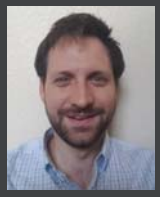
The webinar will begin at 1 p.m. EDT

LOGIC MODELS

Getting them right and using them well

August 17, 2016

INTRODUCTIONS



Miranda Lee

Lori Wingate

Mike Lesiecki

Janet Pinhorn

Tim Suchomski

EvaluATE

NETWORKS

THE EC EVALUATION CENTER

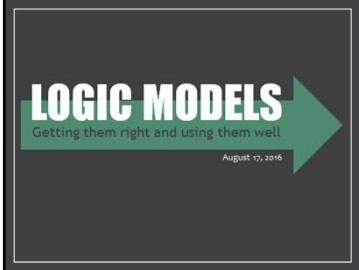
WESTERN MICHIGAN UNIVERSITY

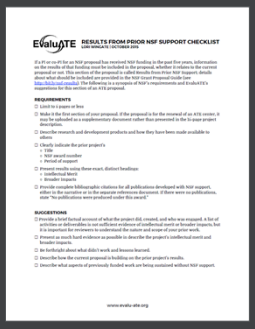
MARICOPA COMMUNITY COLLEGES®

This material is based upon work supported by the National Science Foundation under grant number 1204683.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.

MATERIALS





Slides Handout Recording

www.evalu-ate.org/webinars/2016-aug/

ADVANCED TECHNOLOGICAL EDUCATION (ATE)
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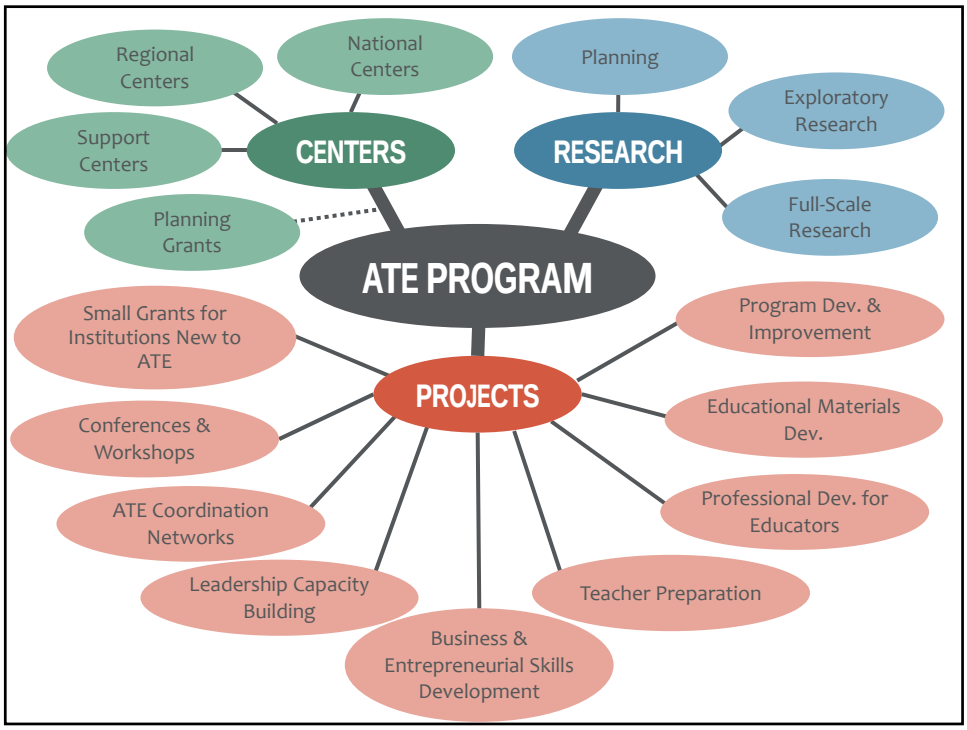
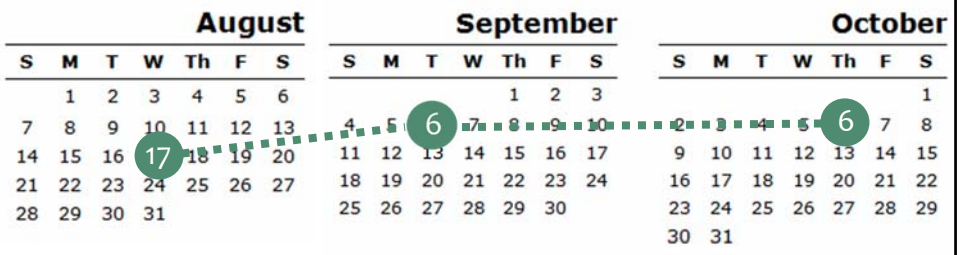

Regional Centers
National Centers
Planning
Exploratory Research
Support Centers
CENTERS
RESEARCH
Full-Scale Research
Planning Grants
ATE PROGRAM
Small Grants for Institutions New to ATE
Program Dev. & Improvement
PROJECTS
Conferences & Workshops
Educational Materials Dev.
ATE Coordination Networks
Professional Dev. for Educators
Leadership Capacity Building
Teacher Preparation
Business & Entrepreneurial Skills Development

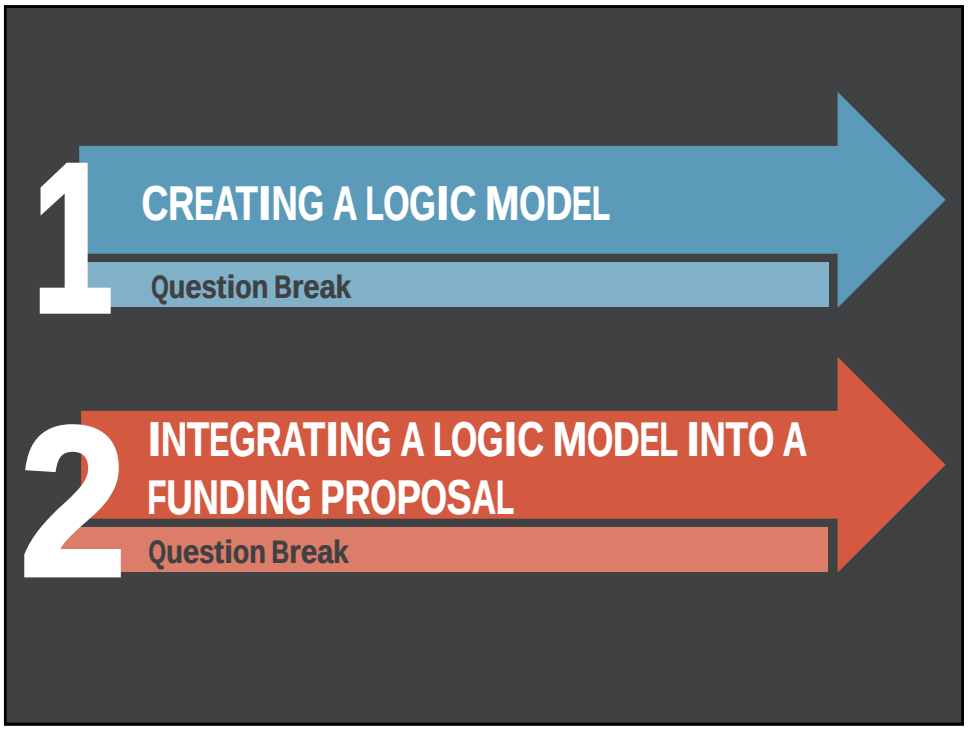
ATE Proposal Development and Evaluation Planning



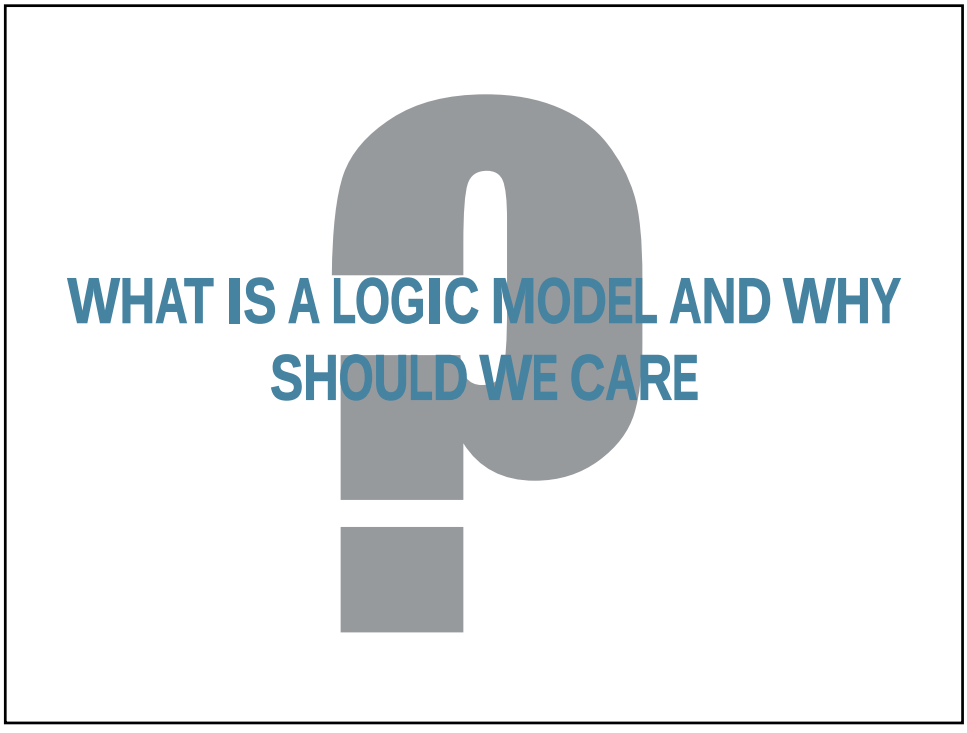
Today

External evaluator should be lined up

Proposals due



CREATING A
LOGIC MODEL
Lori Wingate


WHAT IS A LOGIC MODEL AND WHY SHOULD WE CARE

EXAMPLE: LOGIC MODEL OF THIS WEBINAR

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
NSF funding	Advertise webinar	Webinar recording	Participants know how to create a logic model	Participants develop good logic models and include them in their proposals	Participants' projects are funded → ATE's mission is advanced
MATEC's hosting services and technical expertise	Develop, rehearse, and revise webinar	Presentation slides	Participants know how to integrate logic models into funding proposals		
Existing resources on logic models	Deliver webinar	Resource handout			
Community College Liaison Panel member feedback					

