if international audiences were passive observers/consumers of the deliverable.

• For example, a website is not targeting international audiences merely because it is accessible to an international audience via the internet. A website only TARGETS international audiences if it is specifically *designed for* or is *marketed to* a specific international audience.

Click here to hide examples of how a deliverable is targeted to international public audiences.

   • The film targeted international audiences because it was licensed to theaters in Canada and Europe between January 1st and December 31st of the previous year.

   • The exhibit was launched at a site that is commonly visited by international audiences. To target the international visitors, translated exhibit information was available between January 1st and December 31st of the previous year.

   • The activities targeted international audiences because they were advertised and promoted through an international science network between January 1st and December 31st of the previous year.

○ No
○ Yes

If Yes, please describe the EXACT steps that were taken to TARGET international public audiences with __this__ deliverable between January 1st and December 31st of the previous year:

[   ] 2000 characters left

[Save & Continue]

(SELECTING "THE GENERAL PUBLIC ONLY" IN D7 SKIPS TO D8/IMPACT LIST)

Target Group PY

D7. **Which of the following best describes the public audience(s) that were targeted by __this__ deliverable between January 1st and December 31st of the previous year?** *(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)*
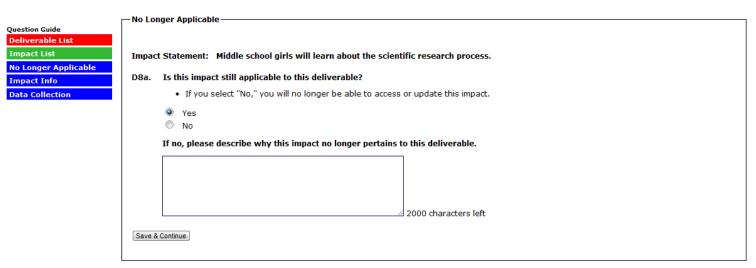
[Save & Continue]

Target Aud PY

D7a. Which of the following age groups and/or public audiences underrepresented in STEM did <u>this</u> deliverable TARGET between January 1st and December 31st of the previous year?
(Check <u>all</u> that apply.)

- DO NOT select a public audience type unless there is a specific effort to reach that audience through targeted outreach and/or the deliverable is specifically designed for a specific group. For example, even though an exhibit is accessible to all public audience types, an exhibit only TARGETS a public audience type if it is specifically *designed for* or *marketed to* that audience.

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 EXACT steps that were taken between January 1st and December 31st of the previous year to TARGET <u>this</u> deliverable to EACH of the age groups and/or public audiences underrepresented in STEM selected in D7a.

Click here to hide examples of how deliverables target public audiences.

- The afterschool program targeted urban and rural youth. Between January 1st and December 31st of the previous year, program staff conducted outreach and recruited urban and rural youth through partnerships with local organizations that serve these populations.

- Between January 1st and December 31st of the previous year, the exhibit targeted Latino adults through bilingual material presentation and advertisements in venues used by Latino adults.

- The website was available between January 1st and December 31st of the previous year. To target children ages 5-10, the website content was developed in a style that is accessible and engaging for young children.

[   ] 2000 characters left

[Save & Continue]

Impact List

D8. **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.**

The table below should list impact statements that depict **EACH** of the public audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **public audience** that will change as result of exposure to this deliverable (*e.g., middle school girls*);
- The **type of change** that will be observed (*e.g., an increase in knowledge or awareness*); and
- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to show examples of impact statements for public audiences.

Once you have updated/created this list, you will answer a set of questions for each impact statement. *You should consult with your evaluator when updating/generating the list of impact statements and answering the corresponding questions.*

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 Statement* column. Each impact statement is a link to a set of questions for that particular impact.

STEP 2: Add new impacts.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.
- 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 Statement* column to access and complete the questions for that impact.
- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

Impact Statement (see examples above)	Information Status	Impact No Longer Applicable	
Middle school girls will learn about the scientific research process.	Not Started		
			Add

Save & Continue

(D8A-9B IS COMPLETED/REVIEWED AND UPDATED FOR EACH IMPACT STATEMENT ENTERED IN A PREVIOUS REPORT. EACH IMPACT ENTERED IN A PREVIOUS REPORT WILL HAVE NO BUTTONS/OPTIONS IN THE FAR RIGHT COLUMN OF THE IMPACT TABLE.)

(SELECTING "NO" TO D8 RETURNS YOU TO THE IMPACT LIST– NO OTHER IMPACT QUESTIONS ARE ASKED)

No Longer Applicable

Impact Statement: **Middle school girls will learn about the scientific research process.**

D8a. **Is this impact still applicable to this deliverable?**

- If you select "No," you will no longer be able to access or update this impact.

◉ Yes
○ No

If no, please describe why this impact no longer pertains to this deliverable.

2000 characters left

Save & Continue

Impact Info

Impact Statement: Middle school girls will learn about the scientific research process.
Indicators:

1. R
2.
3.
4.
5.

D9a. 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* of the study designs that apply.

Click here to show definitions for the study designs.

- ☑ 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)

[Save & Continue]

(SELECTING "NONE" TO D9A SKIPS D9B AND RETURNS YOU TO THE IMPACT LIST)

Data Collection

Impact Statement: Middle school girls will learn about the scientific research process.
Indicators:

1. R
2.
3.
4.
5.

D9b. 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 each data collection activity will occur:

- **Prior to the AISL activity** *(data collected at any point in time before a participant engages in the AISL activity)*

- **During/at the end of the AISL activity** *(data collected while/ immediately after the participant engages in the AISL activity—e.g., an exit interview when leaving an exhibit)*

- **At some point after the AISL activity** *(data collected at some point after the participant has ended engagement with the activity)*

Data Collection Activity	When data will be collected		
	Prior to the AISL deliverable/ activity	**During/at the end of** the AISL deliverable/ activity	At some point **after** the AISL deliverable/ activity
Administrative/participation data			
Museum attendance *(e.g., for specific exhibits)*	☐	☐	☐
Program attendance *(e.g., number participating in youth programs/professional development sessions)*	☐	☐	☐
Number of viewers *(e.g., for a movie, radio program, or television show)*	☐	☐	☐
Readership/citation/usage records	☐	☐	☐
Number of requests for deliverable	☐	☐	☐
Number of published or completed products by audience members	☐	☐	☐
Website downloads	☐	☐	☐
Website submissions	☐	☐	☐
Website hits	☐	☐	☐
School records *(e.g., grades, test scores, course enrollment)*	☐	☐	☐
Other administrative/participation data *(specify)* [ ]	☐	☐	☐
Data collected via the web/email			

(CONTINUED ON NEXT PAGE)

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

Question Guide

Deliverable List

Prev Year (PY)

Aud Count PY

Geo Reach PY

Target Group PY

Target Aud PY

Impact List

D8. **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.**

The table below should list impact statements that depict **EACH** of the public audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **public audience** that will change as result of exposure to this deliverable *(e.g., middle school girls)*;
- The **type of change** that will be observed *(e.g., an increase in knowledge or awareness)*; and
- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to show examples of impact statements for public audiences.

Once you have updated/created this list, you will answer a set of questions for each impact statement. *You should consult with your evaluator when updating/generating the list of impact statements and answering the corresponding questions.*

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 Statement* column. Each impact statement is a link to a set of questions for that particular impact.

STEP 2: Add new impacts.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.
- 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 Statement* column to access and complete the questions for that impact.
- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

Impact Statement (see examples above)	Information Status	Impact No Longer Applicable	
Middle school girls will learn about the scientific research process.	Complete		
Middle school girls will be interested in the scientific research process.	Not Started		Edit Delete
			Add

Save & Continue

(D9C-D9F ARE COMPLETED FOR EACH IMPACT STATEMENT ADDED IN THE CURRENT REPORT. EACH IMPACT ENTERED IN THE CURRENT REPORT WILL HAVE AN "EDIT" AND "DELETE" BUTTON IN THE FAR RIGHT COLUMN OF THE IMPACT TABLE.)

Question Guide

Deliverable List

Impact List

Impact Info

Data Collection

Impact Info

Impact Statement: Test 2

D9c.   Please indicate the appropriate category for this impact statement. *(Check one.)*

○ *Awareness, knowledge, or understanding of a concept or topic* *(e.g., middle school girls will learn about the scientific research process)*

○ *Engagement or interest in a concept or topic* *(e.g., middle school girls will be interested in the scientific research process)*

○ *Attitude regarding a concept or topic* *(e.g., middle school girls will have more positive attitudes toward scientific careers)*

○ *Behavior regarding a concept or topic* *(e.g., middle school girls will conduct scientific research)*

○ *Skills regarding a concept or topic* *(e.g., middle school girls will demonstrate specific skills necessary to carry out scientific research)*

○ *Other* *(specify)* [   ]

D9d.   What indicators will you use to determine whether this impact will be achieved?

- Indicators are the evidence that will be used to measure progress towards a given impact. An indicator answers the question: How will you know it when you see it?

- Effective indicators align directly to impacts and are clear, measurable, unbiased, and sensitive to change. For instance, if an impact relates to knowledge gains, the indicator should measure knowledge gains as opposed to, say, participant interest.

- While indicators are measurable, they do not always need to be quantifiable. Indicators can also be qualitative and descriptive, i.e., "Participants will describe that they ..."

Click here to hide examples of indicators that might be used to measure progress towards the following impact: *Middle school girls will learn about the scientific research process.*

- Participating middle school girls will be able to define the scientific method.
- Participating middle school girls will be able to define such terms as hypothesis, hypothesis testing, reliability, and replication.
- Participating middle school girls will be able to distinguish the scientific method from other methods of acquiring knowledge.
- Participating middle school girls will be able to identify the benefits of the scientific method.
- Middle school girls will be able to articulate the specific steps that comprise the scientific method.

1. [   ] 1000 characters left

2. [   ] 1000 characters left

3. [   ] 1000 characters left

4. [   ] 1000 characters left

5. [   ] 1000 characters left

D9e.   Which of the following evaluation designs 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.

Click here to show definitions for the study designs.

☐ 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)

[Save & Continue]

(SELECTING "NONE" IN D9E WILL SUBMIT THE IMPACT, SKIP D9F, AND RETURN TO THE IMPACT LIST)

Data Collection

Impact Statement: Middle school girls will be interested in the scientific research process.

