





your ATE proposal:


got evaluation?


8.20.14

Introductions

Krystin Martens	Lori Wingate	Gerhard Salinger	Åsa Bradley	Terryll Bailey
				

EvaluATE
EVALUATION RESOURCE CENTER for
advanced technological education

 WESTERN MICHIGAN UNIVERSITY

 **THE ALLISON GROUP**

 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.



Webinar Materials

EvaluATE Evaluation Planning Checklist for NSF-ATE Proposals
Lori A. Wingate | July 2013

This material is based on work supported by the National Science Foundation under grant number 1204803. 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.

This checklist is intended to be of assistance 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. All proposers should carefully read the [ATE Program Solicitation](#). For additional guidance related to developing ATE proposal evaluation plans, see [30 Impact Goals and 100 Data Elements](#), [100 Data Elements](#), [Evaluation Sections in Your Proposals](#). Here you will find a href="#">table of the new EvaluATE webinars on integrating evaluation into ATE proposals, available from [evaluate.ate.org](#) under "Proposal Writing."

Proposal Component	What you need to do	What you need to know
Project Summary (1 page)	<input type="checkbox"/> Prepare a 3-page project summary that specifically addresses the NSF Intellectual Merit and Broader Impacts criteria (with separate headings for each).	In addition to the NSF-wide Intellectual Merit and Broader Impacts criteria, the ATE program has additional ones, some of which are about evaluation, which are specified in the program solicitation. You are advised to leave enough space to address all criteria, or focus on the ones most relevant to your proposal. Resource: NSF's "Merit Review Broader Impacts Criteria, Representative Activities"
Project Description (15 pages total)	Develop a coherent narrative describing your work and relevant background. Sections include: <ul style="list-style-type: none"> <input type="checkbox"/> Results from Prior NSF Support* <input type="checkbox"/> Rationale <input type="checkbox"/> Goals, Objectives, Deliverables, Activities <input type="checkbox"/> Timeline <input type="checkbox"/> Management Plan <input type="checkbox"/> Roles and Responsibilities of the PI, Co-PI, and Other Senior Personnel <input type="checkbox"/> Plan for Sustainability <input type="checkbox"/> Evaluation Plan* <input type="checkbox"/> Dissemination Plan 	It is important that all elements of the project description, including the evaluation plan, along a coherent, strongly aligned 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 Timeline and Management Plan, as appropriate. For helpful information related to sustainability and dissemination, refer to ATE Central's handbooks and Outreach .

www.evaluate-ate.org | (268) 387-5895 | Western Michigan University 1

- ← - Checklist
- Slides
- Recording

Available from evalu-ate.org/events/august_2014

Objectives

By the end of the webinar, you will

1. Know what evaluative elements should be included in a proposal and where
2. Understand how evaluation can be leveraged to strengthen a proposal



ATE Proposal Components

- Cover Sheet
- Project Summary
- Project Description
- References Cited
- Biographical Sketches
- Budget and Budget Justification
- Current and Pending Support
- Facilities, Equipment and Other Resources
- Supplementary Documents

✓ Evaluation-related information is needed in these sections

Cover Sheet

Human Subjects

Human Subjects (OPG II.D.6)

Exemption Subsection

IRB App. Date (MM/DD/YY)

Human Subjects Assurance Number

- **Indicate "pending" if application not yet submitted**
- **You WILL need approval before grant is awarded**

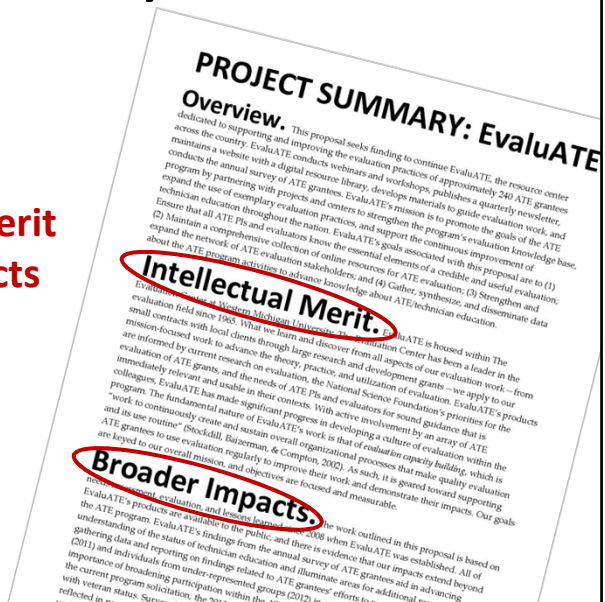
ATE Proposal Components

- Cover Sheet
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Project Summary