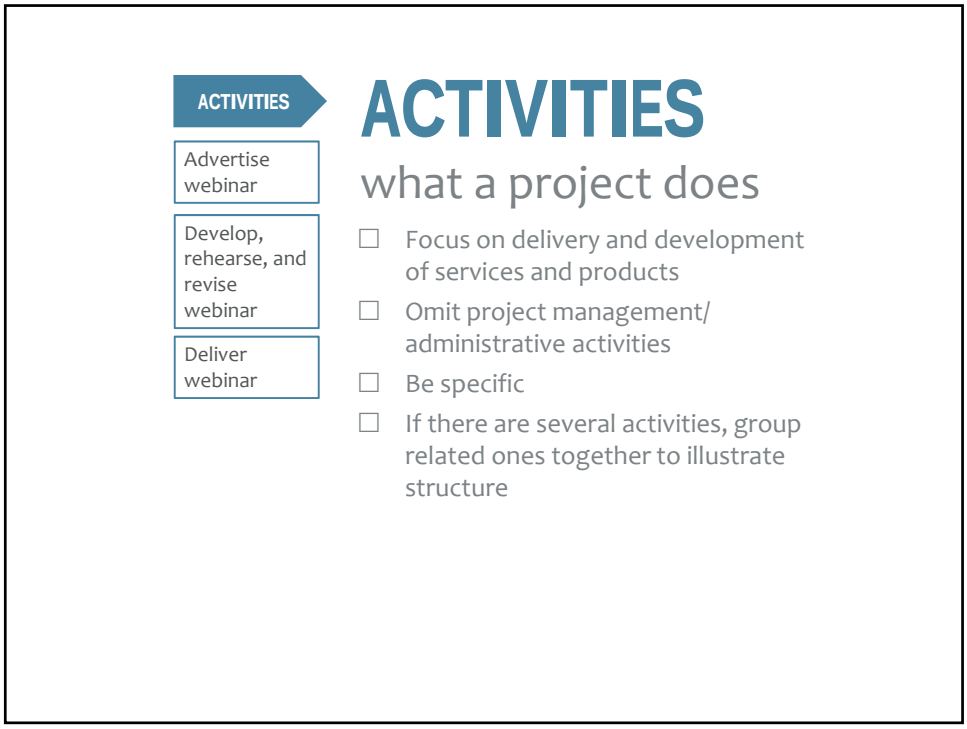
INPUTS

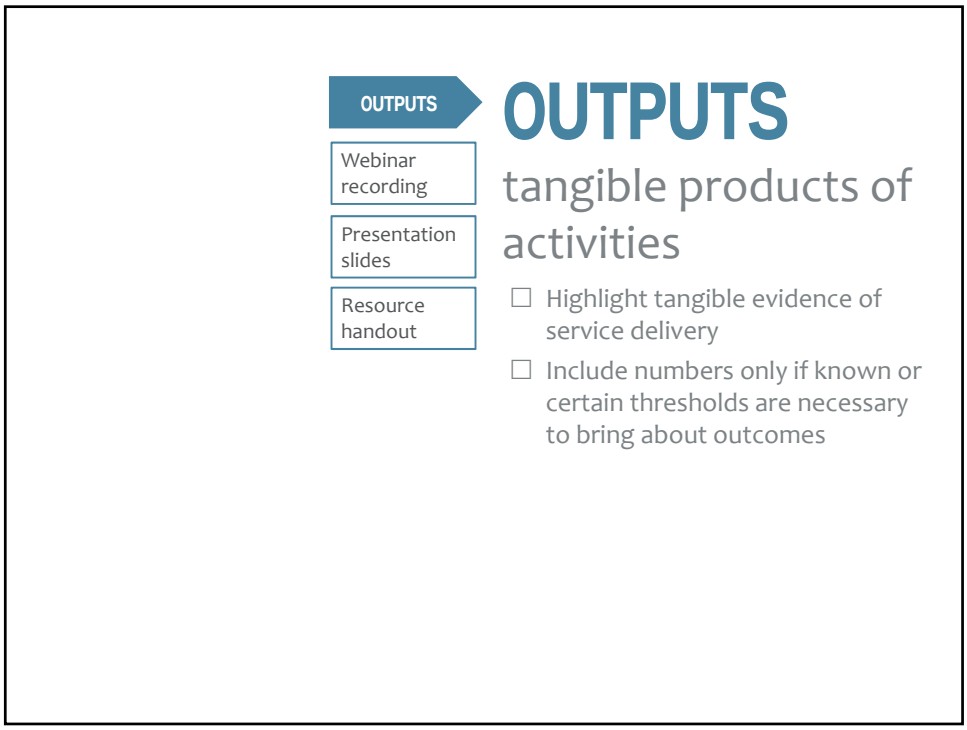
- NSF funding
- MATEC's hosting services and technical expertise
- Existing resources on logic models
- Community College Liaison Panel member feedback

INPUTS

resources and assets that will be utilized by the project

- ☐ Focus on special, important assets
- ☐ Be specific


ACTIVITIES
Advertise webinar
Develop, rehearse, and revise webinar
Deliver webinar
ACTIVITIES
what a project does
Focus on delivery and development of services and products
Omit project management/ administrative activities
Be specific
If there are several activities, group related ones together to illustrate structure


OUTPUTS
Webinar recording
Presentation slides
Resource handout
OUTPUTS
tangible products of activities
Highlight tangible evidence of service delivery
Include numbers only if known or certain thresholds are necessary to bring about outcomes

SHORT-TERM OUTCOMES

Immediate **changes** brought about by project activities and outputs

- Focus on **changes** in individual-level knowledge, skills, attitudes, or behaviors

SHORT-TERM OUTCOMES

Participants know how to create a logic model

Participants know how to integrate logic models into funding proposals

MID-TERM OUTCOMES

Changes that occur due to short-term outcomes

- Articulate **link** between immediate, individual outcomes to improvements in broader context (long-term outcomes)
- Focus on target audience, not project

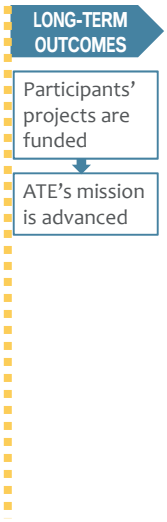
MID-TERM OUTCOMES

Participants develop good logic models and include them in their proposals

LONG-TERM OUTCOMES

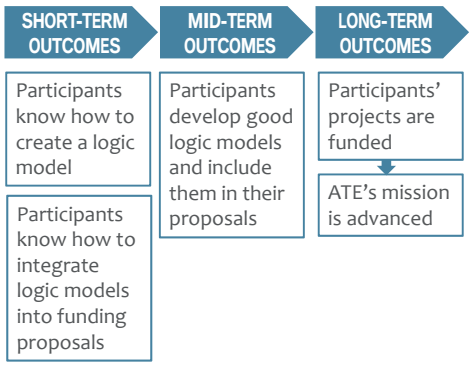
Changes in problematic situation that led to creation of project

- ☐ Focus on improvements in broader contexts—beyond immediate service recipients
- ☐ Frame in terms of addressing the original need for the project



OUTCOMES

- ☐ Represent important changes or improvements
- ☐ Realistic
- ☐ Logically linked
- ☐ Appropriately sequenced
- ☐ Are not about the project itself



LOGIC MODEL USES

Include in funding proposal

Evaluation planning

Project management

Communication to stakeholders

Engineering technicians:
High demand, low supply

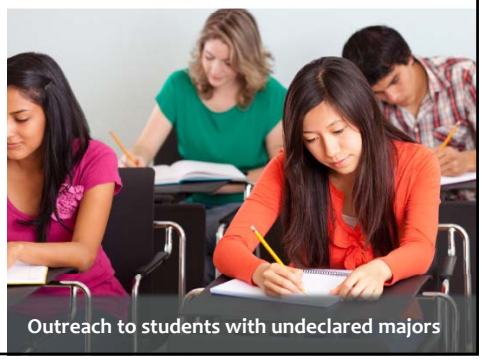
SCI 152: Bio-Inspired Solutions to Human Challenges
Biology | Design | Economics | Engineering | Materials Science

Project Goal: Attract students with undeclared majors to the course and motivate them to pursue degrees in engineering technology or preengineering

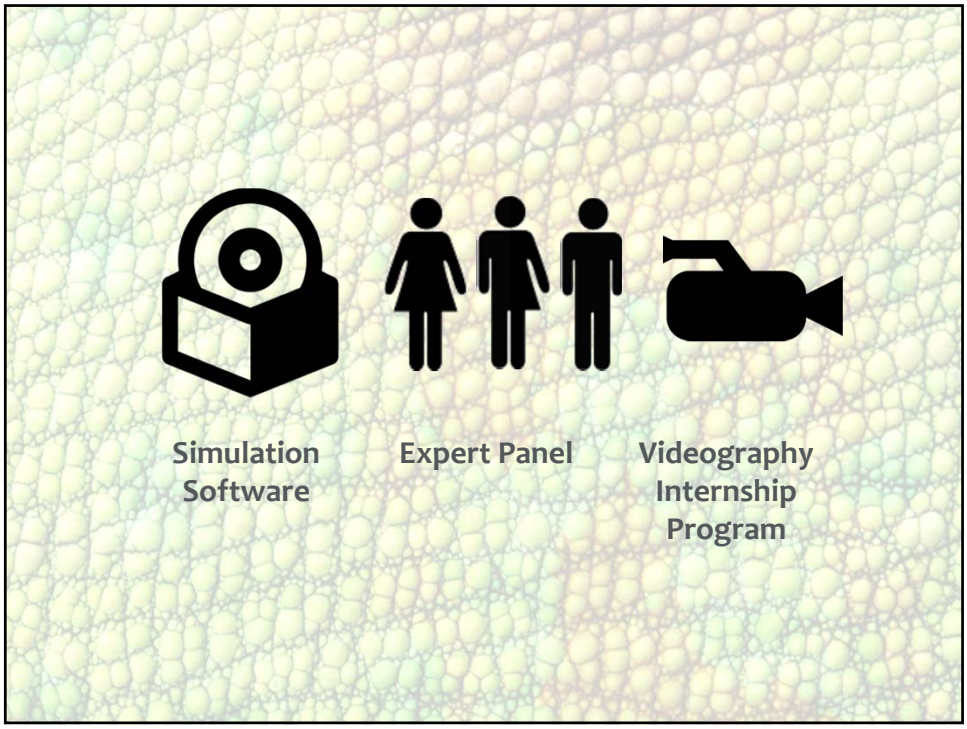
Complete course curriculum

Develop promotional video

Make presentations to college personnel



Outreach to students with undeclared majors



Bio-Inspired Solutions to Human Challenges

Project Abstract

In spite of growing demand for technicians among local manufacturers, Chameleon Community College is experiencing under-enrollment in engineering technology and pre-engineering programs.