D9f. Which of the following data collection methods will be 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 each data collection activity will occur:

- **Prior to the AISL activity** *(data collected at any point in time before a participant engages in the AISL activity)*
- **During/at the end of the AISL activity** *(data collected while/ immediately after the participant engages in the AISL activity—e.g., an exit interview when leaving an exhibit)*
- **At some point after the AISL activity** *(data collected at some point after the participant has ended engagement with the activity)*

Data Collection Activity	When data will be collected		
	Prior to the AISL deliverable/ activity	**During/at the end of** the AISL deliverable/ activity	At some point **after** the AISL deliverable/ activity
Administrative/participation data			
Museum attendance *(e.g., for specific exhibits)*	☐	☐	☐
Program attendance *(e.g., number participating in youth programs/professional development sessions)*	☐	☐	☐
Number of viewers *(e.g., for a movie, radio program, or television show)*	☐	☐	☐
Readership/citation/usage records	☐	☐	☐
Number of requests for deliverable	☐	☐	☐
Number of published or completed products by audience members	☐	☐	☐
Website downloads	☐	☐	☐
Website submissions	☐	☐	☐
Website hits	☐	☐	☐
School records *(e.g., grades, test scores, course enrollment)*	☐	☐	☐
Other administrative/participation data *(specify)*	☐	☐	☐
Data collected via the web/email			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Web logs by study subjects	☐	☐	☐
Other data collected via the web/email *(specify)*	☐	☐	☐
Data collected via telephone			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews	☐	☐	☐
Other data collected via telephone *(specify)*	☐	☐	☐
Data collected AT informal science education venues/programs			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews *(e.g., exit interviews)*	☐	☐	☐
Tracking and timing studies	☐	☐	☐
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	☐	☐	☐
Recording visitors'/participants'/educators' conversations and/or behavior	☐	☐	☐
Diaries/journals/records maintained by study subjects *while at the informal science education venue/program*	☐	☐	☐
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	☐	☐	☐
Learner artifacts	☐	☐	☐
Think-aloud techniques/protocols	☐	☐	☐
Other data collected AT informal science education venues/programs *(specify)*	☐	☐	☐
Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews	☐	☐	☐
Direct observations of study subjects' conversations/behavior *outside of the informal science venue/program*	☐	☐	☐
Diaries/journals/records maintained by study subjects *outside of the informal science education venue/program*	☐	☐	☐
Other data collected OUTSIDE of informal science venues/other educational settings *(specify)*	☐	☐	☐
Other			
Other *(specify)*	☐	☐	☐

Save & Continue

(SELECT "SAVE & CONTINUE" TO SUBMIT THE IMPACT AND RETURN TO THE IMPACT LIST)

Deliverable List
Prev Year (PY)
Aud Count PY
Geo Reach PY
Target Group PY
Target Aud PY
Impact List

Impact List

D8. **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.**

The table below should list impact statements that depict **EACH** of the public audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **public audience** that will change as result of exposure to this deliverable (*e.g., middle school girls*);
- The **type of change** that will be observed (*e.g., an increase in knowledge or awareness*); and
- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to show examples of impact statements for public audiences.

Once you have updated/created this list, you will answer a set of questions for each impact statement. *You should consult with your evaluator when updating/generating the list of impact statements and answering the corresponding questions.*

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 Statement* column. Each impact statement is a link to a set of questions for that particular impact.

STEP 2: Add new impacts.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.

- 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 Statement* column to access and complete the questions for that impact.

- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

Impact Statement (see examples above)	Information Status	Impact No Longer Applicable	
Middle school girls will learn about the scientific research process.	Complete		
Middle school girls will be interested in the scientific research process.	Complete		[Edit] [Delete]
			[Add]

[Save & Continue]

(SELECT "SAVE AND CONTINUE" TO SUBMIT THE DELIVERABLE AND RETURN TO THE 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 AISL 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 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 the expected deliverable accomplishments over the course of the AISL grant as well as actual deliverable accomplishments between January 1st and December 31st of the previous year.

Previously Entered Deliverable Name	Information Status
Test public audience deliverable: Website	Complete

New Deliverable Name	Information Status	
test public audience deliverable: math program for children	Not Started	Edit Delete
		Add

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

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Submit

(SELECTING A DELIVERABLE IN THE "NEW DELIVERABLE" TABLE WILL BRING YOU TO D10-D24B. D10-D19D ARE QUESTIONS ABOUT WHAT THE DELIVERABLE WILL ACCOMPLISH OVER THE COURSE OF THE GRANT. D20-D24B ARE QUESTIONS ABOUT WHAT THE DELIVERABLE ACCOMPLISHED IN THE PAST CALENDAR YEAR, OR JANUARY 1 –

Deliverable Type

D10. 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)*	○
Full-length film/movie	○
Television segment/episode/program/series	○
Video segment/clip/program/series *(that does not originate on television or full-length film/movie)*	○
Radio segment/episode/program/series *(that originates on AM/FM/HD/satellite radio)*	○
Audio segment/episode/program/series *(that does not originate on radio)*	○
Other audio or video *(specify)*	○

Exhibits *(not including virtual exhibits)*
Permanent exhibit *(create/revise exhibit at one or more public venues)*	○
Temporary exhibit *(create/revise exhibit at one or more public venues)*	○
Traveling exhibit *(create/revise traveling exhibit at two or more public venues)*	○
Other exhibit *(specify)*	○

Programs, Events, and Activities
After-school or summer program for youth *(e.g., at a youth or community center)*	○
Science café	○
Group/club *(e.g., astronomy club)*	○
Group-oriented program *(e.g., family nights at a museum)*	○
Festival or other one-time/annual event	○
Theater production or performance	○
Research and/or data collection BY citizen scientists	○
Other program or event *(specify)*	○

Resource Materials and Information Sharing
Blog/newsletter	○
Newspaper/magazine *(article or entire publication)*	○
Discussion group/forum *(e.g., face-to-face or online)*	○
Presentation BY STEM/other professionals for the general public *(e.g., lectures by scientists or other STEM professionals at museums or other public venues)*	○
Presentation BY informal learners *(e.g., seminar by citizen scientists describing findings from their research or data)*	○
Research paper or issue brief *(e.g., paper prepared by citizen scientists describing findings from their research or data)*	○
Informational guides *(e.g., family guides that help explain key concepts in a museum exhibit)*	○
Demonstration/activity kit/guide *(with supplies and/or instructions to perform experiments or activities)*	○
Social media presence	○
Other resource materials *(specify)*	○

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)*	○
Database on project website *(e.g., database to collect data from citizen scientists)*	○
Database on non-project website *(e.g., developing the capacity to contribute to an existing database)*	○
Other infrastructure *(specify)*	○

Games and Information and Communication Technologies
Game *(e.g., mobile online games, massively multiplayer online games, console games, board 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 information and communication technology *(specify)*	○

Project Website
Project Website	○

Other
Other *(specify)*	○

[Save & Continue]

(D10A IS ONLY ANSWERED IF THE DELIVERABLE TYPE SELECTED IN D10 IS "WEBSITE")

Website Info

D10a. 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

(EACH OF THE EIGHT DELIVERABLE CATEGORIES IN D10 (E.G., AUDIO AND VIDEO) SKIPS TO A UNIQUE D11A-H (AUDIENCE COUNT) QUESTION. ALTHOUGH ALL EIGHT D11 ITEMS ARE DISPLAYED BELOW, ONLY ONE OF THE D11 QUESTOINS IS ANSWERED FOR EACH DELIVERABLE.)

Audience Count

D11a. In the table below, please select the method(s) that will be used to deliver this product, program, or experience to your public audiences.

For each selected delivery method, provide your best estimate of the number of individuals that you expect to reach with *this* deliverable over the course of the AISL grant award period.

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

Click here for the AISL 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 will listen, view, read, and/or use this deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

Click here for the AISL 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
☐	DVD or CD-ROM			☐
☐	Accessed at an exhibit (e.g., video segment that appears in a museum exhibit)			☐
☐	AM/FM/HD/satellite radio			☐
☐	Television (e.g., network or cable)			☐
☐	Theater at an informal science education institution (e.g., IMAX theater in a museum, planetarium)			☐
☐	Commercial theater (e.g., movie theater)			☐
☐	Theater in another setting (e.g., community center)			☐
☐	Fulldome			☐
☐	Project website: Video/Audio that can be accessed or downloaded (e.g., as a podcast) from *your project* website			☐
☐	Non-project website: Video/Audio that can be accessed or downloaded (e.g., as a podcast) on other *non-project* websites (e.g., YouTube or social networking site)			☐
☐	Other (specify)			☐

[Save & Continue]

Audience Count

D11b. In the table below, please select the method(s) that will be used to deliver this product, program, or experience to your public audiences.

For each selected delivery method, provide your best estimate of the number of individuals that you expect to reach with *this* deliverable over the course of the AISL grant award period.

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

Click here for the AISL 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 will listen, view, read, and/or use this deliverable. *If you are only providing a duplicated count, please leave the unduplicated count field blank.*

Click here for the AISL 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
☐	Traveling exhibit (create/revise traveling exhibit at two or more public venues)			☐

[Save & Continue]

Question Guide

Deliverable List
Deliverable Type
Audience Count
Project Info
Geographic Reach
Target Group
Target Audience
Target Group Data
Impact List
Prev Year (PY)
Aud Count PY
Geo Reach PY
Target Group PY
Target Aud PY

Audience Count

D11c. In the table below, please select the method(s) that will be used to deliver _this_ product, program, or experience to your public audiences.

For each selected delivery method, provide your best estimate of the number of individuals that you expect to reach with _this_ deliverable over the course of the AISL grant award period.

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

Click here for the AISL 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 will listen, view, read, and/or use _this_ deliverable. _If you are only providing a duplicated count, please leave the unduplicated count field blank._

Click here for the AISL 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
☐	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)			☐
☐	Theater at an informal science education venue (e.g., a museum)			☐
☐	Professional theater			☐
☐	Theater in another setting (e.g., community center)			☐
☐	Real-time online discussion group and/or videoconferencing (e.g., Skype)			☐
☐	Project website: Accessed/used/downloaded from _your project_ website			☐
☐	Non-project website: Accessed/used/downloaded on other _non-project_ websites (e.g., social networking sites)			☐
☐	Mobile/wireless device (e.g., submitting data on a cell phone via texting)			☐
☐	Other (specify)			☐

[Save & Continue]

Audience Count

D11d. In the table below, please select the method(s) that will be used to deliver _this_ product, program, or experience to your public audiences.

For each selected delivery method, provide your best estimate of the number of individuals that you expect to reach with _this_ deliverable over the course of the AISL grant award period.

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

Click here for the AISL 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 will listen, view, read, and/or use _this_ deliverable. _If you are only providing a duplicated count, please leave the unduplicated count field blank._

Click here for the AISL 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
☐	Printed hard copy materials			☐
☐	Project website: Accessed/used/downloaded from your project website			☐
☐	Non-project website: Accessed/used/downloaded on other non-project websites (e.g., social networking sites)			☐
☐	In-person or field-based activity (e.g., informal learners attending a lecture by scientists at a museum or participating in a forum)			☐
☐	Real-time online discussion group and/or videoconferencing (e.g., Skype)			☐
☐	Physical materials (e.g., manipulatives)			☐
☐	Mobile/wireless device			☐
☐	Other (specify)			☐

[Save & Continue]

Audience Count

Deliverable List
Deliverable Type
Audience Count
Project Info
Geographic Reach
Target Group
Target Audience
Target Group Data
Impact List
Prev Year (PY)
Aud Count PY
Geo Reach PY
Target Group PY
Target Aud PY

D11e. In the table below, please select the method(s) that will be used to deliver <u>this</u> product, program, or experience to your public audiences.

For each selected delivery method, provide your best estimate of the number of individuals that you expect to reach with *this* deliverable over the course of the AISL grant award period.

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

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☐ Database located on <u>other</u> non-project website *(e.g., developing the capacity to contribute to an existing database)*			☐

[Save & Continue]

Audience Count

Deliverable List
Deliverable Type
Audience Count
Project Info
Geographic Reach
Target Group
Target Audience
Target Group Data
Impact List
Prev Year (PY)
Aud Count PY
Geo Reach PY
Target Group PY
Target Aud PY

D11f. In the table below, please select the method(s) that will be used to deliver <u>this</u> product, program, or experience to your public audiences.

For each selected delivery method, provide your best estimate of the number of individuals that you expect to reach with *this* deliverable over the course of the AISL grant award period.

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

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☐ Project website: Accessed/used/downloaded from your project website			☐
☐ Non-project website: Accessed/used/downloaded on other non-project websites *(e.g., social networking sites)*			☐
☐ Exhibit: Accessed/used at an exhibit *(e.g., at a kiosk in a museum exhibit)*			☐
☐ Downloaded to computer or other device			☐
☐ DVD or CD-ROM			☐
☐ Video game			☐
☐ Board game			☐
☐ Mobile/wireless device *(e.g., GPS, iPad)*			☐
☐ Other *(specify)*			☐

[Save & Continue]

Audience Count

D11g. In the table below, please select the method(s) that will be used to deliver <u>this</u> product, program, or experience to your public audiences.

