

## **Attachment A2**

### **AISL Monitoring System Screenshots: OPMS Baseline Survey**

**Baseline Survey Screenshots for**  
**The NSF Advancing Informal STEM Learning (AISL) Program's**  
**Online Project Monitoring System (OPMS)**

**NOTE: The OPMS Baseline Survey collects anticipated data over the course of the AISL grant.**



# 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](mailto:isehelp@westat.com)

Contact Us







# AISL Online Project Monitoring System

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This baseline survey 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 BASELINE SUBMISSION

**Award 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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**Please complete each of the following sections of the Baseline Submission 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 *Submit Report* button will appear at the bottom of the page. Select the *Submit Report* button to complete and submit your survey.**

	Status
<a href="#">Section A: Project and the Lead Organization</a>	Not Started
<a href="#">Section B: Key Personnel for the Project Team</a>	Not Started
<a href="#">Section C: Organizational Partners</a>	Not Started
<a href="#">Section D: Products, Programs, or Experiences for Public Audiences</a>	Not Started
<a href="#">Section E: Products, Programs, or Experiences for Professional Audiences</a>	Not Started
<a href="#">Section F: Formative and Summative Evaluation Questions</a>	Not Started
<b>Baseline Submission Status: Not complete</b>	

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## **Section A: Project and the Lead Organization**



# AISL Online Project Monitoring System

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## INSTRUCTIONS FOR COMPLETING THE AISL BASELINE SUBMISSION

**Award ID: Test202**  
**Award Type: Test**

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	Status
<a href="#">Section A: Project and the Lead Organization</a>	Incomplete
<a href="#">Section B: Key Personnel for the Project Team</a>	Not Started
<a href="#">Section C: Organizational Partners</a>	Not Started
<a href="#">Section D: Products, Programs, or Experiences for Public Audiences</a>	Not Started
<a href="#">Section E: Products, Programs, or Experiences for Professional Audiences</a>	Not Started
<a href="#">Section F: Formative and Summative Evaluation Questions</a>	Not Started
<b>Baseline Submission Status: Not complete</b>	

Question Guide

Title/Abstract

Lead Organization

Venues

Contact Info

Title/Abstract

A1. Project title:

A2. Please review and revise the following abstract about your project:

4000 characters left

Save & Continue

Question Guide

Title/Abstract

Lead Organization

Venues

Contact Info

Lead Organization

A3. Lead organization name:

A4. Division/department: (If no division/department, enter "not applicable")

(CONTINUED ON NEXT PAGE)

**A5. Which of the following best describes this division/department or organization?**

- 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.
- If your lead organization has multiple divisions or departments, select the division or department in which the PI is located.
- If your organization is not a division or department, select *Not Applicable* in the *Division/department* column.
- If the lead organization type for a given lead organization is not listed on the table below, select "other" (under Other) and provide specific information as to how the lead organization type should be coded. The information you provide will help us develop new lead organization codes for future collections.

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

(CONTINUED ON NEXT PAGE)

Other		
Public or government agency	<input type="radio"/>	<input type="radio"/>
Evaluation or research firm/entity	<input type="radio"/>	<input type="radio"/>
Research and educational outreach firm/entity	<input type="radio"/>	<input type="radio"/>
Research laboratory/center	<input type="radio"/>	<input type="radio"/>
Consulting/public relations/marketing/communications firm/entity	<input type="radio"/>	<input type="radio"/>
Foundation or grant-making institution	<input type="radio"/>	<input type="radio"/>
Private company	<input type="radio"/>	<input type="radio"/>
National or regional association or professional organization	<input type="radio"/>	<input type="radio"/>
Other (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
Multi-category		
Multi-category (e.g., two or more organization categories)	<input type="radio"/>	<input type="radio"/>
Not Applicable		
Not Applicable (i.e., the organization is not a division/department)		<input type="radio"/>

**A6. Has the PI or any co-PIs for this project served as a PI or co-PI for a previous AISL and/or NSF project?**

- If your project does not have a co-PI, please click the radio button in the column *No co-PI*.

	Served as a PI or co-PI for a previous AISL project		Served as a PI or a co-PI for a previous NSF (i.e., non-AISL)		No co-PI
	Yes	No	Yes	No	
PI for this grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Any co-PIs for this grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save & Continue

Question Guide

Title/Abstract

Lead Organization

Venues

Contact Info

Venues

A7. Please enter each public venue in which your project will reach public or professional audiences.

- 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 *Edit* button to change information about it or use the *Delete* button to remove it.
- If the venue type for a given venue is not listed on the table below, select "other" (under Other) and provide specific information as to how the venue should be coded. The information you provide will help us develop new venue codes for future collections.
- If your project has no public settings, please check the box below the table.

Public Venue Name	Public Venue Zip Code	Public Venue Type	
<input type="text"/>	<input type="text"/>	Select venue type <input type="text"/>	<input type="button" value="Add"/>
		Other (specify): <input type="text"/>	

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

Question Guide

Title/Abstract

Lead Organization

Venues

Contact Info

Contact Info

A8. Please provide 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:

Primary point of contact for this survey:

Street address:

City:

State:

Zip code:

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

Email address for the primary point of contact:



## Section A

### Question Guide

Title/Abstract

Lead Organization

Venues

Contact Info

### 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 B: Key Personnel for the Project Team**



# AISL Online Project Monitoring System

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	<b>Status</b>
<a href="#">Section A: Project and the Lead Organization</a>	Complete
<a href="#">Section B: Key Personnel for the Project Team</a>	Not Started
<a href="#">Section C: Organizational Partners</a>	Not Started
<a href="#">Section D: Products, Programs, or Experiences for Public Audiences</a>	Not Started
<a href="#">Section E: Products, Programs, or Experiences for Professional Audiences</a>	Not Started
<a href="#">Section F: Formative and Summative Evaluation Questions</a>	Not Started
<b>Baseline Submission Status: Not complete</b>	

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## Key Personnel for the Project Team

This section collects information about each PI, co-PI, named advisor, key team member, and consultant that will make 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 a key member of the project team, please call your Westat contact person or email [isehelp@westat.com](mailto:isehelp@westat.com).