To address this problem, the college is developing a general education science course about bio-inspired engineering and design that will attract students with undeclared majors to these and other STEM programs.

The main activities include (a) completion of the course curriculum; (b) creation of a short video about bio-inspired engineering; (c) presentations to admissions counselors, advisors, and faculty about the focus and purpose of the course; and (d) outreach to students with undeclared majors.

The project will leverage existing resources, including simulation software developed with funding from a prior NSF award, an advisory panel of industry experts, and the college's videography internship program.

Chat

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What are the project's main INPUTS?

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
NSF Funding					
Industry advisory board					
Simulation software					
Videography internship program					

Chat

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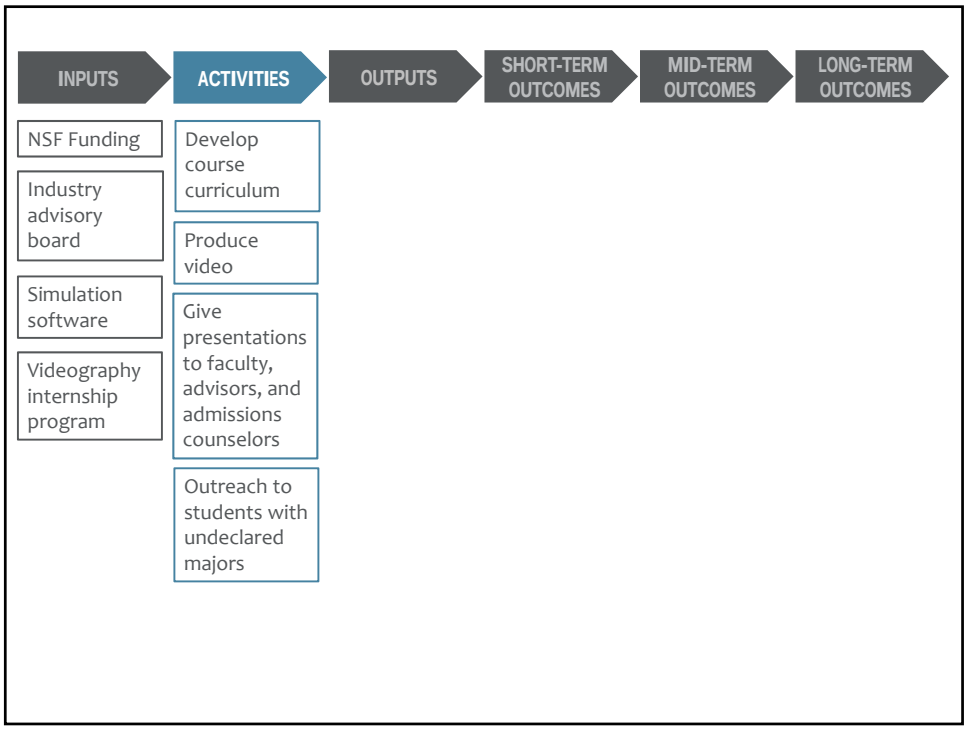
What are the project's main ACTIVITIES?



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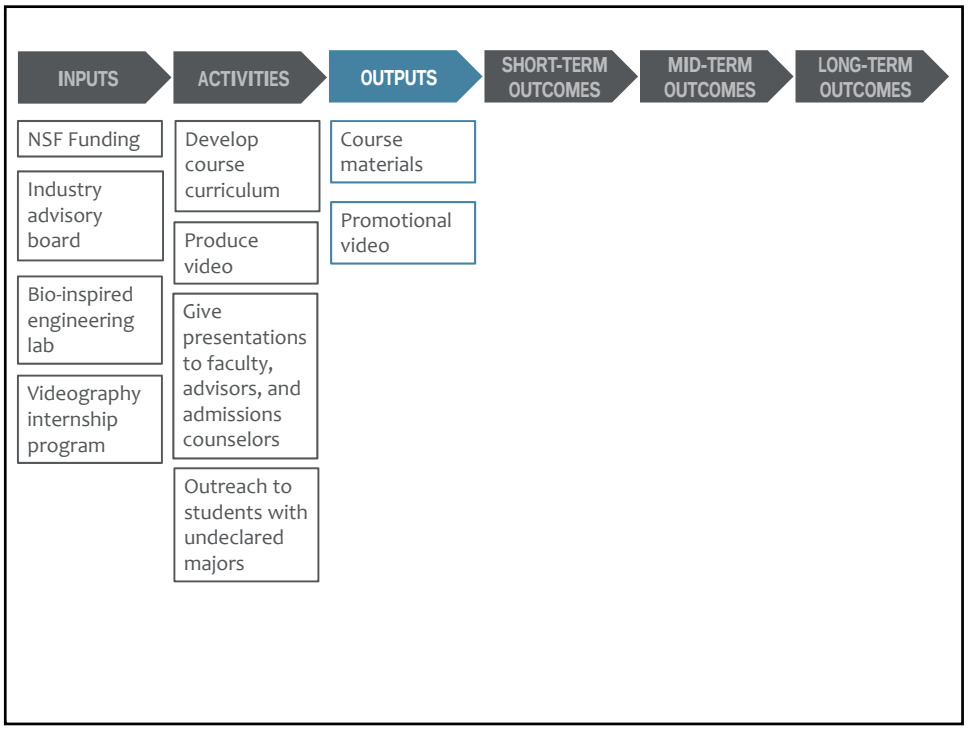
What are the project's main OUTPUTS?



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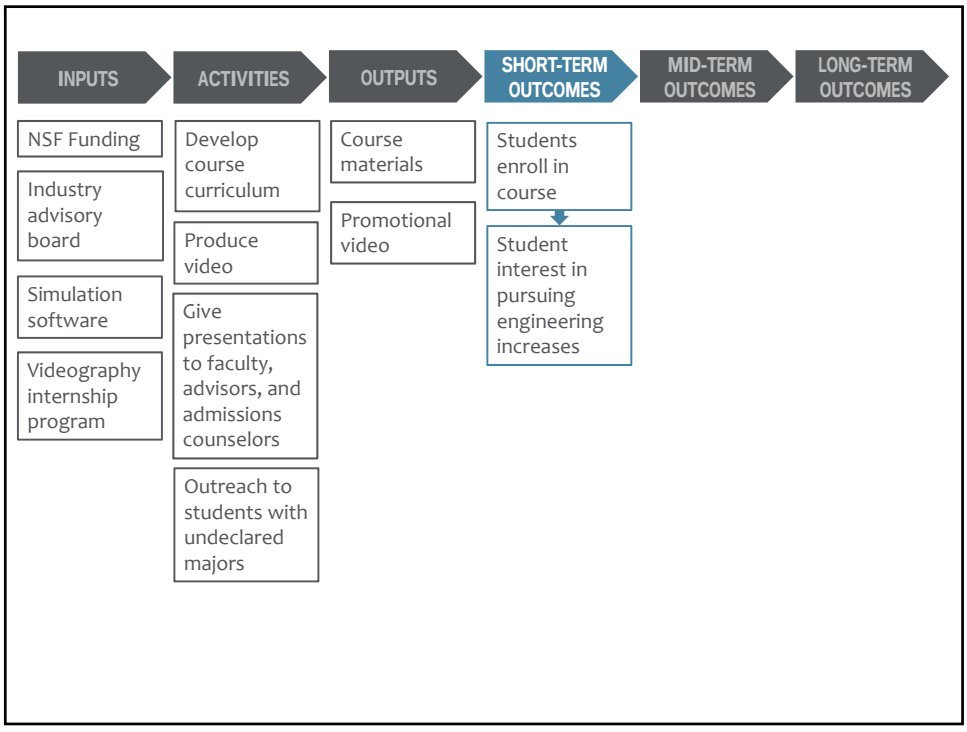
What are the project's intended SHORT-TERM OUTCOMES?



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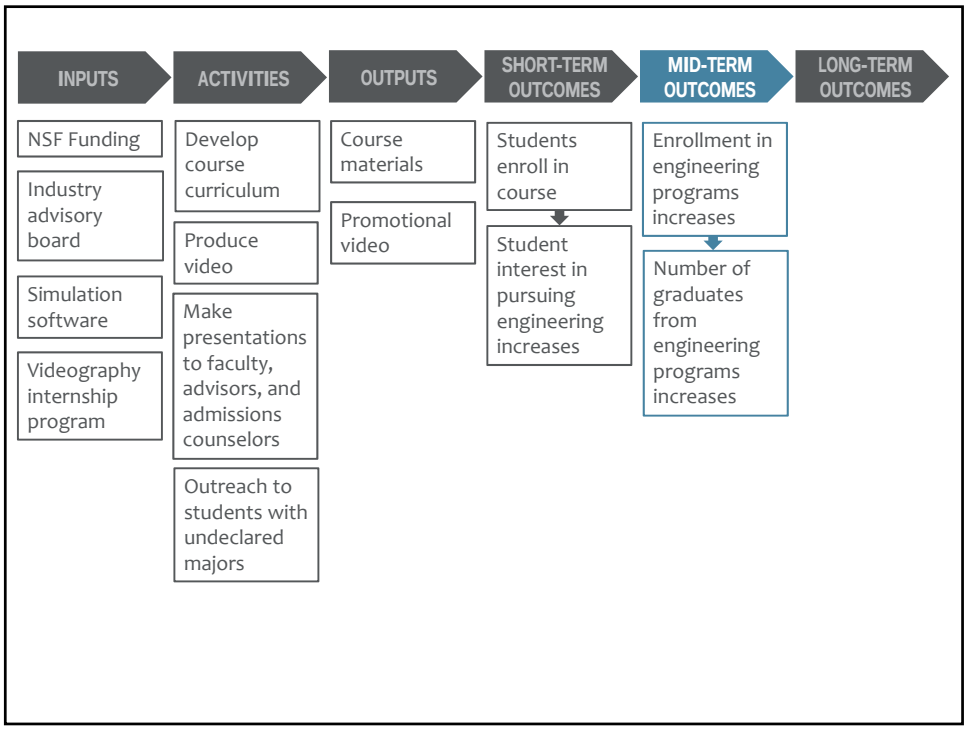
What are the project's intended MID-TERM OUTCOMES?