For each selected delivery method, provide your best estimate of the number of individuals that you expect to reach with *this* deliverable over the course of the AISL grant award period.

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

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☐ Project Website			☐

[Save & Continue]

Audience Count

D11h. In the table below, please select the method(s) that will be used to deliver <u>this</u> product, program, or experience to your public audiences.

For each selected delivery method, provide your best estimate of the number of individuals that you expect to reach with *this* deliverable over the course of the AISL grant award period.

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

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☐ TEST DELIVERABLE "OTHER"			☐

[Save & Continue]

Project Info

D12. Please provide a brief description of <u>this</u> deliverable. The description should include information about:

- The deliverable's purpose or what it will accomplish.
- The deliverable's content.
- Any unique or innovative features about the deliverable.

2000 characters left

D13. Please indicate whether <u>this</u> deliverable is a primary or secondary focus of your overall AISL project.

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

D14. Which of the following are the primary and secondary STEM content foci of <u>this</u> 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 <u>two</u> primary STEM content foci for this deliverable. Check <u>all</u> remaining secondary STEM content foci that apply for this deliverable.

STEM Content Area	Primary	Secondary
Biological Sciences		
Environmental Biology	☐	☐
Integrative Organismal Systems	☐	☐
Molecular and Cellular Biosciences	☐	☐
Evolution	☐	☐
Anatomy	☐	☐
Other biological sciences *(specify)*	☐	☐
Computer and Informational Sciences		
Computer and Network Systems	☐	☐
Intelligent Systems and Robotics	☐	☐
Other computer and informational sciences *(specify)*	☐	☐
Engineering		
Chemical, Bioengineering, Environmental, Transport Systems	☐	☐
Civil, Mechanical and Manufacturing Innovation	☐	☐
Electrical, Communications and Cyber Systems	☐	☐
Other engineering *(specify)*	☐	☐
Geosciences		
Atmospheric Sciences	☐	☐
Earth Sciences	☐	☐
Ocean Sciences	☐	☐
Other geosciences *(specify)*	☐	☐
Math and Physical Sciences		
Astronomical Sciences	☐	☐
Chemistry	☐	☐
Materials Research	☐	☐
Mathematical Sciences	☐	☐
Physics	☐	☐
Other math and physical sciences *(specify)*	☐	☐
Social, Behavioral and Economic Sciences		
Behavioral and Cognitive Sciences	☐	☐
Human and Social Dynamics	☐	☐
Science of Learning	☐	☐
Science Resource Statistics	☐	☐
Social and Economic Sciences	☐	☐
Archaeology/Paleontology	☐	☐
Other social, behavioral and economic sciences *(specify)*	☐	☐
Other		
Animal Sciences	☐	☐
Plant Sciences	☐	☐
Environmental/Conservation/Climate Sciences	☐	☐
Nanotechnology	☐	☐
History of Science	☐	☐
Energy	☐	☐
Scientific Tools	☐	☐
Other *(specify)*	☐	☐

D15. Is this deliverable interdisciplinary (i.e., does it integrate concepts across multiple content areas)?

ONLY select "Yes" if your deliverable is interdisciplinary:

- A deliverable is **interdisciplinary** if it **integrates** concepts, information, techniques, perspectives, theories, etc. from two or more disciplines. For example, a television series is interdisciplinary if a single episode explores how math skills are utilized in a specific scientific field.

DO NOT select "Yes" if your deliverable is multidisciplinary OR the team developing the deliverable is multidisciplinary:

- A deliverable is **multidisciplinary** if it **includes, but does not integrate**, concepts, information, techniques, perspectives, theories, etc. from two or more disciplines. For example, a television series is multidisciplinary if it includes one episode about math skills and a separate episode about a specific scientific field. In this case, math and science are **not integrated**.

- A deliverable is **NOT interdisciplinary** simply because the team members developing the deliverable come from multiple disciplines. The deliverable, and not the team, must integrate two or more disciplines in order to be interdisciplinary.

Click here to hide examples of interdisciplinary public audience deliverables.

- The film is interdisciplinary because it teaches viewers how technology and engineering are utilized in a range of fields including medicine, physics, and earth science.

- The exhibit is interdisciplinary because it explores the inter-relatedness of energy demand, water consumption, and climate change.

- The festival is interdisciplinary because each activity at the festival demonstrates connections between STEM disciplines and the arts.

○ No

○ Yes

If Yes, please describe the EXACT steps that will be taken to make this deliverable interdisciplinary:

```
```
2000 characters left

[Save & Continue]

Question Guide

Deliverable List
Deliverable Type
Audience Count
Project Info
Geographic Reach
Target Group
Target Audience
Target Group Data
Impact List
Prev Year (PY)
Aud Count PY
Geo Reach PY
Target Group PY
Target Aud PY

Geographic Reach

D16. **Which of the following best describes the anticipated geographic reach of the public audiences that will ultimately access or use <u>this</u> deliverable?** *(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 will reach 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 will only reach 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 you anticipate reaching public audiences: [ ]

D17. **Will any steps be taken to TARGET this deliverable to international public audiences outside of the United States and U.S. territories?**

DO NOT select "Yes" if international audiences will be passive observers/consumers of the deliverable.

- For example, a website is not targeting international audiences merely because it is accessible to an international audience via the internet. A website only TARGETS international audiences if it is specifically *designed for* or is *marketed to* a specific international audience.

Click here to show examples of how a deliverable is targeted to international public audiences.

○ No
○ Yes

If Yes, please describe the EXACT steps that will be taken to TARGET international public audiences with <u>this</u> deliverable:

[   ]
2000 characters left

[Save & Continue]

(SELECTING "THE GENERAL PUBLIC ONLY" IN D18 SKIPS D18A AND D18B)

Question Guide

Deliverable List
Deliverable Type
Audience Count
Project Info
Geographic Reach
Target Group
Target Audience
Target Group Data
Impact List
Prev Year (PY)
Aud Count PY
Geo Reach PY
Target Group PY
Target Aud PY

Target Group

D18. **Which of the following best describes the public audience(s) that will be targeted by <u>this</u> deliverable?** *(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 will be **NO** effort to direct this deliverable toward a specific target group)*

○ **The general public AND specific target groups** *(i.e., the deliverable is intended for **BOTH** the general public **AND** one or more specific target groups)*

○ **A specific target group only** *(i.e., the deliverable is intended for a specific target group(s)—but **NOT** the general public)*

[Save & Continue]

Target Audience

D18a. Which of the following age groups and/or public audiences underrepresented in STEM will be TARGETED by <u>this</u> deliverable? *(Check <u>all</u> that apply.)*

- DO NOT select a public audience type unless there is a specific effort to reach that audience through targeted outreach and/or the deliverable is specifically designed for a specific group. For example, even though an exhibit is accessible to all public audience types, an exhibit only TARGETS a public audience type if it is specifically *designed for* or *marketed to* that audience.

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)* [_____]

D18b. Please describe the EXACT steps that will be taken to TARGET <u>this</u> deliverable to EACH of the age groups and/or public audiences underrepresented in STEM selected in D18a.

Click here to show examples of how deliverables target public audiences.

[text box]   2000 characters left

[Save & Continue]

Target Group Data

D18c. Will your project obtain a count for the number served by this deliverable for any of the following public audience characteristics over the course of your AISL grant for this deliverable? *(Check <u>all</u> that apply.)*

- Mark each characteristic for which you will be able to provide a count or subset of counts.
- Mark "No" if your project will not provide counts for any of the below categories.

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

[Save & Continue]

Question Guide

- Deliverable List
- Deliverable Type
- Audience Count
- Project Info
- Geographic Reach
- Target Group
- Target Audience
- Target Group Data
- Impact List
- Prev Year (PY)
- Aud Count PY
- Geo Reach PY
- Target Group PY
- Target Aud PY

Impact List

D19. Please provide the following information about the anticipated impacts of this deliverable on your public audience.

Use the table below to generate a list of impact statements that depict **EACH** of the public audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **public audience** that will change as result of exposure to this deliverable (*e.g., middle school girls*);
- The **type of change** that will be observed (*e.g., an increase in knowledge or awareness*); and
- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to show examples of impact statements for public audiences.

Once you have created this list, you will answer a set of questions for each impact statement about corresponding indicators, study designs, and data collection methods. *You should consult with your evaluator when generating a list of impact statements and answering the corresponding questions.*

STEP 1: Generate a list of impact statements for this deliverable.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.
- You will be able to add additional impact statements at a later time.

STEP 2: Provide information about each impact.

- 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 Statement* column to access and complete the questions for that impact.
- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

If no impacts will be measured for this deliverable, select the box below the table.

Impact Statement (see examples above)	Information Status	
		Add

☐ There are no impacts for this deliverable.

Save & Continue

Impact Info

Impact Statement: Middle school girls will conduct scientific research.

D19a. Please indicate the appropriate category for <u>this</u> impact statement. *(Check one.)*

○ ***Awareness, knowledge, or understanding*** of a concept or topic *(e.g., middle school girls will learn about the scientific research process)*

○ ***Engagement or interest*** in a concept or topic *(e.g., middle school girls will be interested in the scientific research process)*

○ ***Attitude*** regarding a concept or topic *(e.g., middle school girls will have more positive attitudes toward scientific careers)*

○ ***Behavior*** regarding a concept or topic *(e.g., middle school girls will conduct scientific research)*

○ ***Skills*** regarding a concept or topic *(e.g., middle school girls will demonstrate specific skills necessary to carry out scientific research)*

○ ***Other*** *(specify)* [ ]

D19b. What indicators will you use to determine whether this impact will be achieved?

- Indicators are the evidence that will be used to measure progress towards a given impact. An indicator answers the question: How will you know it when you see it?

- Effective indicators align directly to impacts and are clear, measurable, unbiased, and sensitive to change. For instance, if an impact relates to knowledge gains, the indicator should measure knowledge gains as opposed to, say, participant interest.

- While indicators are measurable, they do not always need to be quantifiable. Indicators can also be qualitative and descriptive, i.e., "Participants will describe that they ..."

  Click here to show examples of indicators that might be used to measure progress towards the following impact: *Middle school girls will learn about the scientific research process.*

1. [ ] 1000 characters left
2. [ ] 1000 characters left
3. [ ] 1000 characters left
4. [ ] 1000 characters left
5. [ ] 1000 characters left

D19c. Which of the following evaluation designs will be used to assess whether this impact and the corresponding indicators have been attained? *(Check <u>all</u> that apply.)*

- If your evaluation design uses mixed methods, please check <u>all</u> of the study designs that apply.

  Click here to show definitions for the study designs.

  ☐ 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)

[Save & Continue]

(SELECTING "NONE" TO D19C SKIPS D19D AND RETURNS YOU TO THE IMPACT LIST)

Data Collection

Impact Statement: Middle school girls will conduct scientific research.

D19d. Which of the following data collection methods will be used to assess whether <u>this</u> impact and the corresponding indicators have been attained? *(Check <u>all</u> that apply.)*

In responding to this item, please indicate whether each data collection activity will occur:

- **Prior to the AISL activity** *(data collected at any point in time before a participant engages in the AISL activity)*

- **During/at the end of the AISL activity** *(data collected while/ immediately after the participant engages in the AISL activity—e.g., an exit interview when leaving an exhibit)*

- **At some point after the AISL activity** *(data collected at some point after the participant has ended engagement with the activity)*

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

Save & Continue

(SELECTING "SAVE & CONTINUE" RETURNS YOU TO THE IMPACT LIST)

Impact List

D19. **Please provide the following information about the anticipated impacts of this deliverable on your public audience.**

Use the table below to generate a list of impact statements that depict **EACH** of the public audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **public audience** that will change as result of exposure to this deliverable *(e.g., middle school girls)*;

- The **type of change** that will be observed *(e.g., an increase in knowledge or awareness)*; and

- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to show examples of impact statements for public audiences.