Use the table below to generate a list of the key personnel for your project team. Once you have created the list, you will answer a set of questions for each individual you entered.

### STEP 1: Generate a list of your 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.

### STEP 2: Click on each individual listed below to provide information.

- After you add a project team member, that name becomes a link to a set of questions for that particular individual. Click on each link in the *Name of Individual* column to access and complete the questions for each individual.

Name of Individual	Information Status	
<a href="#">test key personnel</a>	Not Started	<input type="button" value="Delete"/>
<input type="text"/>		<input type="button" value="Add"/>

**(B1-B4 ARE COMPLETED FOR EACH PERSON ENTERED INTO THE KEY PERSONNEL TABLE)**

Name: test key personnel

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

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

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

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

(CONTINUED ON NEXT PAGE)

<b>Other</b>		
Public or government agency	<input type="radio"/>	<input type="radio"/>
Evaluation or research firm/entity	<input type="radio"/>	<input type="radio"/>
Research and educational outreach firm/entity	<input type="radio"/>	<input type="radio"/>
Research laboratory/center	<input type="radio"/>	<input type="radio"/>
Consulting/public relations/marketing/communications firm/entity	<input type="radio"/>	<input type="radio"/>
Foundation or grant-making institution	<input type="radio"/>	<input type="radio"/>
Private company	<input type="radio"/>	<input type="radio"/>
National or regional association or professional organization	<input type="radio"/>	<input type="radio"/>
Other (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
<b>Multi-category</b>		
Multi-category (e.g., two or more organization categories)	<input type="radio"/>	<input type="radio"/>
<b>Not Applicable</b>		
Not Applicable (i.e., the individual is not affiliated with an organization)	<input type="radio"/>	<input type="radio"/>

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

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

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

**Zip code:**

**Telephone number:**

**Email address:**



## Key Personnel for the Project Team

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### STEP 1: Generate a list of your 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.

### STEP 2: Click on each individual listed below to provide information.

- After you add a project team member, that name becomes a link to a set of questions for that particular individual. Click on each link in the *Name of Individual* column to access and complete the questions for each individual.

Name of Individual	Information Status	
<a href="#">test key personnel</a>	Complete	<input type="button" value="Delete"/>
<input type="text"/>		<input type="button" value="Add"/>

If you have completed adding and updating the key personnel for your project team, please click the *Submit* button.

## **Section C: Organizational Partners**



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<a href="#">Section F: Formative and Summative Evaluation Questions</a>	Not Started
<b>Baseline Submission Status: Not complete</b>	

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## 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](mailto:isehelp@westat.com).

Use the table below to generate a list of your organizational partners. Once you have created this list, you will answer a series of questions for each organizational partner. If your project has no organizational partners, check the box below the table.

**STEP 1: Generate a list of your organizational partners.**

- To add an 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 of the table.
- 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 an organizational partner, please enter the information about this venue in this section and in **Section A: Project and the Lead Organization**. If the venue is not an organizational partner, please only enter the information in Section A.

**STEP 2: Click on each organization listed below to provide information.**

- After you add an organization to the table, the organization’s name becomes a link to a set of questions for that particular organization. Click on each organization name in the *Partner Organization* column to access and complete the questions for that organization.

Partner Organization	Partner Primary Contact	Information Status	
<a href="#">test organizational partner</a>		Not Started	<input type="button" value="Delete"/>
<input style="width: 100%;" type="text"/>			<input type="button" value="Add"/>

This project has no organizational partners.

If you have completed adding and updating your organization’s partners, or if you have no organizational partners, please click the *Submit* button.

**(C1-C5 ARE COMPLETED FOR EACH ORGANIZATION ENTERED IN THE PARTNER ORGANIZATION TABLE)**

**Question C1-C5**

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

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

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

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

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

**(CONTINUED ON NEXT PAGE)**

Other		
Public or government agency	<input type="radio"/>	<input type="radio"/>
Evaluation or research firm/entity	<input type="radio"/>	<input type="radio"/>
Research and educational outreach firm/entity	<input type="radio"/>	<input type="radio"/>
Research laboratory/center	<input type="radio"/>	<input type="radio"/>
Consulting/public relations/marketing/communications firm/entity	<input type="radio"/>	<input type="radio"/>
Foundation or grant-making institution	<input type="radio"/>	<input type="radio"/>
Private company	<input type="radio"/>	<input type="radio"/>
National or regional association or professional organization	<input type="radio"/>	<input type="radio"/>
Other (specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
Multi-category		
Multi-category (e.g., two or more organization categories)	<input type="radio"/>	<input type="radio"/>
Not Applicable		
Not Applicable (i.e., there is no division/department for this organization)	<input type="radio"/>	<input type="radio"/>

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

1000 characters left

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

Primary point of contact:

Zip code:

Telephone number for the primary point of contact:

Email address for the primary point of contact:



## 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](mailto:isehelp@westat.com).

Use the table below to generate a list of your organizational partners. Once you have created this list, you will answer a series of questions for each organizational partner. If your project has no organizational partners, check the box below the table.

### STEP 1: Generate a list of your organizational partners.

- To add an 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 of the table.
- 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 an organizational partner, please enter the information about this venue in this section and in **Section A: Project and the Lead Organization**. If the venue is not an organizational partner, please only enter the information in Section A.