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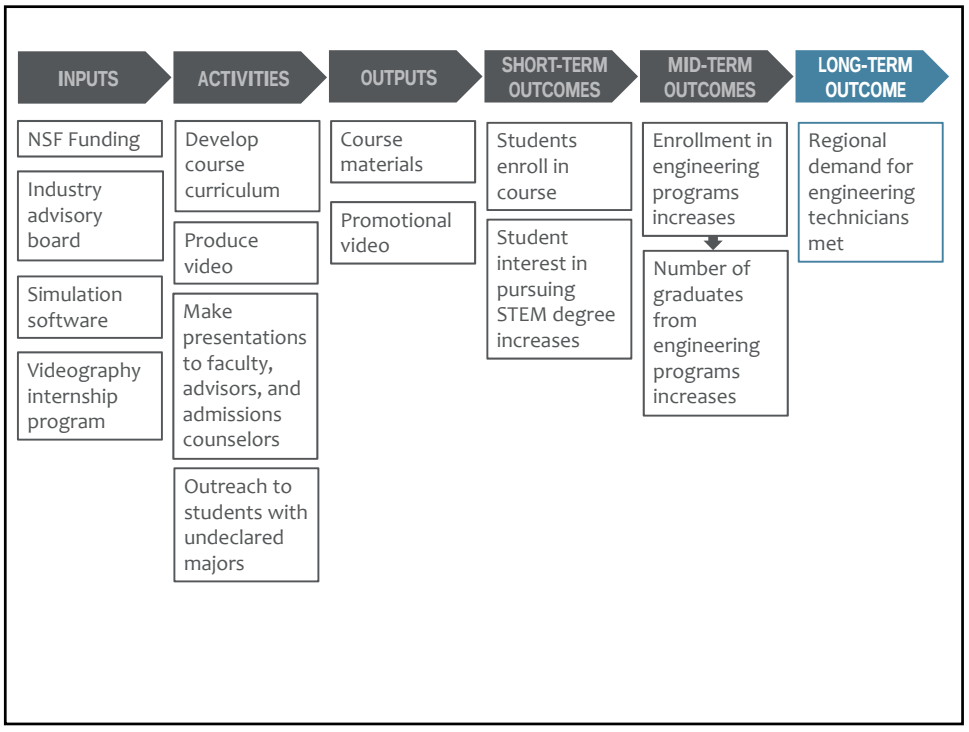
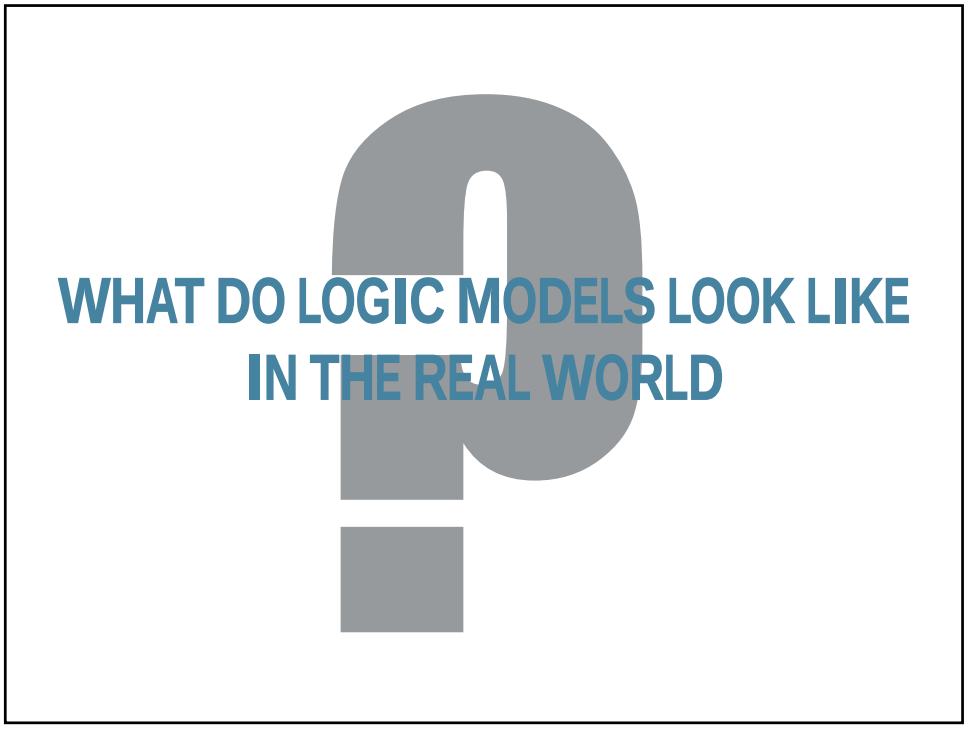
What are the project's intended LONG-TERM OUTCOMES?





Felix Alba, Salt Lake Community College

Inputs/ Resources	Activities /Tasks	Outputs / Deliverables	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Needs Assessment & Networking Development •Survey tool •List of experts •Interview strategy	•Conduct Survey •Recruit faculty & students •Conduct interviews •Analyze Survey and interviews	•Prioritize curricula from findings •Publicize needs assessment on QCS/CCS website	•Establish a baseline for industry needs & standards with the survey and interview results	•Use data as the framework for the pilot QCS/CSS curricula design	•Needs assessment findings are accepted as industry standards •Researchers present and publish on the QCS/CSS model
Faculty Training •Teach-Flipped MOOC •QKD platform technology installed •QCS Learning Lab setup	•Revise Teach-Flipped MOOC for QCS faculty •Learning Lab used for training •All participating faculty complete training	•Completed Curricula •Complete MOOC & technical training •Collect/analyze training data	•Faculty are prepared to teach in a flipped format and know how to integrate the QKD platform	•Due to positive impact, more faculty interested & recruited •Faculty translate the flipped model and QKD platform to other courses	•Utah QCS/CSS coalition becomes a national / international model •Curricula are marketed as QCS professional development
Pilot Curricula •Students recruited for SLCC pilot •Piloted/revised Curricula •Class observations by CTLE & O&eLS	•Curricula built in LMS •Rubrics created •Complete pilot courses •Collect feedback, focus groups, interviews, and classroom observations	•Data analysis of pilot courses •Completed courses student evaluation •Revise courses based on pilots	•Successful implementation of pilot courses •Pilot data used to revise course •Successful course used to recruit students for next courses	•Word of mouth referrals increase students' interest and registration •Students taking SLCC course continue on to University course	• Increase in post-NSF financial support • Increased QCS national reputation • Increase in other cross-discipline teaching
QCS Student Outcomes •Pre- & post-knowledge instrument •Student learning assessments ready	•Collected data from students, faculty, and course analytic system •Analyzed data from students, faculty, and course analytic system	•Courses successfully completed by students •Students move onto the next course in series	•Students report QCS increased knowledge and skills confidence •Students grades align to their perceived learning	•Increased # of QCS students in QCS Pathway •Higher retention rate of QCS/CSS students •Better academic performance for QCS students than non-QCS students	•Students are being hired and retained based on QCS knowledge, skills and dispositions as a result of participation in QCS program
Inter-institutional Collaboration •Participants in the study willing to be part of the interdiscipline collaboration research	•Compile formative data on collaboration •Conduct end-of-grant interviews for cross-institutional collaboration & synergy	•Data Analysis for K-12 with College collaboration •Cross-Institutional findings shared with stakeholders on QCS website	•Faculty and students are actively engaged across the 3 levels of QCS courses	•Establishment of a cross-institutional culture of collaboration •Increased number of presentations and publications across the 3 QCS course levels	•Other programs establish pathways from high school to college •Other successful K-12 – College pathway grants result from this QCS project

Seth Goodman, Phoenix College

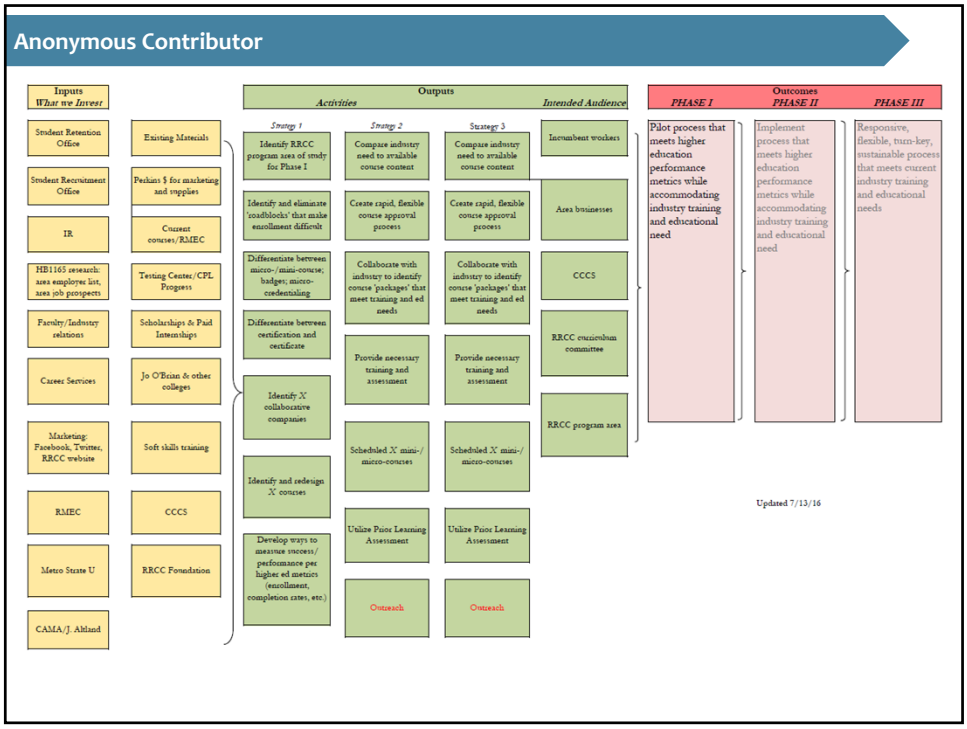
Problem Statement: Attrition of STEM students in college begins prior to matriculation and continues beyond university transfer, making some high-impact services and resources ineffective if they are unavailable at critical transition and transfer points along a STEM academic pathway.