Once you have created this list, you will answer a set of questions for each impact statement about corresponding indicators, study designs, and data collection methods. *You should consult with your evaluator when generating a list of impact statements and answering the corresponding questions.*

STEP 1: Generate a list of impact statements for this deliverable.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.

- You will be able to add additional impact statements at a later time.

STEP 2: Provide information about each impact.

- 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 Statement* column to access and complete the questions for that impact.

- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

If no impacts will be measured for this deliverable, select the box below the table.

Impact Statement (see examples above)	Information Status	
Middle school girls will conduct scientific research.	Complete	Edit Delete
		Add

☐   There are no impacts for this deliverable.

Save & Continue

(SELECTING "NO" TO D20 SKIPS THE REMAINING QUESTIONS, SUBMITS THE DELIVERABLE, AND RETURNS YOU TO THE DELIVERABLE LIST)
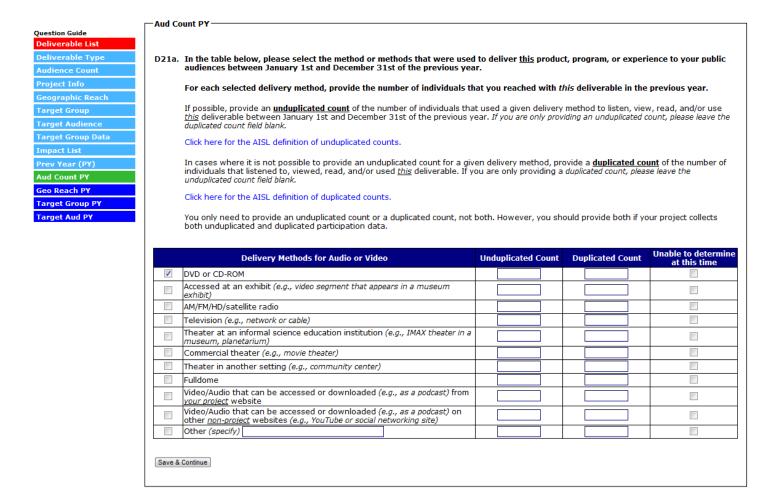
Prev Year (PY)

D20. **Did this deliverable reach any public audiences between January 1st and December 31st of the previous year?**

○   Yes
○   No

Save & Continue

(SELECTING "YES" TO D20 BRINGS UP THE FOLLOWING POP UP)

Attention: Unlike questions D10-D19, which asked what you expected this deliverable to accomplish over the life of the project, the following questions will ask about the accomplishments of this deliverable in the past calendar year (January 1st - December 31st).

| OK |

(EACH OF THE EIGHT DELIVERABLE CATEGORIES IN D2 (E.G., AUDIO AND VIDEO) SKIPS TO A UNIQUE D21A-H (AUDIENCE COUNT) QUESTION. THE EXAMPLE SHOWN BELOW IS FOR "AUDIO AND VIDEO" DELIVERABLES.)

Question Guide

- Deliverable List
- Deliverable Type
- Audience Count
- Project Info
- Geographic Reach
- Target Group
- Target Audience
- Target Group Data
- Impact List
- Prev Year (PY)
- **Aud Count PY**
- Geo Reach PY
- Target Group PY
- Target Aud PY

Aud Count PY

D21a. In the table below, please select the method or methods that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>**unduplicated count**</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☑	DVD or CD-ROM			☐
☐	Accessed at an exhibit *(e.g., video segment that appears in a museum exhibit)*			☐
☐	AM/FM/HD/satellite radio			☐
☐	Television *(e.g., network or cable)*			☐
☐	Theater at an informal science education institution *(e.g., IMAX theater in a museum, planetarium)*			☐
☐	Commercial theater *(e.g., movie theater)*			☐
☐	Theater in another setting *(e.g., community center)*			☐
☐	Fulldome			☐
☐	Video/Audio that can be accessed or downloaded *(e.g., as a podcast)* from <u>your project</u> 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)*			☐
☐	Other *(specify)*			☐

| Save & Continue |

Question Guide

- Deliverable List
- Deliverable Type
- Audience Count
- Project Info
- Geographic Reach
- Target Group
- Target Audience
- Target Group Data
- Impact List
- Prev Year (PY)
- Aud Count PY
- Geo Reach PY
- Target Group PY
- Target Aud PY

D21b. In the table below, please select the method or methods that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>unduplicated count</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☑	Temporary exhibit (create/revise exhibit at one or more public venues)			☐

[Save & Continue]

Question Guide

- Deliverable List
- Deliverable Type
- Audience Count
- Project Info
- Geographic Reach
- Target Group
- Target Audience
- Target Group Data
- Impact List
- Prev Year (PY)
- Aud Count PY
- Geo Reach PY
- Target Group PY
- Target Aud PY

D21c. In the table below, please select the method or methods that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>unduplicated count</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☐	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)			☐
☐	Theater at an informal science education venue (e.g., a museum)			☐
☐	Professional theater			☐
☐	Theater in another setting (e.g., community center)			☐
☑	Real-time online discussion group and/or videoconferencing (e.g., Skype)			☐
☑	Project website: Accessed/used/downloaded from *your project* website			☐
☐	Non-project website: Accessed/used/downloaded on other *non-project* websites (e.g., social networking sites)			☐
☐	Mobile/wireless device (e.g., submitting data on a cell phone via texting)			☐
☐	Other (specify)			☐

[Save & Continue]

Aud Count PY

D21d. In the table below, please select the method or methods that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>**unduplicated count**</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use *this* deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

In cases where it is not possible to provide an unduplicated count for a given delivery method, provide a <u>**duplicated count**</u> 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 AISL 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
☐	Printed hard copy materials			☐
☐	Accessed/used/downloaded from your project website			☐
☑	Accessed/used/downloaded on other non-project websites (e.g., social networking sites)			☐
☐	In-person or field-based activity (e.g., informal learners attending a lecture by scientists at a museum or participating in a forum)			☐
☐	Real-time online discussion group and/or videoconferencing (e.g., Skype)			☐
☐	Physical materials (e.g., manipulatives)			☐
☐	Mobile/wireless device			☐
☐	Other (specify)			☐

[Save & Continue]

Aud Count PY

D21e. In the table below, please select the method or methods that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>**unduplicated count**</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use *this* deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☑	Wiki website (e.g., allows creation and editing of interlinked web pages via a web browser using a simplified markup language)			☐

[Save & Continue]

Aud Count PY

D21f. In the table below, please select the method or methods that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>**unduplicated count**</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☐	Accessed/used/downloaded from your project website			☐
☐	Accessed/used/downloaded on other non-project websites *(e.g., social networking sites)*			☐
☐	Accessed/used at an exhibit *(e.g., at a kiosk in a museum exhibit)*			☐
☑	Downloaded to computer or other device			☐
☐	DVD or CD-ROM			☐
☐	Video game			☐
☐	Board game			☐
☐	Mobile/wireless device *(e.g., GPS, iPad)*			☐
☐	Other *(specify)*			☐

[Save & Continue]

Aud Count PY

D21g. In the table below, please select the method or methods that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>**unduplicated count**</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☑	Project Website			☐

[Save & Continue]

Question Guide

Deliverable List
Deliverable Type
Audience Count
Project Info
Geographic Reach
Target Group
Target Audience
Target Group Data
Impact List
Prev Year (PY)
Aud Count PY
Geo Reach PY
Target Group PY
Target Aud PY

D21h. In the table below, please select the method or methods that were used to deliver <u>this</u> product, program, or experience to your public audiences between January 1st and December 31st of the previous year.

For each selected delivery method, provide the number of individuals that you reached with *this* deliverable in the previous year.

If possible, provide an <u>unduplicated count</u> of the number of individuals that used a given delivery method to listen, view, read, and/or use <u>this</u> deliverable between January 1st and December 31st of the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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
☑	Sample			☐

[Save & Continue]

Geo Reach PY

Question Guide

Deliverable List
Deliverable Type
Audience Count
Project Info
Geographic Reach
Target Group
Target Audience
Target Group Data
Impact List
Prev Year (PY)
Aud Count PY
Geo Reach PY
Target Group PY
Target Aud PY

D22. Which of the following best describes the actual geographic reach of the public audiences that accessed or used <u>this</u> deliverable between January 1st and December 31st of the previous year? *(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 <u>states</u> and/or territories this deliverable reached public audiences between January 1st and December 31st of the previous year: [ ]

D23. Did <u>this</u> deliverable TARGET international public audiences outside of the United States and U.S. territories between January 1st and December 31st of the previous year?

DO NOT select "Yes" if international audiences were passive observers/consumers of the deliverable.

- For example, a website is not targeting international audiences merely because it is accessible to an international audience via the internet. A website only TARGETS international audiences if it is specifically *designed for* or is *marketed to* a specific international audience.

Click here to show examples of how a deliverable is targeted to international public audiences.

○ No
○ Yes

If Yes, please describe the EXACT steps that were taken to TARGET international public audiences with <u>this</u> deliverable between January 1st and December 31st of the previous year:

[   ]
2000 characters left

[Save & Continue]

(IN D24, SELECTING "THE GENERAL PUBLIC ONLY" AND THEN "SAVE & CONTINUE" SKIPS D25, SUBMITS THE DELIVERABLE, AND RETURNS YOU TO THE DELIVERABLE LIST)

Target Group PY

D24. Which of the following best describes the public audience(s) that were targeted by <u>this</u> deliverable between January 1st and December 31st of the previous year? *(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 is intended for a specific target group(s)—but __NOT__ the general public)*

[Save & Continue]

(IN D24A, SELECTING "SAVE & CONTINUE" SUBMITS THE DELIVERABLE AND RETURNS YOU TO THE DELIVERABLE LIST)

Target Aud PY

D24a. Which of the following age groups and/or public audiences underrepresented in STEM did <u>this</u> deliverable TARGET between January 1st and December 31st of the previous year? *(Check <u>all</u> that apply.)*

- DO NOT select a public audience type unless there is a specific effort to reach that audience through targeted outreach and/or the deliverable is specifically designed for a specific group. For example, even though an exhibit is accessible to all public audience types, an exhibit only TARGETS a public audience type if it is specifically *designed for* or *marketed to* that audience.

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 EXACT steps that were taken between January 1st and December 31st of the previous year to TARGET <u>this</u> deliverable to EACH of the age groups and/or public audiences underrepresented in STEM selected in D24a.

Click here to show examples of how deliverables target public audiences.

[text box] 2000 characters left

[Save & Continue]

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 AISL 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 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 the expected deliverable accomplishments over the course of the AISL grant as well as actual deliverable accomplishments between January 1st and December 31st of the previous year.

Previously Entered Deliverable Name	Information Status
Test public audience deliverable: Website	Complete

New Deliverable Name	Information Status	
Test public audeince deliverable (2)	Complete	Edit Delete
		Add

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

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Submit

(SELECT "SUBMIT" TO SUBMIT SECTION D AND RETURN TO THE SECTION MENU)

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

AISL Online Project Monitoring System

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

INSTRUCTIONS FOR COMPLETING THE AISL ANNUAL UPDATE

Project ID: Test201
Award Type: Test

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

Links are available at the top and bottom of the screen to assist you. For guidance on how to navigate the system, click on the *Survey Navigation* link. For information on the items contained in the survey and how to address them, click on the *Help Materials* link.