### STEP 2: Click on each organization listed below to provide information.

- After you add an organization to the table, the organization's name becomes a link to a set of questions for that particular organization. Click on each organization name in the *Partner Organization* column to access and complete the questions for that organization.

Partner Organization	Partner Primary Contact	Information Status	
<a href="#">test organizational partner</a>	test	Complete	<input type="button" value="Delete"/>
<input type="text"/>			<input type="button" value="Add"/>

This project has no organizational partners.

If you have completed adding and updating your organization's partners, or if you have no organizational partners, please click the *Submit* button.

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





# AISL Online Project Monitoring System

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This baseline survey 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 BASELINE SUBMISSION

**Award 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.

Some of this information can be taken directly from your original AISL proposal. You should call your Westat contact person or email [isehelp@westat.com](mailto: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 Baseline Submission 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 *Submit Report* button will appear at the bottom of the page. Select the *Submit Report* button to complete and submit your survey.**

	Status
<a href="#">Section A: Project and the Lead Organization</a>	Complete
<a href="#">Section B: Key Personnel for the Project Team</a>	Complete
<a href="#">Section C: Organizational Partners</a>	Complete
<a href="#">Section D: Products, Programs, or Experiences for Public Audiences</a>	Not Started
<a href="#">Section E: Products, Programs, or Experiences for Professional Audiences</a>	Not Started
<a href="#">Section F: Formative and Summative Evaluation Questions</a>	Not Started
Baseline Submission Status: <b>Not complete</b>	

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(SECTION D IS ONLY COMPLETED IF A PROJECT HAS AT LEAST ONE PUBLIC AUDIENCE DELIVERABLE. IN D1, A SELECTION OF “YES” CONTINUES TO THE DELIVERABLE LIST SCREEN. A SELECTION OF “NO” RETURNS TO THE SECTION MENU.)

### Products, Programs, or Experiences for Public Audiences

This section collects information about each public audience deliverable that your project is designed to produce. Public audience deliverables are products, programs, or experiences that target public audiences for self-directed learning in informal settings. If your project has deliverables that target public audiences, select “Yes” to D1 to enter the public audience deliverable section. If your project does not have any public audience deliverables, select “No” and proceed to **Section E: Products, Programs, or Experiences for Professional Audiences**.

NOTE: Before selecting an answer for D1, please note that this section **does not** collect information about products, programs, or experiences that target professional audiences. Deliverables for professional audiences should **only** be added in **Section E: Products, Programs, or Experiences for Professional Audiences**.

**D1. Does your project have any deliverables for public audiences?**

- Yes
- No

Save & Continue

## Products, Programs, or Experiences for Public Audiences

### Question Guide

#### Intro Page

#### Deliverable List

### Deliverable List

Use the table below to generate a list of your public audience deliverables. Once you have created this list, you will answer a series of questions for each deliverable you entered.

#### STEP 1: Generate a list of your project deliverables for public audiences.

- To add a deliverable, enter the deliverable name in the text box in the *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). [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.

#### STEP 2: Click each deliverable name listed below to provide information.

- After you add a deliverable, the deliverable name becomes a link to a series of questions for that particular deliverable. Click on each deliverable name in the *Deliverable Name* column to access and complete the questions for that deliverable.
- 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.

Deliverable Name	Information Status	
<a href="#">Test public audience deliverable: Website</a>	Not Started	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
<input type="text"/>		<input type="button" value="Add"/>

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

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(SECTION D QUESTIONS ARE ANSWERED FOR EACH DELIVERABLE ENTERED IN THE DELIVERABLE TABLE)

Question Guide

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**Deliverable Type**

D2. Please indicate the deliverable type that best describes *this* product, program, or experience. (Select one.)

Audio and Video	
Planetarium show (at one or more public venues)	<input type="radio"/>
Full-length film/movie	<input type="radio"/>
Television segment/episode/program/series	<input type="radio"/>
Video segment/clip/program/series (that does <u>not</u> originate on television or full-length film/movie)	<input type="radio"/>
Radio segment/episode/program/series (that originates on AM/FM/HD/satellite radio)	<input type="radio"/>
Audio segment/episode/program/series (that does <u>not</u> originate on radio)	<input type="radio"/>
Other audio or video (specify) <input style="width: 200px;" type="text"/>	<input type="radio"/>
Exhibits (not including virtual exhibits)	
Permanent exhibit (create/revise exhibit at one or more public venues)	<input type="radio"/>
Temporary exhibit (create/revise exhibit at one or more public venues)	<input type="radio"/>
Traveling exhibit (create/revise traveling exhibit at two or more public venues)	<input type="radio"/>
Other exhibit (specify) <input style="width: 200px;" type="text"/>	<input type="radio"/>
Programs, Events, and Activities	
After-school or summer program for youth (e.g., at a youth or community center)	<input type="radio"/>
Science café	<input type="radio"/>
Group/club (e.g., astronomy club)	<input type="radio"/>
Group-oriented program (e.g., family nights at a museum)	<input type="radio"/>
Festival or other one-time/annual event	<input type="radio"/>
Theater production or performance	<input type="radio"/>
Research and/or data collection BY citizen scientists	<input type="radio"/>
Other program or event (specify) <input style="width: 200px;" type="text"/>	<input type="radio"/>
Resource Materials and Information Sharing	
Blog/newsletter	<input type="radio"/>
Newspaper/magazine (article or entire publication)	<input type="radio"/>
Discussion group/forum (e.g., face-to-face or online)	<input type="radio"/>
Presentation BY STEM/other professionals for the general public (e.g., lectures by scientists or other STEM professionals at museums or other public venues)	<input type="radio"/>
Presentation BY informal learners (e.g., seminar by citizen scientists describing findings from their research or data)	<input type="radio"/>
Research paper or issue brief (e.g., paper prepared by citizen scientists describing findings from their research or data)	<input type="radio"/>
Informational guides (e.g., family guides that help explain key concepts in a museum exhibit)	<input type="radio"/>
Demonstration/activity kit/guide (with supplies and/or instructions to perform experiments or activities)	<input type="radio"/>
Social media presence	<input type="radio"/>
Other resource materials (specify) <input style="width: 200px;" type="text"/>	<input type="radio"/>
Infrastructure Development or Enhancement for Facilitated Communication	

