


EVALUATION: A KEY INGREDIENT FOR A SUCCESSFUL ATE PROPOSAL

August 21, 2013

EvaluATE

EVALUATION RESOURCE CENTER for
advanced technological education



This material is based upon work supported by the National Science Foundation under Grant No. 1204683. The content reflects the views of the authors and not necessarily those of NSF.

Introductions



Krystin Martens



Lori Wingate



Rachael Bower



Connie Della-Piana



Karen Austin



Krystin



Objectives



Krystin

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



Evaluation Planning Checklist for NSF-ATE Proposals

Lori A. Wingate | July 2013



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.

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 [10 Helpful Hints and 10 Fatal Flaws: Writing Better Evaluation Sections in Your Proposals](#). Users may also find it helpful to view EvaluATE's past webinars on integrating evaluation into ATE proposals, available from [evalu-ate.org/featured_resources](#) under "Proposal Writing."


Proposal Component	What you need to do	What you need to know
Project Summary (1 page)	<input type="checkbox"/> Prepare a 1-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 unlikely to have enough space to address all criteria, so focus on the ones most relevant to your proposal. Resource: NSF's " Merit Review Broader Impacts Criterion: 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"/> Timetable <input type="checkbox"/> Management Plan <input type="checkbox"/> Roles and Responsibilities of the PI, co-PI(s), 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, convey 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 Timetable and Management Plan, as appropriate. For helpful information related to sustainability and dissemination, refer to ATE Central's Handbook and Outreach Kit .




Organized by proposal component

www.evalu-ate.org | (269) 387-5895 | Western Michigan University

**Lori
Wingate**




RECIPE FOR: Successful ATE proposal
FROM THE KITCHEN OF: EvaluATE





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

*Add a dash of
evaluation and
mix thoroughly*



Cover Sheet

Human Subjects



Human Subjects (OPG ILD.6)

Exemption Subsection

IRB App. Date (MM/DD/YY) **pending**

Human Subjects Assurance Number

Cover Sheet
Project Summary
Project Description
References Cited
Biographical Sketches
Budget & Justification
Supplementary Documents

Project Summary

1-page overview of the proposal's **Intellectual Merit** and **Broader Impacts**

PROJECT SUMMARY:
ATE Evaluation Resource Cen

This proposal requests funds to establish and operate an Advanced Technological Education Resource Center (ATE ERC) to assist ATE projects and centers to produce high-quality evaluations. The ERC will (1) conduct ongoing program monitoring activities that are useful at program and project/center levels, (2) assess the evaluation needs and capacities of ATE projects and centers, (3) develop evaluation resources based on the needs of ATE projects and centers, (4) engage in research on evaluation-related ATE issues, (5) build evaluation capacity among ATE grantees, evaluators, and (6) disseminate resources to ATE projects and centers. The ERC will be housed in and operated by Western Michigan University, which has been a leader in developing the evaluation discipline and a long-time contributor to the improvement of National Science Foundation evaluations, including the ATE program.

Intellectual Merit

The ATE program and evaluations are a priority for the Evaluation Center's ongoing (since 2000) evaluation work. We understand that there is a pervasive need for evaluation support among ATE projects and centers. We understand these problems to exist: (1) ATE grantees struggle to disseminate best evaluation practices and effectiveness, and (2) there are insufficient staff providing ATE grantees and evaluators with support to design, conduct, and report credible and useful overall ATE program improvement and accountability. Empirical grant-level evaluations will support dissemination of the perspectives of the diverse set of ATE stakeholders, as well as expert evaluations, and will help ensure that our work is relevant to the ATE audience and that the resources we develop and disseminate are appropriate and useful.

Broader Impacts

The ATE program has a strong interest in learning about the quality of education provided to students, the linkages created between educators, students, and technological businesses and industries, and the heart of learning in this country. Business, industry, and education stakeholders will support and effectively meaningfully program-level and effectiveness. There is at least one project that will advance knowledge about the ATE program, and education stakeholders will support and disseminate the perspectives of the diverse set of ATE stakeholders, as well as expert evaluations, and will help ensure that our work is relevant to the ATE audience and that the resources we develop and disseminate are appropriate and useful.

Cover Sheet
Project Summary
Project Description
References Cited
Biographical Sketches
Budget & Justification
Supplementary Documents


Project Summary

ATE-Specific INTELLECTUAL MERIT Criteria about Evaluation:

“

Does the project provide for effective assessment of student learning?”

”




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PROJECT SUMMARY:
ATE Evaluation Resource Center


This proposal requests funds to establish and operate an Advanced Technological Education Evaluation Resource Center (ERIC) to assist ATE grantees to provide high-quality evaluations that ultimately advance the goals of ATE projects and centers and the overall ATE program. For project/center levels: (1) conduct ongoing program monitoring activities that are useful at program and research on evaluation-related ATE issues; (2) assess the evaluation needs and capacities of ATE grantees; (3) develop evaluation resources based to the needs of ATE projects and centers; (4) engage in research on evaluation-related ATE issues; (5) disseminate resources to ATE grantees to promote evaluation awareness, knowledge, skills, and utilization. The ERIC will be housed in and operated by The Evaluation Center at Western Michigan University, which has been a leader in developing the evaluation discipline as a long-time contributor to the improvement of National Science Foundation evaluations, including:

Intellectual Merit The Evaluation Center's ongoing (since 2000) evaluation program has produced strong evidence that there is a pervasive need for evaluation support among ATE projects and centers. We understand these problems to exist: (1) ATE grantees struggle with evaluation; (2) ATE evaluations are underfunded and underutilized; (3) there are insufficient staff on ATE project and center impacts and effectiveness; and (4) there is no mechanism for widening and disseminating best evaluation practices. ERIC will provide ATE grantees and centers with support to design, conduct, and report credible and useful program improvement- and accountability-oriented evaluations. Enhanced grant-level evaluations will support overall ATE program improvement and accountability. Overnight and participation by a national advisory panel representing the perspectives of the diverse set of ATE stakeholders will support and will help ensure that our work is relevant to the ATE audience and that the resources we develop and disseminate are appropriate and useful.