1-page:

- Overview
- **Intellectual Merit**
- **Broader Impacts**



Merit Review Criteria

Intellectual Merit

Broader Impacts



potential to advance knowledge

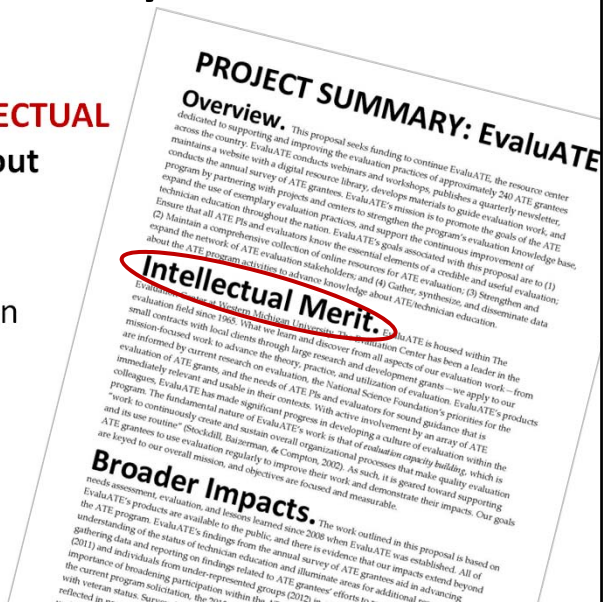


potential to benefit society

Project Summary

ATE-Specific **INTELLECTUAL MERIT** Criterion about Evaluation:

Is the evaluation plan clearly tied to the project outcomes?



Project Summary

ATE-Specific **BROADER IMPACT Criterion about Evaluation:**

Will the project evaluation inform others through the communication of results?

PROJECT SUMMARY: EvaluateATE

Overview. This proposal seeks funding to continue EvaluateATE, the resource center dedicated to supporting and improving the evaluation practices of approximately 240 ATE grantees across the country. EvaluateATE conducts webinars and workshops, publishes a quarterly newsletter, maintains a website with a digital resource library, develops materials to guide evaluation work, and conducts the annual survey of ATE grantees. EvaluateATE's mission is to promote the goals of the ATE program by partnering with projects and centers to strengthen the program's evaluation knowledge base through the use of exemplary evaluation practices, and support the continuous improvement of technician education throughout the nation. EvaluateATE's goals associated with this proposal are to (1) ensure that all ATE PIs and evaluators know the essential elements of a credible and useful evaluation; (2) Maintain a comprehensive collection of online resources for ATE evaluation; (3) Strengthen and expand the network of ATE evaluation stakeholders; and (4) Gather, synthesize, and disseminate data about the ATE program activities to advance knowledge about ATE/technician education.

Intellectual Merit. EvaluateATE is housed within The Evaluation Center at Western Michigan University. The Evaluation Center has been a leader in the evaluation field since 1968. What we learn and discover from all aspects of our evaluation work—from small contracts with local clients through large research and development grants—we apply to our mission-focused work to advance the theory, practice, and utilization of evaluation. EvaluateATE's products are informed by current research on evaluation, the National Science Foundation's priorities for the evaluation of ATE grants, and the needs of ATE PIs and evaluators for sound guidance that is immediately relevant and usable in their contexts. With active involvement by an array of ATE colleagues, EvaluateATE has made significant progress in developing a culture of evaluation within the program. The fundamental nature of EvaluateATE's work is that of *evaluation capacity building*, which is work to continuously create and sustain overall organizational processes that make quality evaluation "work and use routine" (Beckwith, Bazerman, & Compton, 2002). As such, it is geared toward supporting ATE grantees to use evaluation regularly to improve their work and demonstrate their impacts. Our goals are keyed to our overall mission, and objectives are focused and measurable.

Broader Impacts. EvaluateATE's products are available to the public, and there is evidence that our impacts extend beyond the ATE program. EvaluateATE's findings from the annual survey of ATE grantees (2011 and 2012) and individuals from under-represented groups (2012) in our efforts to advancing the importance of broadening participation within the ATE program are reflected in additional resources reflected in previous surveys. Surveys conducted in 2011 and 2012 in our efforts to advancing the importance of broadening participation within the ATE program are reflected in additional resources reflected in previous surveys.