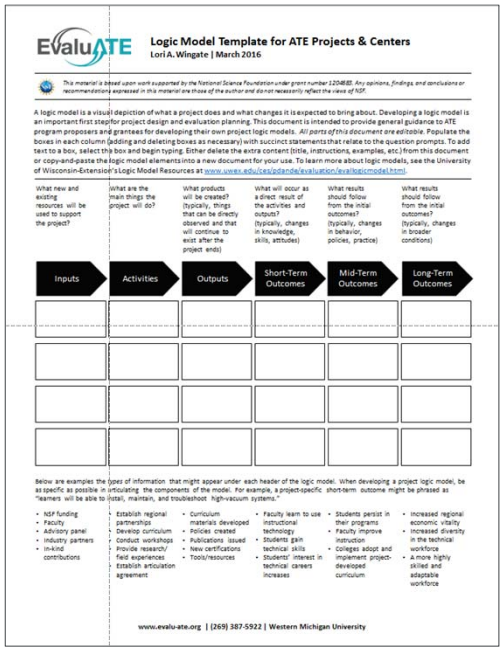
Resources	Strategies and Activities	Outputs	Implementation Outcomes	Intermediate Outcomes	Impact and Long Term Outcomes
- Project Director - Training Stipends - Teacher Participation - Trainer & Curriculum - Articulation Agreement	- Establish learning Community (LC) - Conduct professional Development (PD) - Produce research modules	- All LCs have met - All PD has been delivered - All articulation agreements have been evaluated and refined	- HS/College STEM research curricula aligned - Pre-college STEM Students pursue STEM academic pathways - Pre-college STEM students persist and matriculate as STEM majors - Culture of high-Impact, STEM mentoring among HS, college, & 4-yr. Students & faculty established - College STEM student retention Increased - STEM students w/ declared STEM career pathways increase	- All planned STEM resources for pre-college STEM Pipe-line are completed - All planned STEM experiences for pre college STEM Pipe-line are delivered	STEM Pipeline for college students has been strengthened
- Training Stipends - Teacher Participation - Education Trainer - Articulation Agreement	- Train students for Near-peer instruction - Incorporate near peer mentors in HS STEM classrooms	- 40 PC students paired w/ teachers - 190 students trained - 2,400 student-facilitated sessions - 10,930 quality student interactions		- Number students declaring STEM as major at the time of matriculation has Increased - Increased retention of STEM majors	STEM student retention from pre-college to university transfer has increased
- Faculty Mentors - Articulation Agreement - Lab Technician - Equipment - Curriculum Trainer	- Conduct Transfer Completion Program - Increase undergraduate research for transfer students	- 250 students enrolled in MAPPs - 40 STEM transfer opportunities at ASU identified and secured	- Increased STEM university transfer - 40 PC students participating in STEM transfer opps	- Increased STEM transfer rate and degree completion at four- year institutions	Hispanic and low-income student STEM degree attainment has increased
- Campus Support - Project Director - Faculty Stipends - Student Stipends	- Establish institutional Undergraduate research - Increase undergraduate research	- Undergraduate research developed - Criteria for campus wide STEAM identified - Campus Committee established	- Formal campus committee est. to evaluate & drive institutional undergraduate research	- Faculty-driven, undergraduate research program fully implemented - Undergraduate research extended to non-STEM disciplines	STEM education resources and opportunities among high school, 2-year college and 4-year college have increased

Assumptions: Student applicant pool will be large, diverse, and mature enough to meet peer-mentoring needs; partner and institutional support for all program components will remain consistent; financial support is the primary barrier for under-resourced students who aim to complete and transfer; students who transfer will be able to return to Phoenix College to serve as mentors to subsequent cohorts.

Michael Lesiecki, Maricopa Community Colleges

Activities/Inputs	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Regional collaborative approach- Industry subject matter expertise	Engaged industry and education to close identified and impending skill gaps	Responsive manufacturing education programs, in accordance with advancing technologies and evolving workforce requirements, validated by industry	Increased number of completers entering mfg careers	Faculty more knowledgeable, skilled & comfortable keeping up with industry.
Faculty Curriculum Developers	Enhanced existing and new programs throughout the region	Regional implementation of resources developed under technology Hub concept.	Improved alignment with industry	Faculty has knowledge & skills to meet dynamic industry demands
Evidence-based recruitment & retention strategies for women in STEM	Hubs that specialize in specific advanced manufacturing technology areas	Faculty will integrate new information about manufacturing trends and technology into their programs	Improved classroom practices and pedagogy - Increased certificate & associate degree offerings in mfg at CCs	Educators can keep pace with industry's long-term outcomes
Leveraged expertise & opportunities to recruit minorities and veterans	A vehicle for dissemination of curriculum materials	Increased student enrollment, graduation, and engagement, across all student segments leading to improved employability.	Increased attraction & retention of female, minority, & veterans in mfg courses & careers	Increased capacity to meet the demand for mfg techs
Advocacy by industry and government groups	More women, under-represented minorities and ethnic populations, and veterans recruited and retained	Industry recognizes the quality of Regional advanced manufacturing programs and advocates for community college graduates, leading to increased workforce placement.	Increased student/parent awareness & perception of mfg opportunities	Increase in effectiveness of advanced mfg in regional and U.S. economy
Annual Mfg Education Center Forum	Increased student and parent awareness		More women, under-represented minorities and ethnic populations, and veterans employed	More women, under-represented minorities and ethnic populations, and veteran role models as examples for future AZ efforts
Annual webinar series	Increased industry acknowledgment of regional students' knowledge, skills, and abilities.			
	Meaningful engagement opportunities among manufacturing stakeholders.			
	Students with clear and readily accessible manufacturing career pathways.			




EvaluATE

Logic Model Template for ATE Projects & Centers
Lori A. Wingate | March 2016

This material is based upon work supported by the National Science Foundation under grant number 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author and do not necessarily reflect the views of NSF.

A logic model is a visual depiction of what a project does and what changes it is expected to bring about. Developing a logic model is an important first step for project design and evaluation planning. This document is intended to provide general guidance to ATE program proposers and grantees for developing their own project logic models. *All parts of this document are editable.* Populate the boxes in each column (adding and deleting boxes as necessary) with succinct statements that relate to the question prompts. To add text to a box, select the box and begin typing. Either delete the extra content (title, instructions, examples, etc.) from this document or copy-and-paste the logic model elements into a new document for your use. To learn more about logic models, see the University of Wisconsin-Extension's Logic Model Resources at www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html.

Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
What new and existing resources will be used to support the project?	What are the main things the project will do?	What products will be created? (typically, things that can be directly observed and that will continue to exist after the project ends)	What will occur as a direct result of the activities and outputs? (typically, changes in knowledge, skills, attitudes)	What results should follow from the initial outcomes? (typically, changes in behavior, policies, practice)	What results should follow from the initial outcomes? (typically, changes in broader conditions)

Below are examples the types of information that might appear under each header of the logic model. When developing a project logic model, be as specific as possible in articulating the components of the model. For example, a project-specific short-term outcome might be phrased as "learners will be able to install, maintain, and troubleshoot high-vacuum systems."

- NSF funding
- Faculty
- Advisory panel
- Industry partners
- In-kind contributions

- Establish regional partnerships
- Develop curriculum
- Conduct workshops
- Provide research/field experiences
- Establish articulation agreement

- Curriculum materials developed
- Policies created
- Publications issued
- New certifications
- Tools/resources

- Faculty learn to use instructional technology
- Students gain technical skills
- Students' interest in technical careers increases

- Students persist in their programs
- Faculty improve instruction
- Colleges adopt and implement project-developed curriculum

- Increased regional economic vitality
- Increased diversity in the technical workforce
- A more highly skilled and adaptable workforce

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Logic Model Template for ATE Projects and Centers

Link on resource handout – download from

www.evalu-ate.org/webinars/2016-aug/

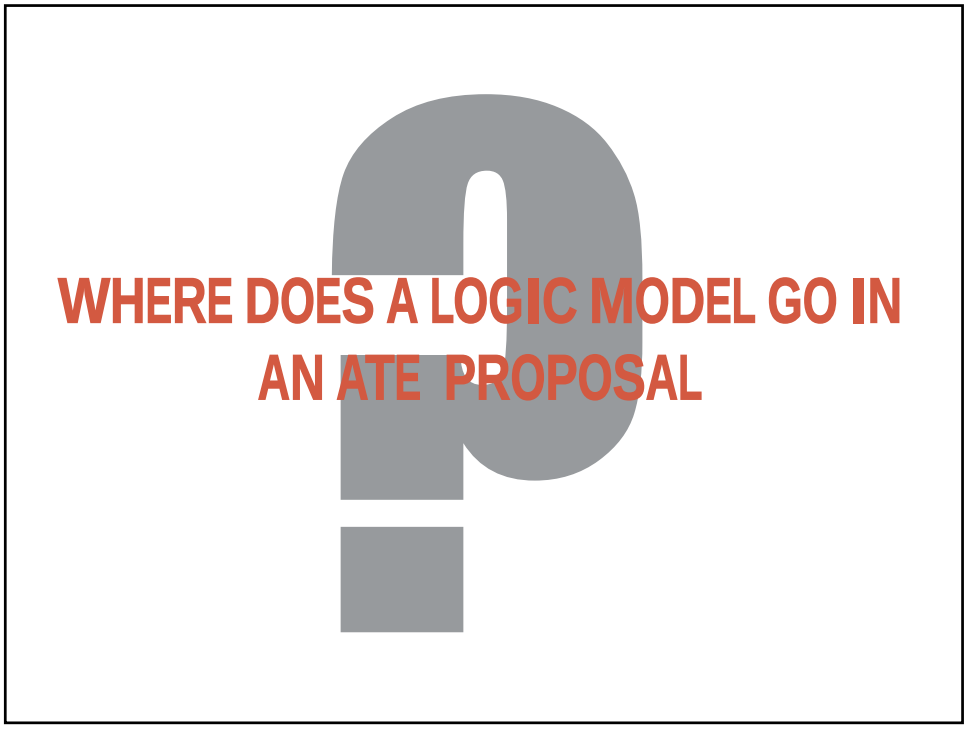
LOGIC MODEL USES

Include in funding proposal

Evaluation planning

Project management

Communication to stakeholders



NSF PROPOSAL COMPONENTS

- ☐ Cover Sheet
- ☐ Project Summary
- ☐ Project Description — Put here if it will not displace critical information within the 15 pages
- ☐ References Cited
- ☐ Budget & Budget Justification
- ☐ Current & Pending Support
- ☐ Facilities, Equipment & Other Resources
- ☐ Supplementary Documents — Otherwise, put here