(CONTINUED ON NEXT PAGE)

<b>Infrastructure Development or Enhancement for Facilitated Communication</b>	
Wiki website (e.g., allows creation and editing of interlinked web pages via a web browser using a simplified markup language)	<input type="radio"/>
Database on project website (e.g., database to collect data from citizen scientists)	<input type="radio"/>
Database on non-project website (e.g., developing the capacity to contribute to an existing database)	<input type="radio"/>
Other infrastructure (specify) <input type="text"/>	<input type="radio"/>

<b>Games and Information and Communication Technologies</b>	
Game (e.g., mobile online games, massively multiplayer online games, console games, board games)	<input type="radio"/>
Social virtual world (e.g., computer-based simulated environments such as Second Life)	<input type="radio"/>
Simulation (e.g., a virtual museum exhibit, a simulation of a scientific phenomenon)	<input type="radio"/>
Application for mobile/wireless device (e.g., GPS or iPhone/iPad application)	<input type="radio"/>
Other information and communication technology (specify) <input type="text"/>	<input type="radio"/>

<b>Project Website</b>	
Project Website	<input type="radio"/>

<b>Other</b>	
Other (specify) <input type="text"/>	<input type="radio"/>

(D2A IS ONLY ANSWERED IF THE DELIVERABLE TYPE SELECTED IN THE PREVIOUS QUESTION, D2, IS "PROJECT WEBSITE")

Question Guide

Intro Page

Deliverable List

Deliverable Type

Website Info

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Project Info

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Impact List

Website Info

D2a. 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 D2 (E.G., AUDIO AND VIDEO) SKIPS TO A UNIQUE D3 (AUDIENCE COUNT) QUESTION. ALTHOUGH ALL EIGHT D3 ITEMS ARE DISPLAYED BELOW, ONLY ONE OF THE D3 QUESTIONS IS ANSWERED FOR EACH DELIVERABLE.)

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**Audience Count**

D3a. 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
<input type="checkbox"/>	DVD or CD-ROM	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Accessed at an exhibit (e.g., video segment that appears in a museum exhibit)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	AM/FM/HD/satellite radio	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Television (e.g., network or cable)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Theater at an informal science education institution (e.g., IMAX theater in a museum, planetarium)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Commercial theater (e.g., movie theater)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Theater in another setting (e.g., community center)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Fulldome	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Project website: Video/Audio that can be accessed or downloaded (e.g., as a podcast) from <u>your project</u> website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Non-project website: Video/Audio that can be accessed or downloaded (e.g., as a podcast) on other <u>non-project</u> websites (e.g., YouTube or social networking site)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

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**Audience Count**

D3b. 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
<input type="checkbox"/>	Permanent exhibit (create/revise exhibit at one or more public venues)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Save & Continue

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**Audience Count**

D3c. 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
<input type="checkbox"/>	In-person or field-based activity (e.g., students at an after-school/summer program, adults attending a science café at a public venue, scientists taking questions at a museum)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Theater at an informal science education venue (e.g., a museum)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Professional theater	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Theater in another setting (e.g., community center)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Real-time online discussion group and/or videoconferencing (e.g., Skype)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Project website: Accessed/used/downloaded from <u>your project</u> website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Non-project website: Accessed/used/downloaded on other <u>non-project</u> websites (e.g., social networking sites)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mobile/wireless device (e.g., submitting data on a cell phone via texting)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Save & Continue



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**Audience Count**

**D3d. 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
<input type="checkbox"/>	Printed hard copy materials	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Project website: Accessed/used/downloaded from your project website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Non-project website: Accessed/used/downloaded on other non-project websites (e.g., social networking sites)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	In-person or field-based activity (e.g., informal learners attending a lecture by scientists at a museum or participating in a forum)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Real-time online discussion group and/or videoconferencing (e.g., Skype)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Physical materials (e.g., manipulatives)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mobile/wireless device	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

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**Audience Count**

**D3e. 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		Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	Wiki website (e.g., allows creation and editing of interlinked web pages via a web browser using a simplified markup language)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

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Audience Count

D3f. 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 Games and Information and Communication Technologies		Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	Project website: Accessed/used/downloaded from your project website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Non-project website: Accessed/used/downloaded on other non-project websites (e.g., social networking sites)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exhibit: Accessed/used at an exhibit (e.g., at a kiosk in a museum exhibit)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Downloaded to computer or other device	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	DVD or CD-ROM	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Video game	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Board game	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mobile/wireless device (e.g., GPS, iPad)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Save & Continue

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Audience Count

D3g. 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		Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	Project Website	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

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Audience Count

D3h. 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	Unduplicated Count	Duplicated Count	Unable to determine at this time
<input type="checkbox"/>	test	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

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D4. 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.