ATE Proposal Components

- Cover Sheet
- Project Summary
- Project Description** ← **15-page narrative**
- References Cited
- Biographical Sketches
- Budget and Budget Justification
- Current and Pending Support
- Facilities, Equipment and Other Resources
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Project Description

Results of Prior 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

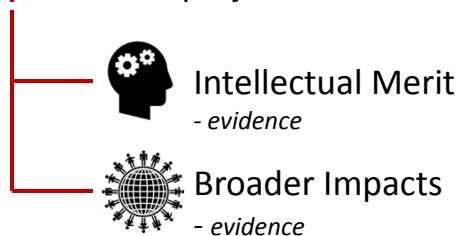
Evaluation Plan

Dissemination Plan

Project Description

Results of Prior Support

“specific outcomes and results including metrics to demonstrate the **impact** of the project”




Results of Prior Support



The prior project achieved all of its goals.	<input type="checkbox"/>	<input type="checkbox"/>
The PI and co-PIs published four peer-reviewed articles based on data generated by the project.	<input type="checkbox"/>	<input type="checkbox"/>
The project developed three lab manuals, provided 40 faculty with professional development, and served 125 students.	<input type="checkbox"/>	<input type="checkbox"/>
The project supported internships for 75 students, more than half of whom secured full-time positions at their internship sites.	<input type="checkbox"/>	<input type="checkbox"/>

Project Description

Evaluation Plan (1-3 pages of your 15-page project description)

1. Identify evaluator and briefly describe his/her experience/expertise 
2. Describe the evaluation plan
3. Show integration with other elements of the proposal as appropriate, e.g.:
 - biosketch
 - logic model
 - data management plan

ATE Program Solicitation

“ The funds to support an evaluator **independent** of the project or center must be requested...” ”


Finding an Evaluator

Other ATE PIs

American Evaluation
Association's
Evaluator Directory

Universities in your
region





Quiz – Use your markers

HSIRB approval may be submitted to NSF at any time, as long it is before any data are collected from human subjects.


TRUE **FALSE**



Quiz – Use your markers

The most important thing to do in a Results of Prior Support section is indicate how many people your project served.

AGREE **DISAGREE**






Quiz – Use your markers

NSF maintains a directory of approved evaluators on its website.

TRUE **FALSE**

Let's hear from our panelists ...

<p>Åsa Bradley</p>	<p>Terryll Bailey</p>	<p>Gerhard Salinger</p>
		



Krystin Martens Lori Wingate Gerhard Salinger Åsa Bradley Terryll Bailey

got questions?

type them in the chat box now




part 2

lori wingate

Project Description

Evaluation Plan (1-3 pages of your 15-page project description)

1. Identify evaluator and briefly describe his/her experience/expertise
2. Describe the evaluation plan 
3. Show integration with other elements of the proposal as appropriate, e.g.:
 - biosketch
 - logic model
 - data management plan

Project Description

Evaluation Plan

2. Describe the evaluation plan
 - a. Evaluation focus
 - b. Data collection plan
 - c. Analysis and interpretation
 - d. Reporting schedule and projected uses

a. Evaluation Focus

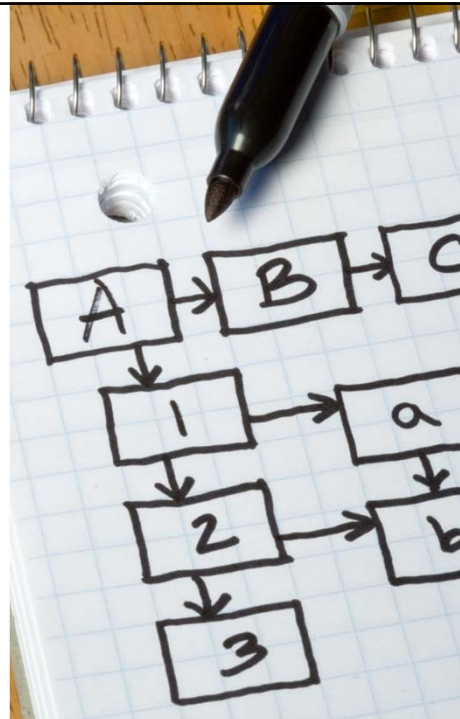
What aspects of the project will be evaluated?

a. Evaluation Focus

Align the evaluation's focus with the project's activities and intended outcomes.