NSF GRANT PROPOSAL GUIDE

"Except as specified below, special information and supplementary documentation must be included as part of the Project Description (or part of the budget justification), if it is relevant to determining the quality of the proposed work."

TRANSLATION

If it is important that reviewers see it, do not put it in Supplementary Documents.

Reviewers are not required to review supplementary documents.

☐ Supplementary Documents

CAUTION!

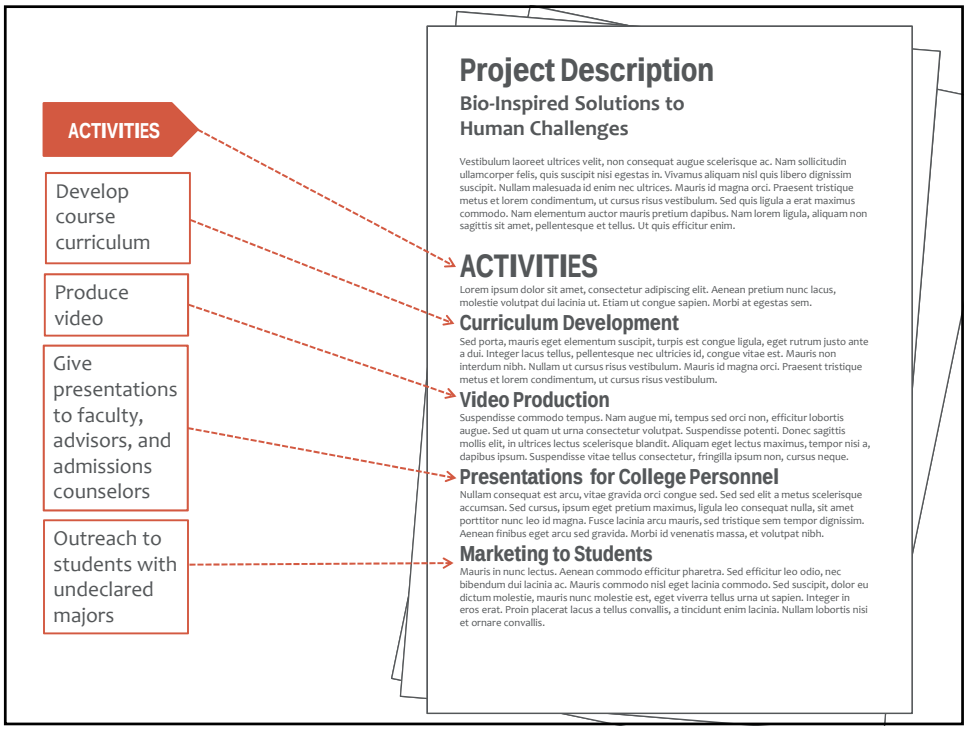
WHAT IS THE RELATIONSHIP BETWEEN A LOGIC MODEL AND A PROJECT DESCRIPTION IN A PROPOSAL?

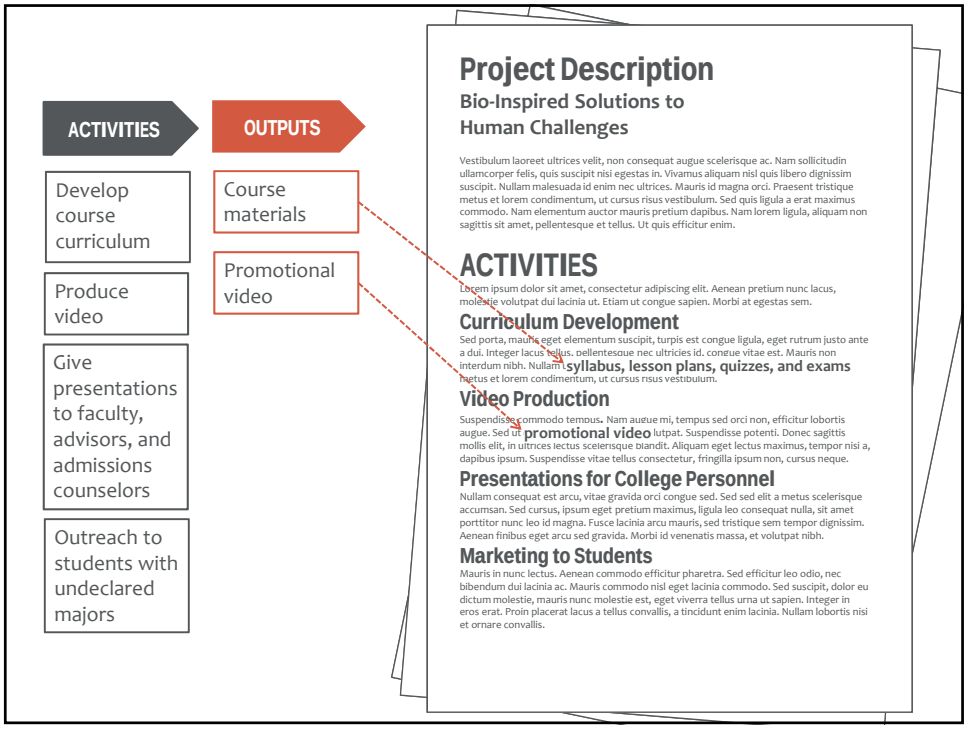
NSF PROPOSAL COMPONENTS

☐ Project Description

Your logic model must correspond to your narrative description of:

- Results of Prior Support
- Rationale
- **Activities, Deliverables, Objectives & Goals**
- Timetable
- Management Plan
- Roles & Responsibilities of the PI, co-PI(s), Other Senior Personnel
- Plan for Sustainability
- Evaluation Plan
- Dissemination Plan