Please complete each of the following sections of the Annual Update as they pertain to your AISL 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 *Final Submit* button will appear at the bottom of the page. Select the *Final Submit* button to complete and submit your survey.

	Status
Section A: Project and the Lead Organization	Complete
Section B: Key Personnel for 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	Not Started
Section F: Formative and Summative Evaluation Questions	Not Started
Section G: Project Accomplishments and Lessons Learned	Not Started
Annual Submission Status: **Not complete**	

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 AISL 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 the expected deliverable accomplishments over the course of the AISL grant as well as actual deliverable accomplishments between January 1st and December 31st of the previous year.

Previously Entered Deliverable Name	Information Status
TEST	Not Started

New Deliverable Name	Information Status	
Test professional audience deliverable: workshop	Not Started	Edit Delete
		Add

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

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Adobe® Acrobat® Reader®

Submit

(SELECTING A DELIVERABLE IN THE "PREVIOUSLY ENTERED DELIVERABLE" TABLE WILL BRING YOU TO E2-E8F. E2-E8F ASK ABOUT DELIVERABLE ACTIVITIES IN THE PAST CALENDAR YEAR, OR JANUARY 1 – DECEMBER 31 OF THE PREVIOUS YEAR.)

(SELECTING A DELIVERABLE IN THE "NEW DELIVERABLE" TABLE WILL BRING YOU TO E9-E22. E9-E18D ARE QUESTIONS ABOUT WHAT THE DELIVERABLE WILL ACCOMPLISH OVER THE COURSE OF THE GRANT. E19-E22 ARE QUESTIONS ABOUT WHAT THE DELIVERABLE ACCOMPLISHED IN THE PAST CALENDAR YEAR, OR JANUARY 1 – DECEMBER 31 OF THE PREVIOUS YEAR.)

(SELECTING A DELIVERABLE IN THE "PREVIOUSLY ENTERED DELIVERABLE" TABLE WILL BRING YOU TO E2-E8F)

(SELECTING "NO" TO E3 SKIPS TO E7/IMPACT LIST)

Question Guide
- **Deliverable List**
- **Prev Year (PY)**
- **Geo Reach PY**
- **Target Group PY**
- **Impact List**

Prev Year (PY)

E2. Were there any significant changes to the scope, content, and/or structure of <u>this</u> deliverable between January 1st and December 31st of the previous year?

- ○ No
- ○ Yes, the deliverable has been suspended or cancelled

<u>Please describe the factors that contributed to the decision to</u> suspend or cancel this deliverable:

[text box] 2000 characters left

- ○ Yes, other

<u>Please describe the changes to the scope, content and/or structure</u> of this deliverable in the previous year:

[text box] 2000 characters left

E3. Did this deliverable reach any professional audiences between January 1st and December 31st of the previous year?

- ○ Yes
- ○ No

[Save & Continue]

Question Guide
- **Deliverable List**
- **Prev Year (PY)**
- **Geo Reach PY**
- **Target Group PY**
- **Impact List**

Geo Reach PY

E4. Which of the following best describes the actual geographic reach of the professional audiences that accessed or used <u>this</u> deliverable between January 1st and December 31st of the previous year? *(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 <u>and</u>/or territories this deliverable reached professional audiences between January 1st and December 31st of the previous year: [ ]

E5. Did <u>this</u> deliverable TARGET international professional audiences outside of the United States and U.S. territories between January 1st and December 31st of the previous year?

DO NOT select "Yes" if international audiences were passive observers/consumers of the deliverable.

- For example, a website is not targeting international audiences merely because it is accessible to an international audience via the internet. A website only TARGETS international audiences if it is specifically *designed for* or is *marketed to* a specific international audience.

Click here to show examples of how a deliverable is targeted to international professional audiences.

- ○ No
- ○ Yes

If Yes, please describe the EXACT steps that were taken to TARGET international professional audiences with <u>this</u> deliverable between <u>January 1st and December 31st of the previous year:</u>

[text box] 2000 characters left

[Save & Continue]

Deliverable List
Prev Year (PY)
Geo Reach PY
Target Group PY
Impact List

Target Group PY

E6. In the table below, please select <u>each</u> professional audience that this deliverable reached between January 1st and December 31st of the previous year. *(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 <u>this</u> deliverable in the previous year.

If possible, provide an **unduplicated count** of individuals who were reached during the previous year. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL 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 AISL 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 between January 1st and December 31st of the previous year		
	Unduplicated Count	**Duplicated Count**	**Unable to determine at this time**
☐ Pre-K - 12 teachers			☐
☐ Post-secondary instructors			☐
☐ Informal educators			☐
☐ Staff at after-school and youth programs			☐
☐ Staff at community programs			☐
☐ Exhibit designers			☐
☐ Media producers and/or disseminators			☐
☐ Science writers/journalists			☐
☐ Scientists, engineers, and/or mathematicians			☐
☐ Board members			☐
☐ Directors, presidents, and/or CEOs			☐
☐ Funders			☐
☐ Policymakers			☐
☐ Researchers/evaluators			☐
☐ Other *(specify)*			☐

[Save & Continue]

Deliverable List
Prev Year (PY)
Geo Reach PY
Target Group PY
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.**

The table below should list impact statements that depict **EACH** of the professional audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **professional audience** that will change as result of exposure to this deliverable *(e.g., instructors at STEM after school programs)*;

- The **type of change** that will be observed *(e.g., an increase in knowledge or awareness)*; and

- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to hide examples of impact statements for professional audiences.

- Instructors at STEM after school programs will *learn* about the scientific research process.

- Instructors at STEM after school programs will be *interested* in providing instruction about the scientific research process.

- Instructors at STEM after school programs will have more *positive attitudes* towards using the scientific research process with teenagers.

- Instructors at STEM after school programs *will conduct* scientific research with teenagers.

- Instructors at STEM after school programs will demonstrate mastery of the specific *skills* needed to teach teenagers about how to carry out scientific research.

Once you have updated/created this list, you will answer a set of questions for each impact statement. *You should consult with your evaluator when updating/generating the list of impact statements and answering the corresponding questions.*

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 Statement* column. Each impact statement is a link to a set of questions for that particular impact.

STEP 2: Add new impacts.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.

- 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 Statement* column to access and complete the questions for that impact.

- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.
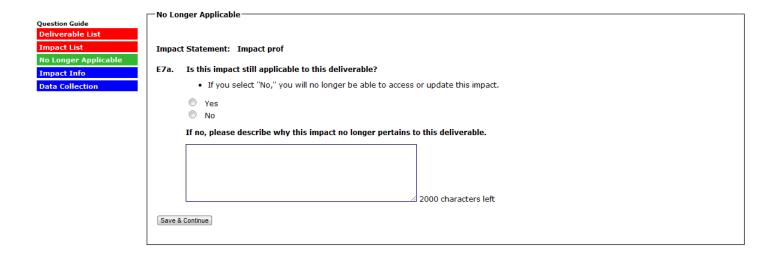
Impact Statement (see examples above)	Information Status	Impact No Longer Applicable	
Impact prof	Not Started		
Instructors at STEM after school programs will conduct scientific research with teenagers.	Not Started		Edit Delete
			Add

Save & Continue

(E7A-E8B ARE COMPLETED/REVIEWED AND UPDATED FOR EACH IMPACT STATEMENT ENTERED IN A PREVIOUS REPORT. EACH IMPACT ENTERED IN A PREVIOUS REPORT WILL HAVE NO BUTTONS/OPTIONS IN THE FAR RIGHT COLUMN OF THE IMPACT TABLE.)

(SELECTING NO TO E7A RETURNS YOU TO THE IMPACT LIST– NO OTHER IMPACT QUESTIONS ARE ASKED)

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

No Longer Applicable

Impact Statement: Impact prof

E7a. **Is this impact still applicable to this deliverable?**
- If you select "No," you will no longer be able to access or update this impact.

  ○ Yes
  ○ No

If no, please describe why this impact no longer pertains to this deliverable.

[   ] 2000 characters left

[Save & Continue]

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

Impact Info

Impact Statement: 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 of the study designs that apply.

  Click here to show definitions for the study designs.

  ☑ 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)

[Save & Continue]

(SELECTING "NONE" TO E8A SKIPS D8B AND RETURNS YOU TO THE IMPACT LIST)

Question Guide
Deliverable List
Impact List
No Longer Applicable
Impact Info
Data Collection

Data Collection

Impact Statement: Impact prof
Indicators:

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

E8b. 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 each data collection activity will occur:

- **Prior to the AISL activity** *(data collected at any point in time before a participant engages in the AISL activity)*

- **During/at the end of the AISL activity** *(data collected while/ immediately after the participant engages in the AISL activity—e.g., an exit interview when leaving an exhibit)*

- **At some point after the AISL activity** *(data collected at some point after the participant has ended engagement with the activity)*

Data Collection Activity	When data will be collected		
	Prior to the AISL deliverable/ activity	**During/at the end** of the AISL deliverable/ activity	At some point **after** the AISL deliverable/ activity
Administrative/participation data			
Museum attendance *(e.g., for specific exhibits)*	☑	☐	☐
Program attendance *(e.g., number participating in youth programs/professional development sessions)*	☐	☑	☐
Number of viewers *(e.g., for a movie, radio program, or television show)*	☐	☐	☑
Readership/citation/usage records	☐	☐	☐
Number of requests for deliverable	☐	☐	☐
Number of published or completed products by audience members	☐	☐	☐
Website downloads	☐	☐	☐
Website submissions	☐	☐	☐
Website hits	☐	☐	☐
School records *(e.g., grades, test scores, course enrollment)*	☐	☐	☐
Other administrative/participation data *(specify)*	☐	☐	☐
Data collected via the web/email			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Web logs by study subjects	☐	☐	☐
Other data collected via the web/email *(specify)*	☐	☐	☐
Data collected via telephone			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews	☐	☐	☐
Other data collected via telephone *(specify)*	☐	☐	☐
Data collected AT informal science education venues/programs			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews *(e.g., exit interviews)*	☐	☐	☐
Tracking and timing studies	☐	☐	☐
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	☐	☐	☐
Recording visitors'/participants'/educators' conversations and/or behavior	☐	☐	☐
Diaries/journals/records maintained by study subjects *while at the informal science education venue/program*	☐	☐	☐
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	☐	☐	☐
Learner artifacts	☐	☐	☐
Think-aloud techniques/protocols	☐	☐	☐
Other data collected AT informal science education venues/programs *(specify)*	☐	☐	☐
Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews	☐	☐	☐
Direct observations of study subjects' conversations/behavior *outside of the informal science venue/program*	☐	☐	☐
Diaries/journals/records maintained by study subjects *outside of the informal science education venue/program*	☐	☐	☐
Other data collected OUTSIDE of informal science venues/other educational settings *(specify)*	☐	☐	☐
Other			
Other *(specify)*	☐	☐	☐

Save & Continue

(SELECT "SAVE AND CONTINUE" TO SUBMIT THE IMPACT AND RETURN TO THE 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.**

The table below should list impact statements that depict **EACH** of the professional audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **professional audience** that will change as result of exposure to this deliverable *(e.g., instructors at STEM after school programs)*;

- The **type of change** that will be observed *(e.g., an increase in knowledge or awareness)*; and

- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to show examples of impact statements for professional audiences.

Once you have updated/created this list, you will answer a set of questions for each impact statement. *You should consult with your evaluator when updating/generating the list of impact statements and answering the corresponding questions.*

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 Statement* column. Each impact statement is a link to a set of questions for that particular impact.