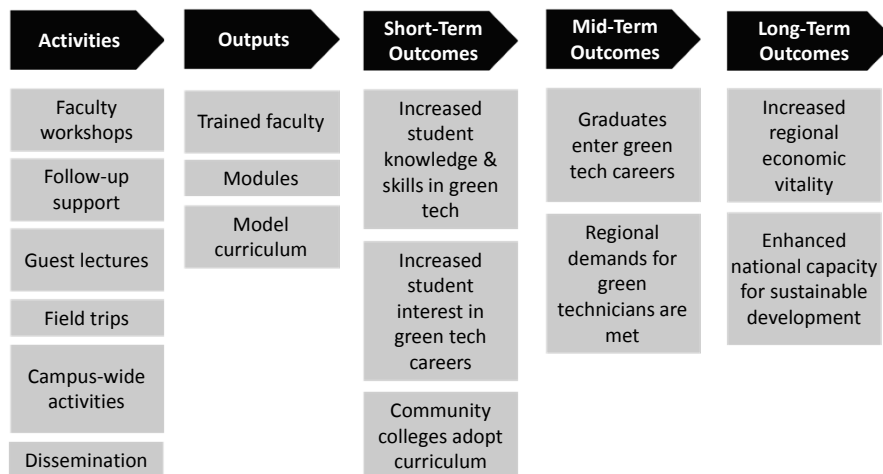
Logic Model

Helpful for project and evaluation planning

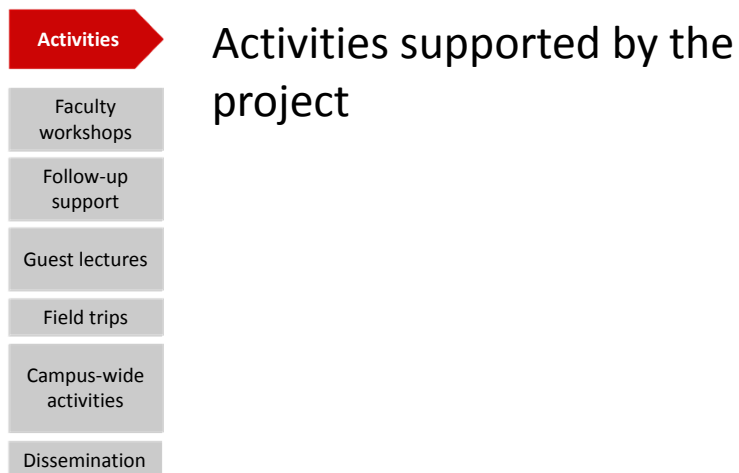


Logic Model Example

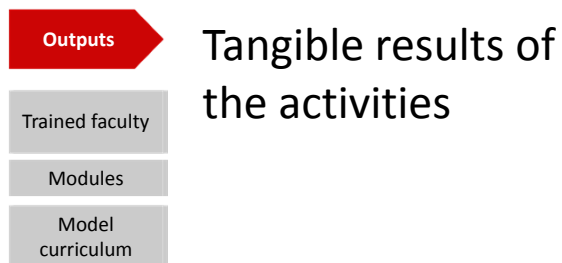
Green Energy Technology Institute



Logic Model Example



Logic Model Example



Logic Model Example

Short-Term Outcomes

Increased student interest in green tech careers

Increased student knowledge & skills in green tech

Curriculum disseminated

What the project's beneficiaries will know or be able to do because of the project

Logic Model Example

What people will do differently because of the project

Mid-Term Outcomes

Graduates enter green tech careers

Regional demands for green technicians are met

Community colleges adopt curriculum

Logic Model Example

Long-term project goals
that align with the
ATE program's goals

Long-Term
Outcomes

Increased
regional
economic
vitality

Enhanced
national capacity
for sustainable
development

Logic Model + Generic Evaluation Questions

Activities

Outputs

Whom did you reach? (who, how many)

What were participants' reactions to the activities?

What is the quality/utility of the activities and products?

Logic Model + Generic Evaluation Questions

Short-Term
Outcomes

How did the activities affect participants' knowledge, skills, abilities, or attitudes?

Logic Model + Generic Evaluation Questions

Mid-Term
Outcomes

To what extent and how did participants change their behavior because of what they learned?

Logic Model + Generic Evaluation Questions

Long-Term Outcomes

What is the cumulative effect of the project's outcomes?

What aspects of the project are sustainable?

What was transformative about the project?