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D5. 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)

(CONTINUED ON NEXT PAGE)

**D6. Which of the following are the primary and secondary STEM content foci of this deliverable?**

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

STEM Content Area	Primary	Secondary
<b>Biological Sciences</b>		
Environmental Biology	<input type="checkbox"/>	<input type="checkbox"/>
Integrative Organismal Systems	<input type="checkbox"/>	<input type="checkbox"/>
Molecular and Cellular Biosciences	<input type="checkbox"/>	<input type="checkbox"/>
Evolution	<input type="checkbox"/>	<input type="checkbox"/>
Anatomy	<input type="checkbox"/>	<input type="checkbox"/>
Other biological sciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Computer and Informational Sciences</b>		
Computer and Network Systems	<input type="checkbox"/>	<input type="checkbox"/>
Intelligent Systems and Robotics	<input type="checkbox"/>	<input type="checkbox"/>
Other computer and informational sciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Engineering</b>		
Chemical, Bioengineering, Environmental, Transport Systems	<input type="checkbox"/>	<input type="checkbox"/>
Civil, Mechanical and Manufacturing Innovation	<input type="checkbox"/>	<input type="checkbox"/>
Electrical, Communications and Cyber Systems	<input type="checkbox"/>	<input type="checkbox"/>
Other engineering (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Geosciences</b>		
Atmospheric Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Earth Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Ocean Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Other geosciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Math and Physical Sciences</b>		
Astronomical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Materials Research	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>
Other math and physical sciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social, Behavioral and Economic Sciences</b>		
Behavioral and Cognitive Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Human and Social Dynamics	<input type="checkbox"/>	<input type="checkbox"/>
Science of Learning	<input type="checkbox"/>	<input type="checkbox"/>
Science Resource Statistics	<input type="checkbox"/>	<input type="checkbox"/>
Social and Economic Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Archaeology/Paleontology	<input type="checkbox"/>	<input type="checkbox"/>
Other social, behavioral and economic sciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other		
Animal Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Plant Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Environmental/Conservation/Climate Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Nanotechnology	<input type="checkbox"/>	<input type="checkbox"/>
History of Science	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Tools	<input type="checkbox"/>	<input type="checkbox"/>
Other ( <i>specify</i> ) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

(CONTINUED ON NEXT PAGE)

D7. 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 will be interdisciplinary because it will teach viewers how technology and engineering are utilized in a range of fields including medicine, physics, and earth science.
- The exhibit will be interdisciplinary because it will explore the inter-relatedness of energy demand, water consumption, and climate change.
- The festival will be interdisciplinary because each activity at the festival will demonstrate 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.

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### Geographic Reach

D8. Which of the following best describes the anticipated geographic reach of the public 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 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:

D9. 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 *marketed to* a specific international audience.

[Click here to hide examples of how a deliverable is targeted to international public audiences.](#)

- The film will target international audiences because it will be licensed to theaters in Canada and Europe.
- The exhibit will be launched at a site that is commonly visited by international audiences. To target the international visitors, steps will be taken to translate exhibit information in order that they can fully participate in the exhibit.
- The activities will target international audiences because they will be advertised and promoted through an international science network.

- No
- Yes

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

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## Target Group

**D10. Which of the following best describes the public audience(s) that will be targeted by this 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

**(ONLY PROJECTS THAT SELECT “THE GENERAL PUBLIC AND SPECIFIC TARGET GROUPS” OR “A SPECIFIC TARGET GROUP ONLY” IN D10 WILL ANSWER D10A-B; OTHERS WILL SKIP TO D10C)**

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## Target Audience

**D10a. Which of the following age groups and/or public audiences underrepresented in STEM will be TARGETED by this deliverable?** (Check *all* 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)

**(CONTINUED ON NEXT PAGE)**

**D10b. Please describe the EXACT steps that will be taken to TARGET this deliverable to EACH of the age groups and/or public audiences underrepresented in STEM selected in D10a.**

[Click here to hide examples of how deliverables target public audiences.](#)

- The afterschool program will target urban and rural youth. Program staff will conduct outreach and recruit urban and rural youth through partnerships with local organizations that serve these populations.
- The exhibit will target Latino adults through bilingual material presentation. The exhibit will also be advertised in venues used by Latino adults.
- The website will target children ages 5-10. To target this group, the website content will be developed in a style that is accessible and engaging for young children.

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Target Group Data

D10c. 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 all 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

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### Impact List

**D11. 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 hide examples of impact statements for public audiences.](#)

- Middle school girls will *learn* about the scientific research process.
- Middle school girls will be *interested* in the scientific research process.
- Middle school girls will have more *positive attitudes* toward scientific careers.
- Middle school girls *will conduct* scientific research.
- Middle school girls will demonstrate specific *skills* necessary 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 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	
<input type="text"/>		<input type="button" value="Add"/>

There are no impacts for this deliverable.

(FOR EACH IMPACT STATEMENT ENTERED IN THE "IMPACT STATEMENT" TABLE, ANSWER D11A-D11C OR D11A-D11D)

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## Impact Info

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

**D11a.** 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)

**D11b.** 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.

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2.  1000 characters left
3.  1000 characters left
4.  1000 characters left
5.  1000 characters left

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**D11c. 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 of the study designs that apply.

[Click here to hide definitions for the study designs.](#)

- **Qualitative, no comparison group:** Research involving the use of descriptive and interpretive data. Frequently conducted in a natural setting where the researcher gathers words or pictures, analyzes them inductively, focuses on the meaning of participants, and describes a process that is both expressive and persuasive in language. "Qualitative – no comparison group" means that evaluators will only study those who have participated in or viewed an AISL activity.
- **Quantitative, no comparison group:** Research involving the use of numerical measurement and data analysis based on statistical methods. Frequently relies on structured questions where response options have been predetermined and a large number of respondents are involved. Examples include the number of questions people answer correctly or the number of people who visit a website. "Quantitative – no comparison group" means that evaluators will only study those who have participated in or viewed an AISL activity.
- **Quasi-experimental:** Study that compares outcomes for a treatment group and a comparison group—in which the comparison group is not exposed to an AISL activity. Comparison group is chosen through methods other than random assignment. One type of quasi-experimental study is a comparison-group study with equating: statistical controls and/or matching techniques are used to make the intervention and comparison groups similar in their pre-intervention characteristics. Another type of quasi-experimental study is a regression-discontinuity study: individuals are assigned to intervention or comparison groups solely on the basis of a "cutoff" score on a pre-intervention measure.
- **Experimental:** Study that measures an intervention's impact by randomly assigning individuals (or other units, such as classrooms or schools) to a treatment group (exposed to the AISL activity) and control group (is not exposed to the AISL activity). Because assignment is determined through random assignment, participants have an equal chance of being assigned to either the treatment or control group.