STEP 2: Add new impacts.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.

- 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 Statement* column to access and complete the questions for that impact.

- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

Impact Statement (see examples above)	Information Status	Impact No Longer Applicable	
Impact prof	Complete		
Instructors at STEM after school programs will conduct scientific research with teenagers.	Not Started		Edit Delete
			Add

Save & Continue

(E8C-E8F ARE COMPLETED FOR EACH IMPACT STATEMENT ADDED IN THE CURRENT REPORT. EACH IMPACT ENTERED IN THE CURRENT REPORT WILL HAVE AN "EDIT" AND "DELETE" BUTTON IN THE FAR RIGHT COLUMN OF THE IMPACT TABLE.)

Question Guide
Deliverable List
Impact List
Impact Info
Data Collection

Impact Info

Impact Statement: Instructors at STEM after school programs will conduct scientific research with teenagers.

E8c. Please indicate the appropriate category for <u>this</u> impact statement. *(Check one.)*

○ *Awareness, knowledge, or understanding* of a concept or topic *(e.g., instructors at STEM after school programs will learn about the scientific research process)*

◉ *Engagement or interest* in a concept or topic *(e.g., instructors at STEM after school programs will be interested in providing instruction about the scientific research process)*

○ *Attitude* regarding a concept or topic *(e.g., instructors at STEM after school programs will have more positive attitudes towards using the scientific research process with teenagers)*

○ *Behavior* regarding a concept or topic *(e.g., instructors at STEM after school programs will conduct scientific research with teenagers)*

○ *Skills* regarding a concept or topic *(e.g., instructors at STEM after school programs will demonstrate mastery of the specific skills needed to teach teenagers about how to carry out scientific research)*

○ *Other* (specify) [_____]

E8d. What indicators will you use to determine whether this impact was achieved?

- Indicators are the evidence that will be used to measure progress towards a given impact. An indicator answers the question: How will you know it when you see it?
- Effective indicators align directly to impacts and are clear, measurable, unbiased, and sensitive to change. For instance, if an outcome relates to knowledge gains, the indicator should measure knowledge gains as opposed to, say, participant interest.
- While indicators are measurable, they do not always need to be quantifiable. Indicators can also be qualitative and descriptive, i.e., "Participants will describe that they …"

Click here to show examples of indicators that might be used to measure progress towards the following impact: *Instructors at STEM after school programs will demonstrate mastery of the specific skills needed to teach teenagers about how to carry out scientific research.*

1. [R   ]
   999 characters left

2. [   ]
   1000 characters left

3. [   ]
   1000 characters left

4. [   ]
   1000 characters left

5. [   ]
   1000 characters left

E8e. Which of the following evaluation designs will be used to assess whether this impact and the corresponding indicators have been attained? *(Check <u>all</u> that apply.)*

- If your evaluation design uses mixed methods, please check <u>all</u> of the study designs that apply.

Click here to show definitions for the study designs.

☐ 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)

[Save & Continue]

(SELECTING "NONE" IN E8E WILL SKIP E8F, SUBMIT THE IMPACT, AND RETURN TO THE IMPACT LIST)

Data Collection

Impact Statement: Instructors at STEM after school programs will conduct scientific research with teenagers.

E8f. **Which of the following data collection methods will be 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 each data collection activity will occur:

- **Prior to the AISL activity** *(data collected at any point in time before a participant engages in the AISL activity)*
- **During/at the end of the AISL activity** *(data collected while/ immediately after the participant engages in the AISL activity—e.g., an exit interview when leaving an exhibit)*
- **At some point after the AISL activity** *(data collected at some point after the participant has ended engagement with the activity)*

Data Collection Activity	When data will be collected		
	Prior to the AISL deliverable/ activity	**During/at the end of** the AISL deliverable/ activity	At some point **after** the AISL deliverable/ activity
Administrative/participation data			
Museum attendance *(e.g., for specific exhibits)*	☐	☐	☐
Program attendance *(e.g., number participating in youth programs/professional development sessions)*	☐	☐	☐
Number of viewers *(e.g., for a movie, radio program, or television show)*	☐	☐	☐
Readership/citation/usage records	☐	☐	☐
Number of requests for deliverable	☐	☐	☐
Number of published or completed products by audience members	☐	☐	☐
Website downloads	☐	☐	☐
Website submissions	☐	☐	☐
Website hits	☐	☐	☐
School records *(e.g., grades, test scores, course enrollment)*	☐	☐	☐
Other administrative/participation data *(specify)*	☐	☐	☐
Data collected via the web/email			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Web logs by study subjects	☐	☐	☐
Other data collected via the web/email *(specify)*	☐	☐	☐
Data collected via telephone			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews	☐	☐	☐
Other data collected via telephone *(specify)*	☐	☐	☐
Data collected AT informal science education venues/programs			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews *(e.g., exit interviews)*	☐	☐	☐
Tracking and timing studies	☐	☐	☐
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	☐	☐	☐
Recording visitors'/participants'/educators' conversations and/or behavior	☐	☐	☐
Diaries/journals/records maintained by study subjects *while at the informal science education venue/program*	☐	☐	☐
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	☐	☐	☐
Learner artifacts	☐	☐	☐
Think-aloud techniques/protocols	☐	☐	☐
Other data collected AT informal science education venues/programs *(specify)*	☐	☐	☐
Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)			
Questionnaire/survey	☐	☐	☐
Formal assessment/test	☐	☐	☐
Focus groups	☐	☐	☐
Interviews	☐	☐	☐
Direct observations of study subjects' conversations/behavior *outside of the informal science venue/program*	☐	☐	☐
Diaries/journals/records maintained by study subjects *outside of the informal science education venue/program*	☐	☐	☐
Other data collected OUTSIDE of informal science venues/other educational settings *(specify)*	☐	☐	☐
Other			
Other *(specify)*	☐	☐	☐

Save & Continue

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Question Guide

Deliverable List

Prev Year (PY)

Geo Reach PY

Target Group PY

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.**

The table below should list impact statements that depict **EACH** of the professional audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **professional audience** that will change as result of exposure to this deliverable *(e.g., instructors at STEM after school programs)*;

- The **type of change** that will be observed *(e.g., an increase in knowledge or awareness)*; and

- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to show examples of impact statements for professional audiences.

Once you have updated/created this list, you will answer a set of questions for each impact statement. *You should consult with your evaluator when updating/generating the list of impact statements and answering the corresponding questions.*

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 Statement* column. Each impact statement is a link to a set of questions for that particular impact.

STEP 2: Add new impacts.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.

- 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 Statement* column to access and complete the questions for that impact.

- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

Impact Statement (see examples above)	Information Status	Impact No Longer Applicable	
Impact prof	Complete		
Instructors at STEM after school programs will conduct scientific research with teenagers.	Complete		[Edit] [Delete]
			[Add]

[Save & Continue]

(SELECT "SAVE AND CONTINUE" TO SUBMIT THE DELIVERABLE AND RETURN TO THE 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 AISL 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 the expected deliverable accomplishments over the course of the AISL grant as well as actual deliverable accomplishments between January 1st and December 31st of the previous year.

Previously Entered Deliverable Name	Information Status
TEST	Complete

New Deliverable Name	Information Status	
Test professional audience deliverable: workshop	Not Started	Edit Delete
		Add

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

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Submit

(SELECTING A DELIVERABLE IN THE "NEW DELIVERABLE" TABLE WILL BRING YOU TO E9-E22. E9-E18D ARE QUESTIONS ABOUT WHAT THE DELIVERABLE WILL ACCOMPLISH OVER THE COURSE OF THE GRANT. E19-E22 ARE QUESTIONS ABOUT WHAT THE DELIVERABLE ACCOMPLISHED IN THE PAST CALENDAR YEAR, OR JANUARY 1 – DECEMBER 31 OF THE PREVIOUS YEAR.)

Question Guide

Deliverable List
Deliverable Type
Project Info
Geographic Reach
Target Group
Impact Organization
Impact List
Prev Year (PY)
Geo Reach PY
Target Group PY

Deliverable Type

E9. Please indicate the deliverable type that best describes <u>this</u> product, program, or experience. *(Select <u>one</u>.)*

Audio and Video

Video segment/clip/program/series *(e.g., training videos, webinars)*	○
Audio segment/clip/program/series	○
Other audio or video *(specify)*	○

Resource Materials and Information Sharing

Blog/newsletter	○
Discussion group/forum/information sharing network	○
Curriculum	○
Training workshop	○
Presentation *(e.g., lecture at a conference for formal educators)*	○
Research paper, issue brief, or publication *(e.g., an article in a peer-reviewed journal)*	○
Informational guide *(e.g., teacher guides for museum exhibit)*	○
Demonstration/activity kit/guide *(with supplies and/or instructions to perform experiments or activities)*	○
Program or event	○
Theater production or performance	○
Conference	○
Residency program	○
Other resource materials *(specify)*	○

Infrastructure Development or Enhancement for Facilitated Communication

Evaluation tools	○
Website for professional audiences *(e.g., wiki website)*	○
Database *(e.g., creating a new database or developing the capacity to contribute to an existing database)*	○
Customizable tools or computer infrastructure	○
Other infrastructure *(specify)*	○

Games and Information and Communication Technologies

Game *(e.g., mobile online games, massively multiplayer online games, console games, board games)*	○
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 information and communication technology *(specify)*	○

Project Website

Project Website	○

Other

Other *(specify)*	○

Save & Continue

| Deliverable List |
| Deliverable Type |
| Project Info |
| Geographic Reach |
| Target Group |
| Impact Organization |
| Impact List |
| Prev Year (PY) |
| Geo Reach PY |
| Target Group PY |

Project Info

E10. **Please provide a brief description of this deliverable. The description should include information about:**

- The deliverable's purpose or what it will accomplish.
- The deliverable's content.
- Any unique or innovative features about the deliverable.

2000 characters left

E11. **Please indicate whether this deliverable is a primary or secondary focus of your overall AISL project.**

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

E12. **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.

STEM Content Area	Primary	Secondary
Biological Sciences		
Environmental Biology	☐	☐
Integrative Organismal Systems	☐	☐
Molecular and Cellular Biosciences	☐	☐
Evolution	☐	☐
Anatomy	☐	☐
Other biological sciences *(specify)*	☐	☐
Computer and Informational Sciences		
Computer and Network Systems	☐	☐
Intelligent Systems and Robotics	☐	☐
Other computer and informational sciences *(specify)*	☐	☐
Engineering		
Chemical, Bioengineering, Environmental, Transport Systems	☐	☐
Civil, Mechanical and Manufacturing Innovation	☐	☐
Electrical, Communications and Cyber Systems	☐	☐
Other engineering *(specify)*	☐	☐
Geosciences		
Atmospheric Sciences	☐	☐
Earth Sciences	☐	☐
Ocean Sciences	☐	☐
Other geosciences *(specify)*	☐	☐
Math and Physical Sciences		
Astronomical Sciences	☐	☐
Chemistry	☐	☐
Materials Research	☐	☐
Mathematical Sciences	☐	☐
Physics	☐	☐
Other math and physical sciences *(specify)*	☐	☐
Social, Behavioral and Economic Sciences		
Behavioral and Cognitive Sciences	☐	☐
Human and Social Dynamics	☐	☐
Science of Learning	☐	☐
Science Resource Statistics	☐	☐
Social and Economic Sciences	☐	☐
Archaeology/Paleontology	☐	☐
Other social, behavioral and economic sciences *(specify)*	☐	☐
Other		
Animal Sciences	☐	☐
Plant Sciences	☐	☐
Environmental/Conservation/Climate Sciences	☐	☐
Nanotechnology	☐	☐
History of Science	☐	☐
Energy	☐	☐
Scientific Tools	☐	☐
Other *(specify)*	☐	☐

(CONTINUED ON NEXT PAGE)

E13. Is this deliverable interdisciplinary *(i.e., does it integrate concepts across multiple content areas)?*

ONLY select "Yes" if your deliverable is interdisciplinary:

- A deliverable is **interdisciplinary** if it **integrates** concepts, information, techniques, perspectives, theories, etc. from two or more disciplines. For example, curriculum is interdisciplinary if a single lesson explores how math skills are utilized in a specific scientific field.