Example: Project-specific Evaluation Questions

Green Energy Technology Institute

Activities

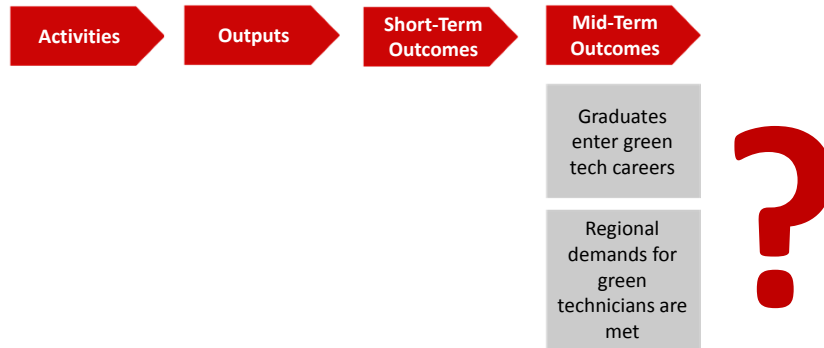
Outputs

Short-Term Outcomes

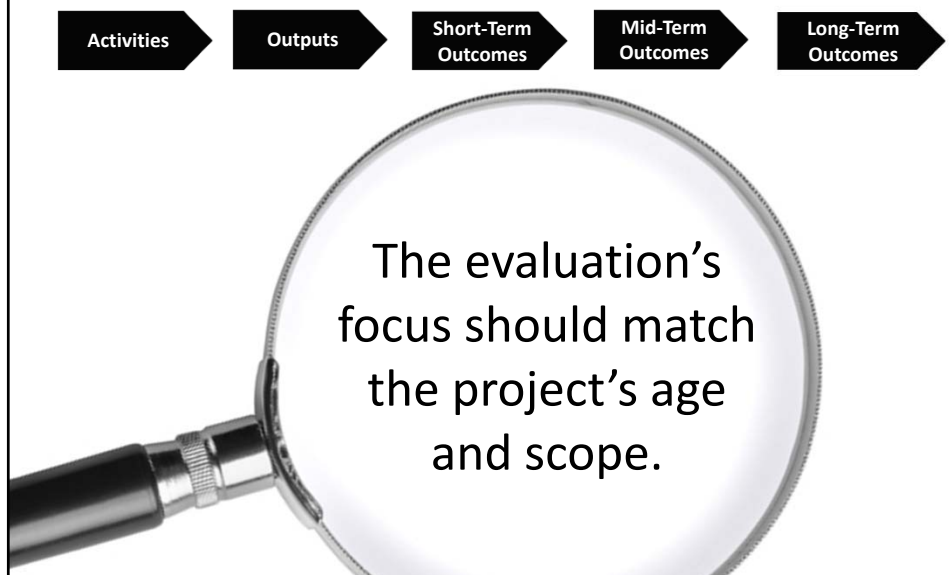
To what extent and how did faculty implementation of course modules affect student interest and learning in green tech?

Example: Project-specific Evaluation Questions

Green Energy Technology Institute



a. Evaluation Focus



Project Description

Evaluation Plan

2. Describe the evaluation plan

- a. Evaluation focus
- b. Data collection plan ←
- c. Analysis and interpretation
- d. Reporting schedule and projected uses

b. Data Collection Plan

What information do you need?

How will you collect it?

From **whom**?

When?



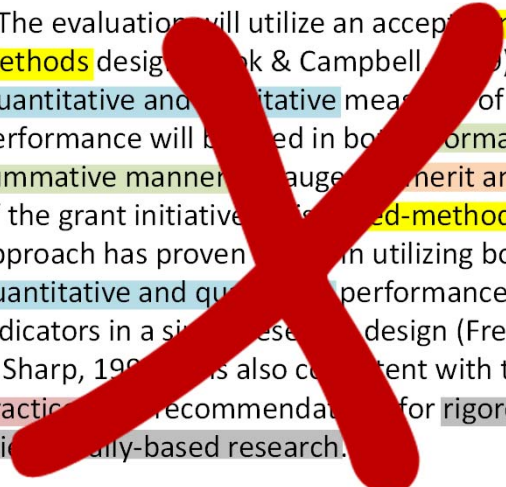
Data Collection Plan: Example 1

...The evaluation will utilize an accepted mixed-methods design (Cook & Campbell, 1979). Quantitative and qualitative measures of performance will be used in both a formative and summative manner to gauge the merit and worth of the grant initiative. This mixed-methods approach has proven useful in utilizing both quantitative and qualitative performance indicators in a single research design (Frechtling & Sharp, 1997). It is also consistent with the best practices and recommendations for rigorous scientifically-based research....

Data Collection Plan: Example 1

WHAT?
HOW?
WHO?
WHEN?

...The evaluation will utilize an accepted mixed-methods design (Cook & Campbell, 1979). Quantitative and qualitative measures of performance will be used in both formative and summative manner to gauge the merit and worth of the grant initiative. This mixed-methods approach has proven useful in utilizing both quantitative and qualitative performance indicators in a single research design (Frechtling & Sharp, 1997). It is also consistent with the best practices and recommendations for rigorous scientifically-based research....



Data Collection Plan: Example 2

WHAT? Project staff will administer an end-of-workshop survey to obtain participants' feedback, including both ratings and open-ended comments. The external evaluator will conduct interviews with participants six months following the workshop to determine the extent to which they applied the workshop content. She also will interview a random sample of students at the end of each semester to learn how their knowledge and perceptions of green energy technology were impacted.