ACTIVITIES
OUTPUTS
Develop course curriculum
Produce video
Give presentations to faculty, advisors, and admissions counselors
Outreach to students with undeclared majors
Course materials
Promotional video
Project Description
Bio-Inspired Solutions to Human Challenges
Vestibulum laoreet ultrices velit, non consequat augue scelerisque ac. Nam sollicitudin ullamcorper felis, quis suscipit nisi egestas in. Vivamus aliquam nisl quis libero dignissim suscipit. Nullam malesuada id enim nec ultrices. Mauris id magna orci. Praesent tristique metus et lorem condimentum, ut cursus risus vestibulum. Sed quis ligula a erat maximus commodo. Nam elementum auctor mauris pretium dapibus. Nam lorem ligula, aliquam non sagittis sit amet, pellentesque et tellus. Ut quis efficitur enim.
ACTIVITIES
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Curriculum Development
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Video Production
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Presentations for College Personnel
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Marketing to Students
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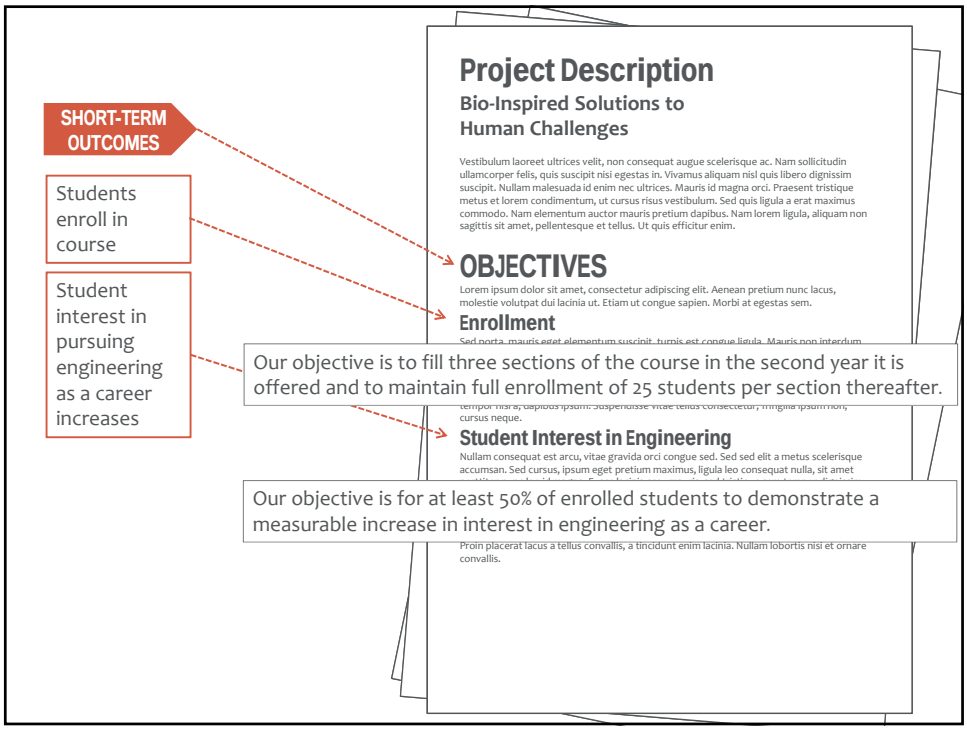
SHORT-TERM OUTCOMES
Students enroll in course
Student interest in pursuing engineering as a career increases
Project Description
Bio-Inspired Solutions to Human Challenges
Vestibulum laoreet ultrices velit, non consequat augue scelerisque ac. Nam sollicitudin ullamcorper felis, quis suscipit nisi egestas in. Vivamus aliquam nisl quis libero dignissim suscipit. Nullam malesuada id enim nec ultrices. Mauris id magna orci. Praesent tristique metus et lorem condimentum, ut cursus risus vestibulum. Sed quis ligula a erat maximus commodo. Nam elementum auctor mauris pretium dapibus. Nam lorem ligula, aliquam non sagittis sit amet, pellentesque et tellus. Ut quis efficitur enim.
OBJECTIVES
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Enrollment
Our objective is to fill three sections of the course in the second year it is offered and to maintain full enrollment of 25 students per section thereafter.
Student Interest in Engineering
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Our objective is for at least 50% of enrolled students to demonstrate a measurable increase in interest in engineering as a career.
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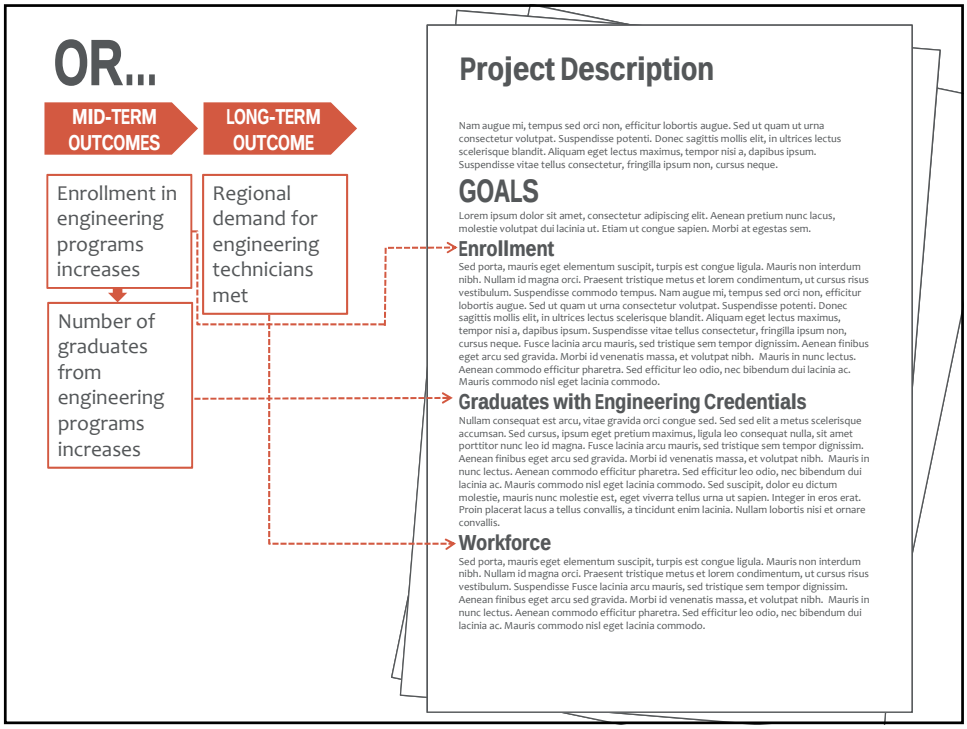
OR...
MID-TERM OUTCOMES
LONG-TERM OUTCOME
Enrollment in engineering programs increases
Regional demand for engineering technicians met
Number of graduates from engineering programs increases
Project Description
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GOALS
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Enrollment
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Graduates with Engineering Credentials
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Workforce
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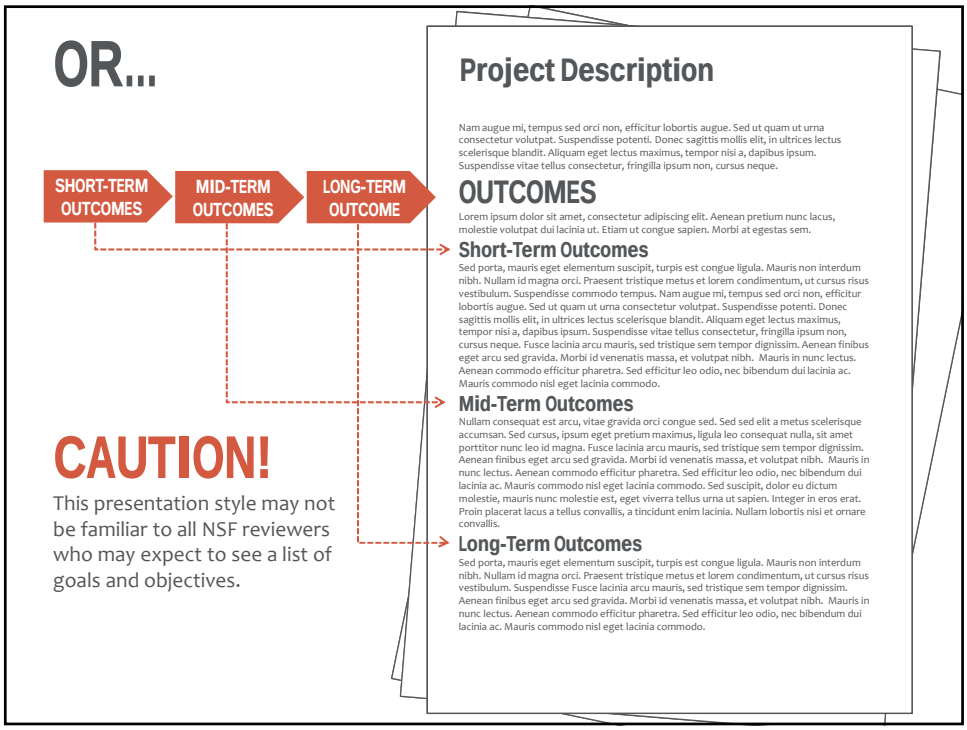
OR...
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM OUTCOME
CAUTION!
This presentation style may not be familiar to all NSF reviewers who may expect to see a list of goals and objectives.
Project Description
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OUTCOMES
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Short-Term Outcomes
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Mid-Term Outcomes
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Long-Term Outcomes
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ONE SIMPLE RULE

Narrative project description should include *all elements of logic model.* ⟷ All major activities, deliverables, goals, etc. in narrative should appear in logic model.

NSF PROPOSAL COMPONENTS

☐ Project Description

- Results of Prior Support
- Rationale
- Activities, Deliverables, Objectives & Goals
- Timetable
- Management Plan
- Roles & Responsibilities of the PI, co-PI(s), Other Senior Personnel
- Plan for Sustainability
- **Evaluation Plan**
- Dissemination Plan

Align evaluation questions and data collection plan to logic model elements

NSF PROPOSAL COMPONENTS

☐ Project Description

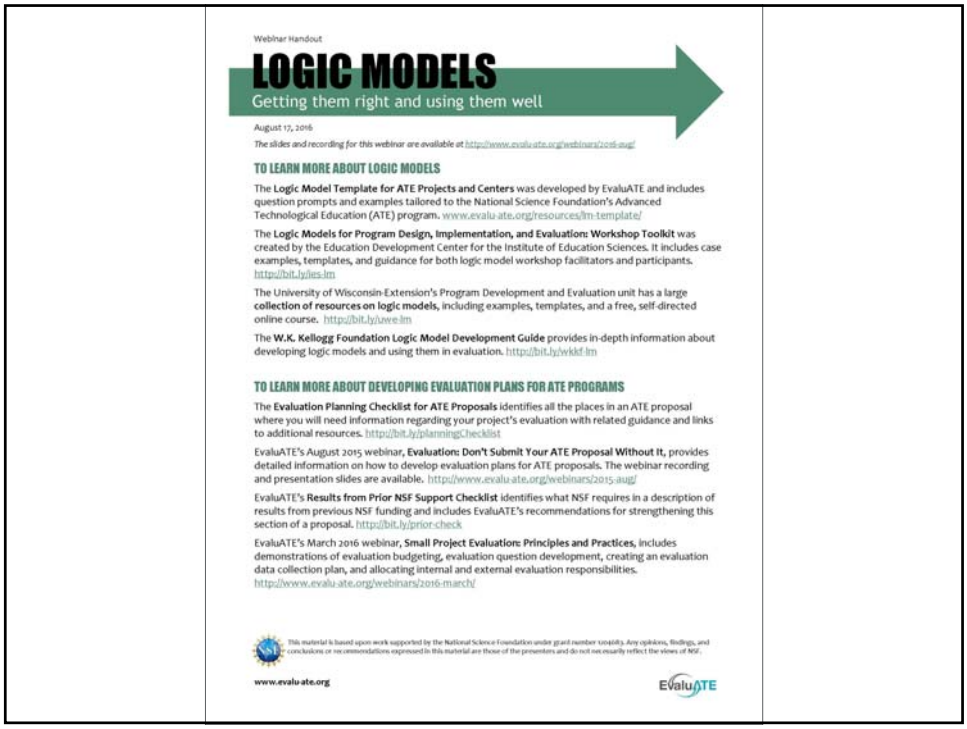
- Results of Prior Support
- Rationale
- Activities, Deliverables, Objectives & Goals
- Timetable
- Management Plan
- Roles & Responsibilities of the PI, co-PI(s), Other Senior Personnel
- Plan for Sustainability
- Evaluation Plan
- Dissemination Plan

Should be reflected in ACTIVITIES section of logic model

BONUS!