DO NOT select "Yes" if your deliverable is multidisciplinary OR the team developing the deliverable is multidisciplinary:

- A deliverable is **multidisciplinary** if it **includes, but does not integrate**, concepts, information, techniques, perspectives, theories, etc. from two or more disciplines. For example, curriculum is multidisciplinary if it includes one lesson about math skills and a separate lesson about a specific scientific field. In this case, math and science are **not integrated**.

- A deliverable is **NOT interdisciplinary** simply because the team members developing the deliverable come from multiple disciplines. The deliverable, and not the team, must integrate two or more disciplines in order to be interdisciplinary.

Click here to show examples of interdisciplinary professional audience deliverables.

- ○ No
- ○ Yes

If Yes, please describe the EXACT steps that will be taken to make this deliverable interdisciplinary.

[text box] 2000 characters left

[Save & Continue]

Geographic Reach

E14. Which of the following best describes the anticipated geographic reach of the professional audiences that will ultimately access or use this deliverable? *(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 will reach 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 will only reach 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 you anticipate reaching professional audiences: [ ]

E15. Will any steps be taken to TARGET this deliverable to international professional audiences outside of the United States and U.S. territories?

DO NOT select "Yes" if international audiences will be passive observers/consumers of the deliverable.

- For example, a website is not targeting international audiences merely because it is accessible to an international audience via the internet. A website only TARGETS international audiences if it is specifically *designed for* or is *marketed to* a specific international audience.

Click here to show examples of how a deliverable is targeted to international professional audiences.

- ○ No
- ○ Yes

If Yes, please describe the EXACT steps that will be taken to TARGET international professional audiences with this deliverable:

[text box] 2000 characters left

[Save & Continue]

Target Group

E16. **Please select all professional audience(s) in the table below that are targeted by this deliverable.** *(Check all that apply.)*

For each professional audience that you select, please provide your best estimate of the number of professionals that will ultimately be reached by *this* deliverable over the course of your AISL award period.

If possible, provide an **unduplicated count** of individuals who will be reached. *If you are only providing an unduplicated count, please leave the duplicated count field blank.*

Click here for the AISL definition of unduplicated counts.

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

Click here for the AISL 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 anticipated participants over the course of the AISL award period		
	Unduplicated Count	Duplicated Count	Unable to determine at this time
☐ Pre-K - 12 teachers			☐
☐ Post-secondary instructors			☐
☐ Informal educators			☐
☐ Staff at after-school and youth programs			☐
☐ Staff at community programs			☐
☐ Exhibit designers			☐
☐ Media producers and/or disseminators			☐
☐ Science writers/journalists			☐
☐ Scientists, engineers, and/or mathematicians			☐
☐ Board members			☐
☐ Directors, presidents, and/or CEOs			☐
☐ Funders			☐
☐ Policymakers			☐
☐ Researchers/evaluators			☐
☐ Other *(specify)*			☐

Save & Continue

Deliverable List
Deliverable Type
Project Info
Geographic Reach
Target Group
Impact Organization
Impact List
Prev Year (PY)
Geo Reach PY
Target Group PY

Impact Organization

E17. Where will the information gained or disseminated from <u>this</u> deliverable ultimately have the greatest impact? *(Check all that apply.)*

Informal Learning Institution/Organization	
Arboretum or botanical garden	☐
Children's museum	☐
History or art museum	☐
Natural history museum	☐
Science-technology center or museum	☐
Multi-type museum *(e.g., a museum that is both a science-technology museum and a natural history museum)*	☐
Tribal museum	☐
Nature or interpretive center	☐
Planetarium or fulldome theater	☐
Combined planetarium and science technology-center or museum	☐
Zoo or a combined zoo/aquarium	☐
Aquarium only	☐
Library	☐
Theater or theater organization	☐
Community organization	☐
Youth organization/after-school organization	☐
Other informal learning institution/organization *(specify)*	☐
Media Design and Production	
Exhibit design/fabrication firm/entity	☐
Planetarium show production firm/entity	☐
Independent film or media production firm/entity	☐
Print media production firm/entity	☐
Radio station or organization	☐
Television station or organization	☐
Television and radio station or organization	☐
Website design firm/entity	☐
Software design firm/entity	☐
Digital/interactive media design and production firm/entity	☐
Other media design/production *(specify)*	☐
Educational Institution	
Pre-K-12 district/school *(including charter schools and private schools)*	☐
Continuing education institution	☐
2-year college or community college	☐
4-year college or university	☐
Graduate or professional school	☐
Other educational institution *(specify)*	☐
Educational Support Services	
Educational or STEM materials development firm/entity	☐
Educational or STEM research firm/entity	☐
Other educational support services *(specify)*	☐
Other	
Public or government agency	☐
Evaluation or research firm/entity	☐
Research and educational outreach firm/entity	☐
Research laboratory/center	☐
Consulting/public relations/marketing/communications firm/entity	☐
Foundation or grant-making institution	☐
Private company	☐
National or regional association or professional organization	☐
Other *(specify)*	☐
Multi-category	
Multi-category *(e.g., two or more organization categories)*	☐

Save & Continue

(SELECTING "THERE ARE NO IMPACTS FOR THIS DELIVERABLE" (OPTION AVAILABLE ONLY FOR DELIVERABLES MARKED "SECONDARY FOCUS" IN E11) WILL SKIP TO E19. FOR EACH IMPACT STATEMENT ENTERED INTO THE TABLE, ANSWER E18A-E18D.)

Question Guide

Deliverable List
Deliverable Type
Project Info
Geographic Reach
Target Group
Impact Organization
Impact List
Prev Year (PY)
Geo Reach PY
Target Group PY

Impact List

E18. **Please provide the following information about the anticipated impacts of this deliverable on your professional audience.**

Use the table below to generate a list of impact statements that depict **EACH** of the professional audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **professional audience** that will change as result of exposure to this deliverable (*e.g., instructors at STEM after school programs*);

- The **type of change** that will be observed (*e.g., an increase in knowledge or awareness*); and

- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to hide examples of impact statements for professional audiences.

- Instructors at STEM after school programs will *learn* about the scientific research process.

- Instructors at STEM after school programs will be *interested* in providing instruction about the scientific research process.

- Instructors at STEM after school programs will have more *positive attitudes* towards using the scientific research process with teenagers.

- Instructors at STEM after school programs *will conduct* scientific research with teenagers.

- Instructors at STEM after school programs will demonstrate mastery of the specific *skills* needed to teach teenagers about how to carry out scientific research.

Once you have created this list, you will answer a set of questions for each impact statement about corresponding indicators, study designs, and data collection methods. *You should consult with your evaluator when generating a list of impact statements and answering the corresponding questions.*

STEP 1: Generate a list of impact statements for this deliverable.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.

- You will be able to add additional impact statements at a later time.

STEP 2: Provide information about each impact.

- 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 Statement* column to access and complete the questions for that impact.

- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

If no impacts will be measured for this deliverable, select the box below the table.

Impact Statement (see examples above)	Information Status	
Instructors at STEM after school programs will conduct scientific research with teenagers.	Not Started	Edit Delete
		Add

☐ There are no impacts for this deliverable.

[Save & Continue]

Impact Info

Impact Statement: Instructors at STEM after school programs will conduct scientific research with teenagers.

E18a. Please indicate the appropriate category for <u>this</u> impact statement. *(Check one.)*

○ **Awareness, knowledge, or understanding** of a concept or topic *(e.g., instructors at STEM after school programs will learn about the scientific research process)*

○ **Engagement or interest** in a concept or topic *(e.g., instructors at STEM after school programs will be interested in providing instruction about the scientific research process)*

○ **Attitude** regarding a concept or topic *(e.g., instructors at STEM after school programs will have more positive attitudes towards using the scientific research process with teenagers)*

○ **Behavior** regarding a concept or topic *(e.g., instructors at STEM after school programs will conduct scientific research with teenagers)*

○ **Skills** regarding a concept or topic *(e.g., instructors at STEM after school programs will demonstrate mastery of the specific skills needed to teach teenagers about how to carry out scientific research)*

○ **Other** *(specify)* [_____]

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

- Indicators are the evidence that will be used to measure progress towards a given impact. An indicator answers the question: How will you know it when you see it?

- Effective indicators align directly to impacts and are clear, measurable, unbiased, and sensitive to change. For instance, if an outcome relates to knowledge gains, the indicator should measure knowledge gains as opposed to, say, participant interest.

- While indicators are measurable, they do not always need to be quantifiable. Indicators can also be qualitative and descriptive, i.e., "Participants will describe that they …"

Click here to show examples of indicators that might be used to measure progress towards the following impact: *Instructors at STEM after school programs will demonstrate mastery of the specific skills needed to teach teenagers about how to carry out scientific research.*

1. [_____] 1000 characters left

2. [_____] 1000 characters left

3. [_____] 1000 characters left

4. [_____] 1000 characters left

5. [_____] 1000 characters left

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

- If your evaluation design uses mixed methods, please check <u>all</u> of the study designs that apply.

Click here to show definitions for the study designs.

☐ 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)

[Save & Continue]

(SELECTING "NONE" TO E18C SKIPS E18D, SUBMITS THE IMPACT, AND RETURNS YOU TO THE IMPACT LIST)

Data Collection

Impact Statement: Instructors at STEM after school programs will conduct scientific research with teenagers.

E18d. Which of the following data collection methods will be used to assess whether <u>this</u> impact and the corresponding indicators have been attained? *(Check <u>all</u> that apply.)*

In responding to this item, please indicate whether each data collection activity will occur:

- **Prior to the AISL activity** *(data collected at any point in time before a participant engages in the AISL activity)*
- **During/at the end of the AISL activity** *(data collected while/ immediately after the participant engages in the AISL activity—e.g., an exit interview when leaving an exhibit)*
- **At some point after the AISL activity** *(data collected at some point after the participant has ended engagement with the activity)*

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

[Save & Continue]

(SELECTING "SAVE & CONTINUE" RETURNS YOU TO THE IMPACT LIST)

Impact List

E18. **Please provide the following information about the anticipated impacts of this deliverable on your professional audience.**

Use the table below to generate a list of impact statements that depict **EACH** of the professional audience outcomes that are expected to occur as a result of **THIS** deliverable.

Each impact statement should be a single *sentence* that describes *how* a target audience will change as a result of exposure to this deliverable. A well-written impact statement will include the following information:

- The **professional audience** that will change as result of exposure to this deliverable *(e.g., instructors at STEM after school programs)*;

- The **type of change** that will be observed *(e.g., an increase in knowledge or awareness)*; and

- The **subject or content area** that is the focus of the impact.

A deliverable can have *multiple* impacts—e.g., one for increased knowledge **AND** another for enhanced interest. You should **NOT** combine two impacts into a single statement.

Click here to show examples of impact statements for professional audiences.

Once you have created this list, you will answer a set of questions for each impact statement about corresponding indicators, study designs, and data collection methods. *You should consult with your evaluator when generating a list of impact statements and answering the corresponding questions.*

STEP 1: Generate a list of impact statements for this deliverable.