HOW?

WHO?

WHEN?

Data Collection Plan: Example 2

WHAT? Project staff will administer an end-of-workshop survey to obtain **participants' feedback**, including both ratings and open-ended comments. The external evaluator will conduct interviews with participants six months following the workshop to determine the **extent to which they applied the workshop content**. She also will interview a random sample of students at the end of each semester to learn how their **knowledge and perceptions** of green energy technology were impacted.

Data Collection Plan: Example 2

HOW?

Project staff will administer an end-of-workshop **survey** to obtain participants' feedback, including both ratings and open-ended comments. The external evaluator will conduct **interviews** with participants six months following the workshop to determine the extent to which they applied the workshop content. She also will **interview** a random sample of students at the end of each semester to learn how their knowledge and perceptions of green energy technology were impacted.

Data Collection Plan: Example 2

WHO?

Project staff will administer an end-of-workshop survey to obtain **participants'** feedback, including both ratings and open-ended comments. The external evaluator will conduct interviews with participants six months following the workshop to determine the extent to which they applied the workshop content. She also will interview a random sample of **students** at the end of each semester to learn how their knowledge and perceptions of green energy technology were impacted.

Data Collection Plan: Example 2

WHEN?

Project staff will administer an **end-of-workshop** survey to obtain participants' feedback, including both ratings and open-ended comments. The external evaluator will conduct interviews with participants **six months following the workshop** to determine the extent to which they applied the workshop content. She also will interview a random sample of students at the **end of each semester** to learn how their knowledge and perceptions of green energy technology were impacted.

Data Collection Plan Example

		What	How	Who	When
Goal	Evaluation Question	Indicator	Measure/ Method	Data Source	Timing
Students' interest in green tech careers increases	To what extent did students' interest in green tech careers increase because of the project?	Change in course enrollment numbers	Review of institutional & departmental records	Project personnel	End of each semester
		Students' intent to pursue green tech job	In-class survey in retrospective pre-post format	Students in technician ed courses	End of each semester
		Opinions of faculty and career center staff	Interviews	Sample of faculty/staff	Annually
		Number/ quality of employment interviews	Interviews	On-campus recruiters	Each visit

Tips for Practical Data Collection

- Build a body of evidence
 - Multiple data sources
 - Qualitative and quantitative data
- Embed data collection into regular project activities
- Use existing data whenever possible
- Use existing instruments when/if they match your needs



Project Description

Evaluation Plan

2. Describe the evaluation plan
 - a. Evaluation focus
 - b. Data collection plan
 - c. Analysis and interpretation ←
 - d. Reporting schedule and projected uses

Analysis and Interpretation

How will you make sense of the data?

What sorts of comparisons will be made?

What counts as “success”?



Analysis and Interpretation

Analysis

Organizing, transforming, and describing data



Analysis and Interpretation

Interpretation

Making sense of analyzed data so that conclusions can be made about a project's quality, progress, and/or impact



Project Description

Evaluation Plan

2. Describe the evaluation plan

- a. Evaluation focus
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Reporting & Projected Uses



ATE-Specific INTELLECTUAL MERIT and BROADER IMPACTS Criteria:

- Is the evaluation likely to provide useful information to the project and others?
- Will the project evaluation inform others through the communication of results?

Reporting & Projected Uses

When and what types of reports will be issued?

How will results be shared?



Reporting & Projected Uses

Information from the evaluation will be needed for

- annual reports to NSF
- annual survey of ATE grantees
- reports to advisory groups



To learn more about aligning evaluation plans to types of projects, see the ***Common Guidelines for Education Research and Development***

Common Guidelines for Education Research and Development

A Report from the Institute of Education Sciences,
U.S. Department of Education
and the National Science Foundation
August 2013



Project Description

- Results of Prior 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



Check out ATE Central's presentation on social media, dissemination, sustainability, and data management plans at www.evaluate-ate.org/events




Quiz Time – Use your markers

It's best if an evaluation includes both qualitative and quantitative data.

AGREE


DISAGREE



Quiz Time – Use your markers

Evaluation reports are submitted to NSF only at the end of a grant.

TRUE **FALSE**



Quiz Time – Use your markers

Mixed methods evaluation studies are recommended only for large-scale projects.

TRUE **FALSE**

Let's hear from our panelists ...