- 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

**(D11D IS SKIPPED IF THE SELECTION IN D11C IS "NONE")**



**D11d. 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
<b>Administrative/participation data</b>			
Museum attendance (e.g., for specific exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program attendance (e.g., number participating in youth programs/professional development sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of viewers (e.g., for a movie, radio program, or television show)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readership/citation/usage records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of requests for deliverable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of published or completed products by audience members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website downloads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website submissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website hits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School records (e.g., grades, test scores, course enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administrative/participation data (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data collected via the web/email</b>			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web logs by study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via the web/email (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data collected via telephone</b>			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via telephone (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data collected AT informal science education venues/programs</b>			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews (e.g., exit interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking and timing studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording visitors'/participants'/educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects while at the informal science education venue/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think-aloud techniques/protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected AT informal science education venues/programs (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)</b>			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of study subjects' conversations/behavior outside of the informal science venue/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects outside of the informal science education venue/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected OUTSIDE of informal science venues/other educational settings (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b>			
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Save & Continue](#)

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



# AISL Online Project Monitoring System

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This baseline survey 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 BASELINE SUBMISSION

**Award 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.

Some of this information can be taken directly from your original AISL proposal. You should call your Westat contact person or email [isehelp@westat.com](mailto: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 Baseline Submission 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 *Submit Report* button will appear at the bottom of the page. Select the *Submit Report* button to complete and submit your survey.**

	<b>Status</b>
<a href="#">Section A: Project and the Lead Organization</a>	Complete
<a href="#">Section B: Key Personnel for the Project Team</a>	Complete
<a href="#">Section C: Organizational Partners</a>	Complete
<a href="#">Section D: Products, Programs, or Experiences for Public Audiences</a>	Complete
<a href="#">Section E: Products, Programs, or Experiences for Professional Audiences</a>	Not Started
<a href="#">Section F: Formative and Summative Evaluation Questions</a>	Not Started
<b>Baseline Submission Status: Not complete</b>	

(SECTION E IS ONLY COMPLETED IF A PROJECT HAS AT LEAST ONE PROFESSIONAL AUDIENCE DELIVERABLE. IN E1, A SELECTION OF “YES” CONTINUES TO THE DELIVERABLE LIST SCREEN. A SELECTION OF “NO” RETURNS TO THE SECTION MENU.)

### Products, Programs, or Experiences for Professional Audiences

This section collects information about each professional audience deliverable that your project is designed to produce. Professional audience deliverables target professionals or institutions for enhancement of informal learning knowledge, infrastructure, or systems. If your project has deliverables that target professional audiences, select “Yes” to E1 to enter the professional audience deliverables section. If your project does not have any professional audience deliverables, select “No” and proceed to **Section D: Products, Programs, or Experiences for Public Audiences**.

NOTE: Before selecting an answer for E1, please note that this section **does not** collect information about products, programs, or experiences that target public audiences. Deliverables for public audiences should **only** be added in **Section D: Products, Programs, or Experiences for Public Audiences**.

E1. Does your project have any deliverables for professional audiences?

- Yes
- No

Save & Continue

(SECTION E QUESTIONS ARE ANSWERED FOR EACH DELIVERABLE ENTERED IN THE DELIVERABLE TABLE)

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**Deliverable List**

Use the table below to generate a list of your professional audience deliverables. Once you have created this list, you will answer a series of questions for each deliverable you entered.

**STEP 1: Generate a list of your project deliverables for professional audiences.**

- To add a deliverable, enter the deliverable name in the text box in the *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 training workshop and a website). [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.

**STEP 2: Click each deliverable name listed below to provide information.**

- After you add a deliverable, the deliverable name becomes a link to a series of questions for that particular deliverable. Click on each deliverable name in the *Deliverable Name* column to access and complete the questions for that deliverable.

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

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[Adobe® Acrobat® Reader®](#)

## Deliverable Type

E2. Please indicate the category that best describes this product, program, or experience. (Select one.)

**Audio and Video**

Video segment/clip/program/series (e.g., training videos, webinars)	<input type="radio"/>
Audio segment/clip/program/series	<input type="radio"/>
Other audio or video (specify) <input type="text"/>	<input type="radio"/>

**Resource Materials and Information Sharing**

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

**Infrastructure Development or Enhancement for Facilitated Communication**

Evaluation tools	<input type="radio"/>
Website for professional audiences (e.g., wiki website)	<input type="radio"/>
Database (e.g., creating a new database or developing the capacity to contribute to an existing database)	<input type="radio"/>
Customizable tools or computer infrastructure	<input type="radio"/>
Other infrastructure (specify) <input type="text"/>	<input type="radio"/>

**Games and Information and Communication Technologies**

Game (e.g., mobile online games, massively multiplayer online games, console games, board games)	<input type="radio"/>
Simulation (e.g., a virtual museum exhibit, a simulation of a scientific phenomenon)	<input type="radio"/>
Application for mobile/wireless device (e.g., GPS or iPhone/iPad application)	<input type="radio"/>
Other information and communication technology (specify) <input type="text"/>	<input type="radio"/>

**Project Website**

Project Website	<input type="radio"/>
-----------------	-----------------------

**Other**

Other (specify) <input type="text"/>	<input type="radio"/>
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E3. 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.