More info to help with your ATE proposals

Lori Wingate



Webinar Handout

LOGIC MODELS

Getting them right and using them well

August 17, 2016

The slides and recording for this webinar are available at http://www.evalu-ate.org/webinars/2016-aug/

TO LEARN MORE ABOUT LOGIC MODELS

The **Logic Model Template for ATE Projects and Centers** was developed by EvaluATE and includes question prompts and examples tailored to the National Science Foundation's Advanced Technological Education (ATE) program. www.evalu-ate.org/resources/lm-template/

The **Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit** was created by the Education Development Center for the Institute of Education Sciences. It includes case examples, templates, and guidance for both logic model workshop facilitators and participants. http://bit.ly/ies-lm

The University of Wisconsin-Extension's Program Development and Evaluation unit has a large **collection of resources on logic models,** including examples, templates, and a free, self-directed online course. http://bit.ly/uwe-lm

The **W.K. Kellogg Foundation Logic Model Development Guide** provides in-depth information about developing logic models and using them in evaluation. http://bit.ly/wkkf-lm

TO LEARN MORE ABOUT DEVELOPING EVALUATION PLANS FOR ATE PROGRAMS

The **Evaluation Planning Checklist for ATE Proposals** identifies all the places in an ATE proposal where you will need information regarding your project's evaluation with related guidance and links to additional resources. http://bit.ly/planningChecklist

EvaluATE's August 2015 webinar, **Evaluation: Don't Submit Your ATE Proposal Without It,** provides detailed information on how to develop evaluation plans for ATE proposals. The webinar recording and presentation slides are available. http://www.evalu-ate.org/webinars/2015-aug/

EvaluATE's **Results from Prior NSF Support Checklist** identifies what NSF requires in a description of results from previous NSF funding and includes EvaluATE's recommendations for strengthening this section of a proposal. http://bit.ly/prior-check

EvaluATE's March 2016 webinar, **Small Project Evaluation: Principles and Practices,** includes demonstrations of evaluation budgeting, evaluation question development, creating an evaluation data collection plan, and allocating internal and external evaluation responsibilities. http://www.evalu-ate.org/webinars/2016-march/

This material is based upon work supported by the National Science Foundation under grant number 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.

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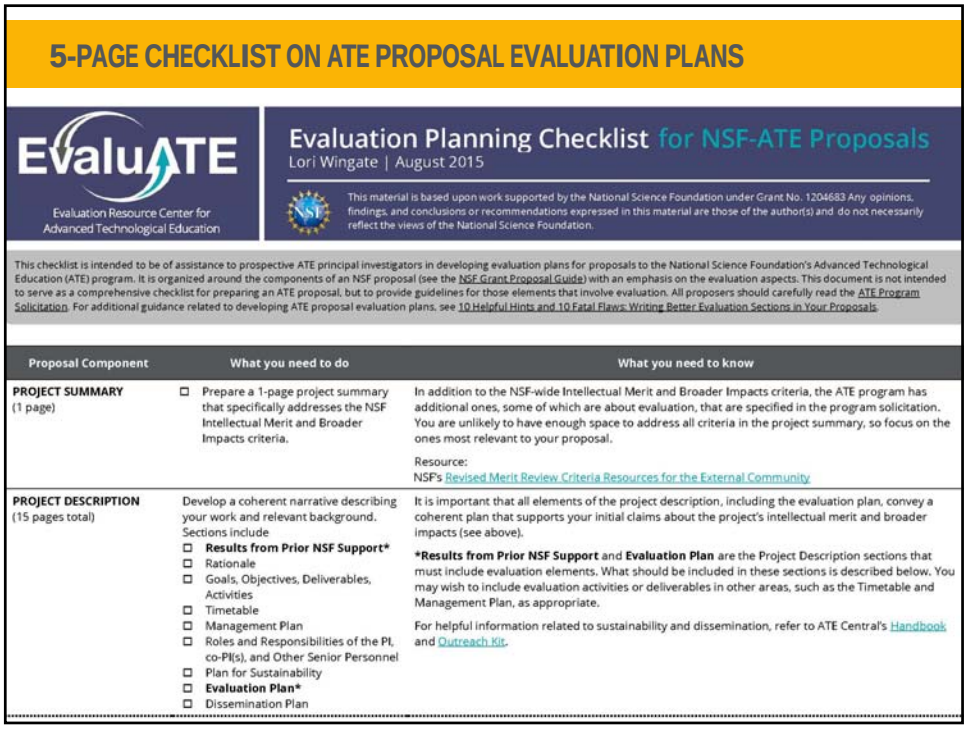
EvaluATE



5-PAGE CHECKLIST ON ATE PROPOSAL EVALUATION PLANS

EvaluATE
Evaluation Resource Center for Advanced Technological Education

Evaluation Planning Checklist for NSF-ATE Proposals

Lori Wingate | August 2015

This material is based upon work supported by the National Science Foundation under Grant No. 1204683 Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

This checklist is intended to be of assistance to prospective ATE principal investigators in developing evaluation plans for proposals to the National Science Foundation's Advanced Technological Education (ATE) program. It is organized around the components of an NSF proposal (see the NSF Grant Proposal Guide) with an emphasis on the evaluation aspects. This document is not intended to serve as a comprehensive checklist for preparing an ATE proposal, but to provide guidelines for those elements that involve evaluation. All proposers should carefully read the ATE Program Solicitation. For additional guidance related to developing ATE proposal evaluation plans, see 10 Helpful Hints and 10 Fatal Flaws: Writing Better Evaluation Sections in Your Proposals.

Proposal Component	What you need to do	What you need to know
PROJECT SUMMARY (1 page)	☐ Prepare a 1-page project summary that specifically addresses the NSF Intellectual Merit and Broader Impacts criteria.	In addition to the NSF-wide Intellectual Merit and Broader Impacts criteria, the ATE program has additional ones, some of which are about evaluation, that are specified in the program solicitation. You are unlikely to have enough space to address all criteria in the project summary, so focus on the ones most relevant to your proposal. Resource: NSF's Revised Merit Review Criteria Resources for the External Community
PROJECT DESCRIPTION (15 pages total)	Develop a coherent narrative describing your work and relevant background. Sections include ☐ **Results from Prior NSF Support*** ☐ Rationale ☐ Goals, Objectives, Deliverables, Activities ☐ Timetable ☐ Management Plan ☐ Roles and Responsibilities of the PI, co-PI(s), and Other Senior Personnel ☐ Plan for Sustainability ☐ **Evaluation Plan*** ☐ Dissemination Plan	It is important that all elements of the project description, including the evaluation plan, convey a coherent plan that supports your initial claims about the project's intellectual merit and broader impacts (see above). ***Results from Prior NSF Support** and **Evaluation Plan** are the Project Description sections that must include evaluation elements. What should be included in these sections is described below. You may wish to include evaluation activities or deliverables in other areas, such as the Timetable and Management Plan, as appropriate. For helpful information related to sustainability and dissemination, refer to ATE Central's Handbook and Outreach Kit.

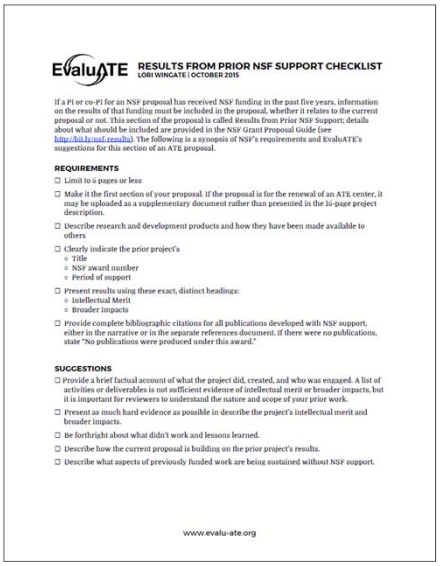
WEBINAR ON INTEGRATING EVALUATION INTO ATE PROPOSALS

Evaluation: Don't Submit Your ATE Proposal Without It

August 2015

- Webinar recording
- Presentation slides

RESULTS FROM PRIOR NSF SUPPORT CHECKLIST



EvaluATE **RESULTS FROM PRIOR NSF SUPPORT CHECKLIST**
LORI WINGATE | OCTOBER 2015

If a PI or co-PI for an NSF proposal has received NSF funding in the past five years, information on the results of that funding must be included in the proposal, whether it relates to the current proposal or not. This section of the proposal is called Results from Prior NSF Support; details about what should be included are provided in the NSF Grant Proposal Guide (see http://bit.ly/nsf-results). The following is a synopsis of NSF's requirements and EvaluATE's suggestions for this section of an ATE proposal.

REQUIREMENTS

- ☐ Limit to 6 pages or less
- ☐ Make it the first section of your proposal. If the proposal is for the renewal of an ATE center, it may be uploaded as a supplementary document rather than presented in the 15-page project description.
- ☐ Describe research and development products and how they have been made available to others
- ☐ Clearly indicate the prior project's
  - ○ Title
  - ○ NSF award number
  - ○ Period of support
- ☐ Present results using these exact, distinct headings:
  - ○ Intellectual Merit
  - ○ Broader Impacts
- ☐ Provide complete bibliographic citations for all publications developed with NSF support, either in the narrative or in the separate references document. If there were no publications, state "No publications were produced under this award."

SUGGESTIONS

- ☐ Provide a brief factual account of what the project did, created, and who was engaged. A list of activities or deliverables is not sufficient evidence of intellectual merit or broader impacts, but it is important for reviewers to understand the nature and scope of your prior work.
- ☐ Present as much hard evidence as possible in describe the project's intellectual merit and broader impacts.
- ☐ Be forthright about what didn't work and lessons learned.
- ☐ Describe how the current proposal is building on the prior project's results.
- ☐ Describe what aspects of previously funded work are being sustained without NSF support.

www.evalu-ate.org

Required and recommended elements of descriptions of prior NSF support

WEBINAR ON SMALL PROJECT EVALUATIONS

Bio-Inspired Solutions to Human Challenges Project Budget

Category	Cost
Salaries & Fringe Benefits	$103,500
Equipment	$12,000
Materials	$20,000
Travel	$3,600
Other – Evaluation Consultant	$13,910
Modified Total Direct Costs	$153,010
Indirect Costs (30%)	$45,903
TOTAL PROJECT COST	$198,913

Total direct costs before external evaluation =$139,100 X 10% = $13,910

Small Project Evaluation: Principles and Practices

March 2016

- Webinar recording
- Presentation slides
- Resource handout

Including demonstrations of

- evaluation budgeting
- evaluation question development
- creating an evaluation data collection plan
- allocating internal and external evaluation responsibilities

Tips for a strong NSF proposal evaluation plan

by Leslie Goodyear

WWW.EVALU-ATE.ORG/BLOG

THANK YOU!

EvaluATE

www.evalu-ate.org