**Terryll
Bailey**



**Åsa
Bradley**



**Gerhard
Salinger**



**Krystin
Martens**



**Lori
Wingate**



**Gerhard
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**Åsa
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**Terryll
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ATE Proposal Components

- Cover Sheet
- Project Summary
- Project Description
- References Cited** ←
- Biographical Sketches
- Budget and Budget Justification
- Current and Pending Support
- Facilities, Equipment and Other Resources
- Supplementary Documents



References Cited

References

Bartlett, K. R., Schleif, N., & Bowen, M. M. (in press). The use of workforce assessment in career and technical education program evaluation. *Career and Technical Education*

Frechtling, J. (2010). *The 2010 user-friendly guide for project evaluation*. Retrieved September 14, 2011 from www.westat.com/Westat/pdf/projects/2010UFHB.pdf

GOH Consulting. (2006). *ATE (center) evaluation data inventory results*. Unpublished document

Gullickson, A. M. (2010). *Mainstreaming evaluation: Four case studies of systematic evaluation of organizational culture and practices* (Doctoral dissertation, Western Michigan University). Retrieved September 14, 2011 from <http://search.proquest.com/docview/848628629/abstract?pq-origsite=scholarlink>

Gullickson, A. R., & Hanssen, C. E. (2006). Local evaluation in multisite STEM program: evaluation use and program results. In D. Huffman & F. P. Lawrenz (Eds.), *New directions in evaluation of science, technology, engineering and mathematics*. *New Directions in Evaluation*, 120, 1-10.

Gullickson, A. R., Coryn, C. L. S., & Ritchie, L. A. (2006). *Program evaluation* [Advanced Education Program Evaluation Briefing Paper Series, Briefing Paper #1]. Kalamazoo, MI: Michigan University, The Evaluation Center. Retrieved September 8, 2011 from ate.org/app/webroot/files/uploads/ATE_Eval_Briefing_Paper.pdf

Guskey, T. (1999). *Evaluating professional development*. Thousand Oaks, CA: Sage.

Hales, B., Terblanche, M., Fowler, R., & Sibbald, W. (2008). Development of medical simulation to improve quality of patient care. *International Journal for Quality in Health Care*, 20(1), 1-10.


Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler.

Parsons, B., & Jessup, P. (2011). *EvaluATE needs assessment phase 2 internal report*. [Unpublished]. Available upon request via www.evaluate.org.

Phillips, P. P., & Phillips, J. J. (2007). *The value of learning: How organizations capture and translate them into support, improvement, and funds*. San Francisco: Pfeiffer.

Include references to pertinent evaluation literature in your evaluation plan section

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Biographical Sketches

Get one for your evaluator

Follow 2-page NSF format

Include in **Supplementary Documents Section**

Lori A. Wingate

(a) Professional Preparation

Truman State University	Sociology	B.A.	1990
Loyola University Chicago	Sociology	M.A.	1993
Western Michigan University	Evaluation	Ph.D.	2009

(b) Appointments

2010-present	Assistant Director, The Evaluation Center, Western Michigan University
2010	Principal Research Associate, The Evaluation Center, Western Michigan University
2008-10	Senior Research Associate, The Evaluation Center, Western Michigan University
1997-08	Assistant to the Director, The Evaluation Center, Western Michigan University
1993-97	Coordinator, Judicial Development Project, Loyola University Chicago

(c) Publications

Wingate, L. A. (2010). Metaevaluation: Purpose, prescription, and practice. In E. Baker, P. Peters, & M. McGaw (Eds.), *International encyclopedia of education* (3rd ed.). San Diego: Elsevier.

Stufflebeam, D. L., & Wingate, L. A. (2005). A self-assessment procedure for use in evaluation training. *American Journal of Evaluation*, 26(4), 544-561.

Wingate, L. A. (2003). *Facilitator's guide to the student evaluation standards*. Thousand Oaks, CA: Sage Press and ETS Educational Policy Leadership Institute.

Kellaghan, T., & Stufflebeam, D. L. (Eds.), & Wingate, L. A. (Asst. Ed.). (2003). *International handbook of educational evaluation*. Dordrecht, The Netherlands: Kluwer.

Kellaghan, T., & Stufflebeam, D. L., & Wingate, L. A. (2003). Introduction. *International handbook of educational evaluation*. Dordrecht, The Netherlands: Kluwer.

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Budgeting for Evaluation

10%
rule of thumb

A rectangular box with a black border. At the top, the text "Budgeting for Evaluation" is written in a bold, black, sans-serif font. Below this, the text "10%" is written in a very large, light blue, sans-serif font. Overlaid on the "10%" is the text "rule of thumb" in a smaller, black, sans-serif font.