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E4. 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*)

(CONTINUED ON NEXT PAGE)



E5. 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
<b>Biological Sciences</b>		
Environmental Biology	<input type="checkbox"/>	<input type="checkbox"/>
Integrative Organismal Systems	<input type="checkbox"/>	<input type="checkbox"/>
Molecular and Cellular Biosciences	<input type="checkbox"/>	<input type="checkbox"/>
Evolution	<input type="checkbox"/>	<input type="checkbox"/>
Anatomy	<input type="checkbox"/>	<input type="checkbox"/>
Other biological sciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Computer and Informational Sciences</b>		
Computer and Network Systems	<input type="checkbox"/>	<input type="checkbox"/>
Intelligent Systems and Robotics	<input type="checkbox"/>	<input type="checkbox"/>
Other computer and informational sciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Engineering</b>		
Chemical, Bioengineering, Environmental, Transport Systems	<input type="checkbox"/>	<input type="checkbox"/>
Civil, Mechanical and Manufacturing Innovation	<input type="checkbox"/>	<input type="checkbox"/>
Electrical, Communications and Cyber Systems	<input type="checkbox"/>	<input type="checkbox"/>
Other engineering (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Geosciences</b>		
Atmospheric Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Earth Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Ocean Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Other geosciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Math and Physical Sciences</b>		
Astronomical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Materials Research	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>
Other math and physical sciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social, Behavioral and Economic Sciences</b>		
Behavioral and Cognitive Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Human and Social Dynamics	<input type="checkbox"/>	<input type="checkbox"/>
Science of Learning	<input type="checkbox"/>	<input type="checkbox"/>
Science Resource Statistics	<input type="checkbox"/>	<input type="checkbox"/>
Social and Economic Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Archaeology/Paleontology	<input type="checkbox"/>	<input type="checkbox"/>
Other social, behavioral and economic sciences (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b>		
Animal Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Plant Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Environmental/Conservation/Climate Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Nanotechnology	<input type="checkbox"/>	<input type="checkbox"/>
History of Science	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Tools	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

(CONTINUED ON NEXT PAGE)

E6. 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 hide examples of interdisciplinary professional audience deliverables.](#)

- The presentation will be interdisciplinary because it will introduce concepts from a range of disciplines and explore how these concepts all contribute to deep ocean research and exploration.
- The lesson plans will be interdisciplinary because each one will combine two disciplines, such as physics and biology.
- The workshops will be interdisciplinary because they will teach techniques for integrating science content into engineering challenges.

- No
- Yes

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

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Geographic Reach

E7. 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 "single community or metropolitan region" 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:

E8. 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 hide examples of how a deliverable is targeted to international professional audiences.](#)

- The program will target international professional audiences because it will be promoted and advertised through an international science network.
- The conference is designed to be international in scope. To achieve this goal, the project will collaborate with international partners to recruit presenters from multiple countries.
- To target international professional audiences, the research study will be presented at international conferences.

- No
- Yes

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

▲  
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▼

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**Target Audience**

E9. 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
<input type="checkbox"/> Pre-K - 12 teachers	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Post-secondary instructors	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Informal educators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Staff at after-school and youth programs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Staff at community programs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Exhibit designers	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Media producers and/or disseminators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Science writers/journalists	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Scientists, engineers, and/or mathematicians	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Board members	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Directors, presidents, and/or CEOs	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Funders	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Policymakers	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Researchers/evaluators	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

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**Impact Organization**

**E10. Where will the information gained or disseminated from this deliverable ultimately have the greatest impact? (Check all that apply.)**

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

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E11. 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 statement in the Impact Statement column to access and complete the questions for that impact.
- Click here to obtain background information about impacts, indicators, 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	
<input type="text"/>		<input type="button" value="Add"/>

There are no impacts for this deliverable.

Save & Continue

(FOR EACH IMPACT STATEMENT ENTERED IN THE "IMPACT STATEMENT" TABLE, ANSWER E11A-E11C OR E11A-E11D)

## Impact Info

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

**E11a.** Please indicate the appropriate category for this 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)

**E11b.** 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 hide 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.\*](#)

- Participating instructors will be able to define the scientific method in a manner that is understandable and interesting to teenagers.
- Participating instructors will be able to define such terms as hypothesis, hypothesis testing, reliability, and replication in a manner that is understandable and interesting to teenagers.
- Participating instructors will be able to describe the benefits of the scientific method in a manner that is understandable and interesting to teenagers.
- Participating instructors will be able to describe the specific steps that comprise the scientific method in a manner that is understandable and interesting to teenagers.

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

(CONTINUED ON NEXT PAGE)



**E11c. 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 of the study designs that apply.

[Click here to hide definitions for the study designs.](#)

- **Qualitative, no comparison group:** Research involving the use of descriptive and interpretive data. Frequently conducted in a natural setting where the researcher gathers words or pictures, analyzes them inductively, focuses on the meaning of participants, and describes a process that is both expressive and persuasive in language. Qualitative – no comparison group means that evaluators will only study those who have participated in or viewed an AISL activity.
- **Quantitative, no comparison group:** Research involving the use of numerical measurement and data analysis based on statistical methods. Frequently relies on structured questions where response options have been predetermined and a large number of respondents are involved. Examples include the number of questions people answer correctly or the number of people who visit a website. Quantitative – no comparison group means that evaluators will only study those who have participated in or viewed an AISL activity.
- **Quasi-experimental:** Study that compares outcomes for a treatment group and a comparison group—in which the comparison group is not exposed to an AISL activity. Comparison group is chosen through methods other than random assignment. One type of quasi-experimental study is a comparison-group study with equating: statistical controls and/or matching techniques are used to make the intervention and comparison groups similar in their pre-intervention characteristics. Another type of quasi-experimental study is a regression-discontinuity study: individuals are assigned to intervention or comparison groups solely on the basis of a "cutoff" score on a pre-intervention measure.
- **Experimental:** Study that measures an intervention's impact by randomly assigning individuals (or other units, such as classrooms or schools) to a treatment group (exposed to the AISL activity) and control group (is not exposed to the AISL activity). Because assignment is determined through random assignment, participants have an equal chance of being assigned to either the treatment or control group.