- To add an impact, enter the impact statement in the text box in the *Impact Statement* column. Then, click the *Add* button in the right-hand column of the table.

- You will be able to add additional impact statements at a later time.

STEP 2: Provide information about each impact.

- 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 Statement* column to access and complete the questions for that impact.

- Click here to obtain background information about impacts, indicators, impact categories, study designs, and data collection methods.

If no impacts will be measured for this deliverable, select the box below the table.

Impact Statement (see examples above)	Information Status	
Instructors at STEM after school programs will conduct scientific research with teenagers.	Complete	Edit Delete
		Add

☐   There are no impacts for this deliverable.

Save & Continue

Prev Year (PY)

E19. **Did this deliverable reach any professional audiences between January 1st and December 31st of the previous year?**

○ Yes
○ No

Save & Continue

Section Menu   Print   Glossary   Survey Navigation   Help Materials   Sign out

(SELECTING "NO" TO E19 SKIPS THE REMAINING QUESTIONS, SUBMITS THE DELIVERABLE, AND RETURNS YOU TO THE DELIVERABLE LIST. SELECTING "YES" TO E19 BRINGS UP THE FOLLOWING POP UP)

Attention: The following set of questions, E20-E22, will ask about what this deliverable accomplished during the past calendar year, NOT what you anticipate this deliverable will accomplish in the future.

OK

Geo Reach PY

E20. **Which of the following best describes the actual geographic reach of the professional audiences that accessed or used <u>this</u> deliverable between January 1st and December 31st of the previous year?** *(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 <u>and</u>/or territories this deliverable reached professional audiences between January 1st and December 31st of the previous year: [   ]

E21. **Did <u>this</u> deliverable TARGET international professional audiences outside of the United States and U.S. territories between January 1st and December 31st of the previous year?**

DO NOT select "Yes" if international audiences were passive observers/consumers of the deliverable.

- For example, a website is not targeting international audiences merely because it is accessible to an international audience via the internet. A website only TARGETS international audiences if it is specifically *designed for* or is *marketed to* a specific international audience.

Click here to show examples of how a deliverable is targeted to international professional audiences.

⊙ No
⊙ Yes

If Yes, please describe the EXACT steps that were taken to TARGET international professional audiences with <u>this</u> deliverable between January 1st and December 31st of the previous year:

[text box] 2000 characters left

Save & Continue

Question Guide
Deliverable List
Deliverable Type
Project Info
Geographic Reach
Target Group
Impact Organization
Impact List
Prev Year (PY)
Geo Reach PY
Target Group PY

Target Aud PY

E22. **In the table below, please select each professional audience that _this_ deliverable reached between January 1st and December 31st of the previous year.** _(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 in the previous year.

If possible, provide an **unduplicated count** of individuals who were reached during the previous year. _If you are only providing an unduplicated count, please leave the duplicated count field blank._

Click here for the AISL 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 AISL 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 between January 1st and December 31st of the previous year		
	Unduplicated Count	Duplicated Count	Unable to determine at this time
☑ Pre-K - 12 teachers			☐
☐ Post-secondary instructors			☐
☐ Informal educators			☐
☐ Staff at after-school and youth programs			☐
☐ Staff at community programs			☐
☐ Exhibit designers			☐
☐ Media producers and/or disseminators			☐
☐ Science writers/journalists			☐
☐ Scientists, engineers, and/or mathematicians			☐
☐ Board members			☐
☐ Directors, presidents, and/or CEOs			☐
☐ Funders			☐
☐ Policymakers			☐
☐ Researchers/evaluators			☐
☐ Other _(specify)_			☐

Save & Continue

(SELECT "SAVE & CONTINUE" TO SUBMIT THE DELIVERABLE AND RETURN TO THE 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 AISL 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 the expected deliverable accomplishments over the course of the AISL grant as well as actual deliverable accomplishments between January 1st and December 31st of the previous year.

Previously Entered Deliverable Name	Information Status
TEST	Complete

New Deliverable Name	Information Status	
Test professional audience deliverable: workshop	Complete	Edit Delete
		Add

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

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Submit

(SELECT "SUBMIT" TO SUBMIT SECTION E AND RETURN TO THE SECTION MENU)

Section F: Formative and Summative Evaluation Questions

AISL Online Project Monitoring System

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

INSTRUCTIONS FOR COMPLETING THE AISL ANNUAL UPDATE

Project ID: Test201
Award Type: Test

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

Links are available at the top and bottom of the screen to assist you. For guidance on how to navigate the system, click on the *Survey Navigation* link. For information on the items contained in the survey and how to address them, click on the *Help Materials* link.

Please complete each of the following sections of the Annual Update as they pertain to your AISL 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 *Final Submit* button will appear at the bottom of the page. Select the *Final Submit* button to complete and submit your survey.

	Status
Section A: Project and the Lead Organization	Complete
Section B: Key Personnel for 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	Not Started
Section G: Project Accomplishments and Lessons Learned	Not Started
Annual Submission Status: **Not complete**	

(SELECTING "THIS PROJECT HAS NO FORMATIVE EVALUATION" WILL SKIP TO F3)

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: test

Primary point of contact: test

Telephone number for the primary point of contact: (###-###-####) 111-111-1111

Email address for the primary point of contact: 2@2.com

☐ This project has no formative evaluation.

[Save & Continue]

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

Formative Info

F2. Please review and, if necessary, update the formative evaluation questions entered in a previous report.

Use the following steps to update previously entered evaluation questions and add new evaluation questions in the table below.

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 the evaluation question. Click "edit" to save these changes.
- If an evaluation question no longer applies, check the appropriate box in the column titled *Check if question is no longer applicable*. Click "edit" to save this change.

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.

Formative Evaluation Question	Evaluation Design (check all that apply)					Check if question is no longer applicable	
	Qualitative, no comparison group	Quantitative, no comparison group	Quasi-experimental	Experimental	Other (specify)		
previously entered question	☑	☑	☑	☐		☐	Edit
newly entered question	X						Delete
	☐	☐	☐	☐			Add

[Save & Continue]

(FOR EACH EVALUATION QUESTION MARKED "NO LONGER APPLICABLE" IN F2, ANSWER F2A)

Question Guide

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

┌─ No Longer Applicable ───┐

F2a.   Please describe why this evaluation question no longer applies to your AISL project.

   Evaluation question: previously entered question

   [   ]
   [   ]
   [   ] 2000 characters left

   [Save & Continue]

└──┘

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: [test]

   Primary point of contact: [test]

   Telephone number for the primary point of contact: [111-111-1111]
   (###-###-####)

   Email address for the primary point of contact: [2@2.com]

   ☐ This project has no summative evaluation.

   [Save & Continue]

└──┘

(SELECTING "THIS PROJECT HAS NO SUMMATIVE EVALUATION" WILL SKIP TO A SUBMIT PAGE FOR SECTION F)

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

Summative Info

F4. **Please review and, if necessary, update the summative evaluation questions entered in a previous report.**

Use the following steps to update previously entered evaluation questions and add new evaluation questions in the table below.

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 the evaluation question. Click "edit" to save these changes.
- If an evaluation question no longer applies, check the appropriate box in the column titled *Check if question is no longer applicable*. Click "edit" to save this change.

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.

Summative Evaluation Question	Evaluation Design (check all that apply)					Check if question is no longer applicable	
	Qualitative, no comparison group	Quantitative, no comparison group	Quasi-experi-mental	Experi-mental	Other (specify)		
previously entered question	☑	☑	☑	☑		☐	Edit
newly entered question			X				Delete
	☐	☐	☐	☐			Add

Save & Continue

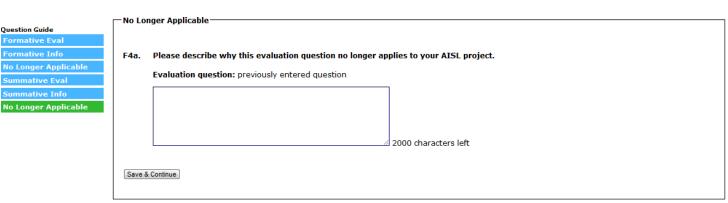**(FOR EACH EVALUATION QUESTION MARKED "NO LONGER APPLICABLE" IN F4, ANSWER F4A)**

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

No Longer Applicable

F4a. **Please describe why this evaluation question no longer applies to your AISL project.**

Evaluation question: previously entered question

2000 characters left

Save & Continue

(SELECT "SUBMIT" TO SUBMIT SECTION F AND RETURN TO THE SECTION MENU)

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.

Submit

Section G: Project Accomplishments and Lessons Learned

AISL Online Project Monitoring System

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

INSTRUCTIONS FOR COMPLETING THE AISL ANNUAL UPDATE

Project ID: Test201
Award Type: Test

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

Links are available at the top and bottom of the screen to assist you. For guidance on how to navigate the system, click on the *Survey Navigation* link. For information on the items contained in the survey and how to address them, click on the *Help Materials* link.

Please complete each of the following sections of the Annual Update as they pertain to your AISL 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 *Final Submit* button will appear at the bottom of the page. Select the *Final Submit* button to complete and submit your survey.

	Status
Section A: Project and the Lead Organization	Complete
Section B: Key Personnel for 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	Not Started
Annual Submission Status: **Not complete**	

Question G1-G5

G1. What do you consider to be your most significant project accomplishment during the past year? What is noteworthy about this accomplishment?

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G2. Describe your progress in developing or strengthening partnerships or linkages among your project's organizational partners during the past year.

8000 characters left

G3. Describe your progress in developing or strengthening partnerships or linkages between your project and formal educational organizations *(e.g., pre-K-12 school systems, colleges and universities)* during the past year.

8000 characters left

G4. Describe steps taken in the past year 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 does not have a formative evaluation.

8000 characters left

G5. Describe any lessons that you learned as a result of this project that may be of use to other AISL Principal Investigators. If possible, please 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

8000 characters left

Save & Continue

Question G6

G6. **In the table below, attach any products, publications, logic models, or data collection instruments that you would like to share with other AISL projects.**

- To attach a file, enter a title in the *File Title* field and select a file type from the *File Type* drop down menu. If you select "Other" for your file type, specify the file type in the *Other (specify)* field. Use the *Browse* button to locate and select the file on your computer. Then, click the *Upload* button. Repeat for each file you would like to upload.

- Anything you upload may be viewed by NSF, other AISL projects, and other interested parties. Please only upload materials that 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.

☐ Select this box if you do not have any files to attach.

File Title: _____

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

File: [Choose File] No file chosen

[Upload]

[Save & Continue]

Question G7

G7. **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 AISL 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.

- Select the box above the table if there are no websites for this project.

☐ Select this box if there are no websites for this project.

Website	Description of Materials on Website	
_____	_____	[Add]

[Save & Continue]

(SELECT "SAVE AND CONTINUE" TO SUBMIT SECTION G AND RETURN TO THE SECTION MENU)

AISL Online Project Monitoring System

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

INSTRUCTIONS FOR COMPLETING THE AISL ANNUAL UPDATE

Project ID: Test201
Award Type: Test

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

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	Status
Section A: Project and the Lead Organization	Complete
Section B: Key Personnel for 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
Annual Submission Status:**Complete**	

Submit Final Report

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

(SELECT "SUBMIT FINAL REPORT" BUTTON TO SUBMIT THE REPORT)

AISL Online Project Monitoring System

Thank You!

Thank you for submitting your Advancing Informal STEM Learning Annual Report.

If you have any questions, please contact your Westat contact person or email ISEhelp@westat.com.

If you would like to print your responses, please click Print.

You will be contacted next year to complete another annual report if your project is ongoing or a closeout report if your project has ended.