Budgeting for Evaluation

8%
reality

A rectangular box with a black border. At the top, the text "Budgeting for Evaluation" is written in a bold, black, sans-serif font. Below this, the text "8%" is written in a very large, light blue, sans-serif font. Overlaid on the "8%" is the text "reality" in a smaller, black, sans-serif font.

Budget & Budget Justification

Evaluation Budget Components



Time

Travel

Materials and other expenses

Time

How many days does the evaluator need to spend in order to generate the needed evaluation deliverables and services?



Travel

Will the evaluator need to travel to

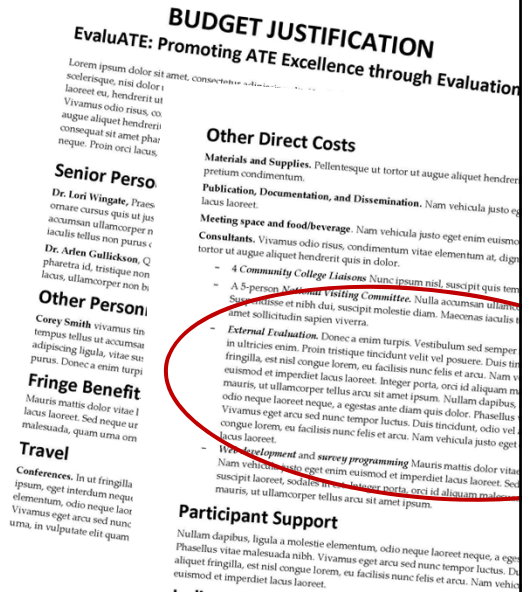
- attend the ATE PI conference, advisory committee meetings, or special project events?
- collect data from participants?
- meet with project staff to plan the evaluation or discuss results?



Budget & Budget Justification

For **CONSULTANTS**,
Under “Other Direct Costs” identify

- evaluator’s daily rate
- time committed to the project
- travel costs
- materials costs



Budget & Budget Justification

For **SUBAWARDS**,
Have the evaluator
prepare a detailed
budget using the NSF
budget template



		NSF Funded			Funds
		Person-months			Requested By
		CAL	ACAD	SUMR	Proposer
17	A SENIOR PERSONNEL: P/PI, Co-PI'S, Faculty and Other Senior Associates				
18	(List each separately with title, A-1 show number in brackets)				
19	O First Name M Last Name Title				
20	1 First NamePI X Last NamePI Title	0.00	0.00	0.00	\$0
21					
22	1 TOTAL SENIOR PERSONNEL (1-6)				\$0
23	B OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)				
24	1 1 POST DOCTORAL ASSOCIATES	0.00	0.00	0.00	\$0
25	1 2 OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC)	0.00	0.00	0.00	\$0
26	1 3 GRADUATE STUDENTS				\$0
27	1 4 UNDERGRADUATE STUDENTS				\$0
28	1 5 SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				\$0
29	1 6 OTHERS				\$0
30	TOTAL SALARIES AND WAGES (A+B)				\$0
31	C FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				\$0
32	TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A+B+C)				\$0
33	D PERMANENT EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING \$5,000)				
34	equipment item 1				\$0
35					
36					
37	TOTAL EQUIPMENT				\$0
38	E TRAVEL 1 DOMESTIC (INCL. CANADA, MEXICO AND U.S. POSSESSIONS)				\$0
39	2 FOREIGN				\$0
40	F PARTICIPANT SUPPORT COSTS				
41	1 STIPENDS				\$0
42	M * N * Years				

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- Budget and Budget Justification
- Current and Pending Support
- Facilities, Equipment and Other Resources
- Supplementary Documents** ←

Supplementary Documents

- A **commitment letter** from your evaluator
- Your evaluator's **biosketch**
- **Data Management Plan (REQUIRED)**

Supplementary Documents

Data Management Plans must describe:

1. Types of data
2. Data format and content standards
3. Access and sharing policies
4. Privacy, confidentiality provisions
5. Reuse and redistribution policies
6. Archiving and data preservation plans





Quiz Time – Use your markers

ATE projects are required to dedicate at least 8 percent of their budgets to evaluation.

TRUE

FALSE




Quiz Time – Use your markers

The evaluation budget may be reported either as a lump sum or broken down by cost category.

TRUE

FALSE






Quiz Time – Use your markers

A letter from the evaluator is necessary to show his/her commitment to work on the project if funded.

TRUE **FALSE**

Let's hear from our panelists ...

<p>Gerhard Salinger</p> 	<p>Terryll Bailey</p> 	<p>Åsa Bradley</p> 
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Krystin Martens **Lori Wingate** **Gerhard Salinger** **Åsa Bradley** **Terryll Bailey**

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