- 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

(E11D IS SKIPPED IF THE SELECTION IN E11C IS "NONE")



Data Collection

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

**E11d.** 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
<b>Administrative/participation data</b>			
Museum attendance (e.g., for specific exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program attendance (e.g., number participating in youth programs/professional development sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of viewers (e.g., for a movie, radio program, or television show)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readership/citation/usage records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of requests for deliverable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of published or completed products by audience members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website downloads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website submissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website hits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School records (e.g., grades, test scores, course enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administrative/participation data (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data collected via the web/email</b>			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web logs by study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via the web/email (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data collected via telephone</b>			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected via telephone (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data collected AT informal science education venues/programs</b>			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews (e.g., exit interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking and timing studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of visitors'/participants'/ educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording visitors'/participants'/educators' conversations and/or behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects while at the informal science education venue/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving tasks/sorting tasks/drawing tasks/concept maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think-aloud techniques/protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected AT informal science education venues/programs (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data collected OUTSIDE of informal science education venues/other educational settings (e.g., in a participant's home)</b>			
Questionnaire/survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal assessment/test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct observations of study subjects' conversations/behavior outside of the informal science venue/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries/journals/records maintained by study subjects outside of the informal science education venue/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other data collected OUTSIDE of informal science venues/other educational settings (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b>			
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Skip & Continue](#)

## Section F: Formative and Summative Evaluation Questions



# AI SL Online Project Monitoring System

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This baseline survey 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 BASELINE SUBMISSION

**Award 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.

Some of this information can be taken directly from your original AISL proposal. You should call your Westat contact person or email [isehelp@westat.com](mailto: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 Baseline Submission 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 *Submit Report* button will appear at the bottom of the page. Select the *Submit Report* button to complete and submit your survey.**

	Status
<a href="#">Section A: Project and the Lead Organization</a>	Complete
<a href="#">Section B: Key Personnel for the Project Team</a>	Complete
<a href="#">Section C: Organizational Partners</a>	Complete
<a href="#">Section D: Products, Programs, or Experiences for Public Audiences</a>	Complete
<a href="#">Section E: Products, Programs, or Experiences for Professional Audiences</a>	Complete
<a href="#">Section F: Formative and Summative Evaluation Questions</a>	Not Started
<b>Baseline Submission Status: Not complete</b>	

Question Guide

Formative Eval

Formative Info

Summative Eval

Summative Info

Formative Eval

F1. Please enter the following contact information for the lead 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:

Primary point of contact:

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

Email address for the primary point of contact:

This project has no formative evaluation.

Save & Continue

(SELECTING “THIS PROJECT HAS NO FORMATIVE EVALUATION” IN F1 WILL SKIP F2)

Question Guide

Formative Eval

Formative Info

Summative Eval

Summative Info

Formative Info

F2. Please provide information about each of your formative evaluation questions.

Use the following steps to add each of your formative evaluation questions and their evaluation designs to the table below.

STEP 1: Enter a formative evaluation question.

- Type a formative evaluation question in the text box in the *Formative Evaluation Question* column.

STEP 2: Select evaluation designs for your evaluation question.

- 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 be using 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)					
	Qualitative, no comparison group	Quantitative, no comparison group	Quasi-experimental	Experimental	Other (specify)	
Sample evaluation question	X	X			test	Delete
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Add

Save & Continue

Question Guide

Formative Eval

Formative Info

Summative Eval

Summative Info

Summative Eval

F3. Please enter the following contact information for the lead 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: Evaluation inc

Primary point of contact: Jane Doe

Telephone number for the primary point of contact: (###-###-####) 111-222-3333

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

This project has no summative evaluation.

Save & Continue

(SELECTING "THIS PROJECT HAS NO SUMMATIVE EVALUATION" WILL SKIP F4)

Question Guide

Formative Eval

Formative Info

Summative Eval

Summative Info

Summative Info

F4. Please provide information about each of your summative evaluation questions.

Use the following steps to add each of your summative evaluation questions and their evaluation designs to the table below.

STEP 1: Enter a summative evaluation question.

- Type a summative evaluation question in the text box in the Summative Evaluation Question column.

STEP 2: Select evaluation designs for your evaluation question.

- 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 be using 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)					Other (specify)	Add
	Qualitative, no comparison group	Quantitative, no comparison group	Quasi- experimental	Experimental			
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="button" value="Add"/>	

Save and Continue

Question Guide

Formative Eval

Formative Info

Summative Eval

Summative Info

**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



# AISL Online Project Monitoring System

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	Status
<a href="#">Section A: Project and the Lead Organization</a>	Complete
<a href="#">Section B: Key Personnel for the Project Team</a>	Complete
<a href="#">Section C: Organizational Partners</a>	Complete
<a href="#">Section D: Products, Programs, or Experiences for Public Audiences</a>	Complete
<a href="#">Section E: Products, Programs, or Experiences for Professional Audiences</a>	Complete
<a href="#">Section F: Formative and Summative Evaluation Questions</a>	Complete

**Baseline Submission Status: Complete**

You have now completed all six sections of the Baseline Submission. All information for your project has been recorded. Please print your responses for your records. Click on the Submit button above to submit your survey to NSF.



## **AISL Online Project Monitoring System**

### **Thank You!**

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

If you have any questions, please contact your Westat contact person or email [ISEhelp@westat.com](mailto:ISEhelp@westat.com).

If you would like to print your responses, please click [Print](#).

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