Broader Impacts The nation has a strong interest in learning about the programs—the nature of ATE project and center activities; the quality of education provided to students; the links created between educators, students, and technological businesses and industries; the extent to which the ATE program is reaching its goals and having an impact; the role of ATE in the heart of learning in this country; Business, Industry, and Education (BIE) partnerships; and the project will advance program impact and effectiveness. These institutions need one another to advance knowledge about the ATE program; and education stakeholders need one another to advance knowledge about the ATE program; and education stakeholders need one another to advance knowledge about the ATE program.




Project Description




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Cover Sheet
Project Summary
Project Description
References Cited
Biographical Sketches
Budget & Justification
Supplementary Documents

← 15-page narrative







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Project Description

Cover Sheet	<div style="font-size: 3em; color: red; margin-bottom: 10px;">}</div> <p>Results of Prior NSF Support</p> <ul style="list-style-type: none"> Rationale Goals, Objectives, Deliverables, Activities Timetable Management Plan Roles and Responsibilities of the PI, co-PI(s), and Other Senior Personnel Plan for Sustainability <p>Evaluation Plan</p> <ul style="list-style-type: none"> Dissemination Plan
Project Summary	
Project Description	
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Biographical Sketches	
Budget & Justification	
Supplementary Documents	







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Results of Prior Support

Cover Sheet	<p>“specific outcomes and results including metrics to demonstrate the impact of the activities undertaken including evidence of the quality and effectiveness of the project's deliverables”</p>
Project Summary	
Project Description	
References Cited	
Biographical Sketches	
Budget & Justification	
Supplementary Documents	







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Project Description

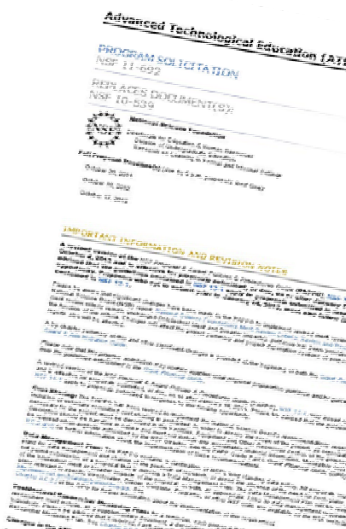
Cover Sheet	<div style="font-size: 3em; color: red; margin-bottom: 10px;">}</div> <p>Results of Prior NSF Support</p> <ul style="list-style-type: none"> Rationale Goals, Objectives, Deliverables, Activities Timetable Management Plan Roles and Responsibilities of the PI, co-PI(s), and Other Senior Personnel Plan for Sustainability Evaluation Plan ← Dissemination Plan
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Evaluation Plan

Cover Sheet	<p>Read the solicitation carefully for details about evaluation expectations for your type of project</p> 
Project Summary	
Project Description	
References Cited	
Biographical Sketches	
Budget & Justification	
Supplementary Documents	



Cover Sheet
Project Summary
Project Description
References Cited
Biographical Sketches
Budget & Justification
Supplementary Documents

Evaluation Plan



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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)


1-3 pages of your 15-page narrative

ATE Program Solicitation

“

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

”



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Finding an Evaluator



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Other ATE PIs

ATE Evaluator Directory

American Evaluation
Association's Evaluator
Directory

Universities in your region



Evaluation Plan



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Cover Sheet

Project
Summary

Project
Description



References
Cited

Biographical
Sketches

Budget &
Justification

Supplementary
Documents


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)



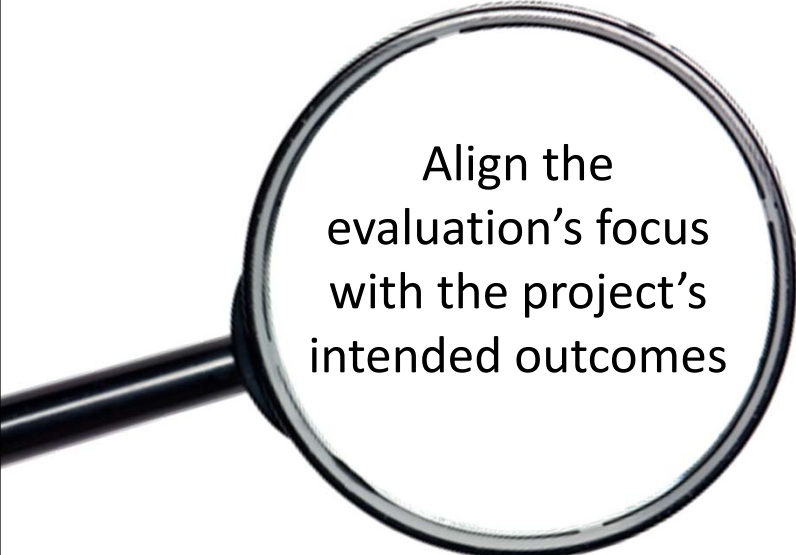
Evaluation Plan

Cover Sheet	<p>2. Describe the evaluation plan:</p> <ul style="list-style-type: none">a. Evaluation focusb. Data collection planc. Analysis and interpretationd. Reporting schedule and projected uses
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a. Evaluation Focus



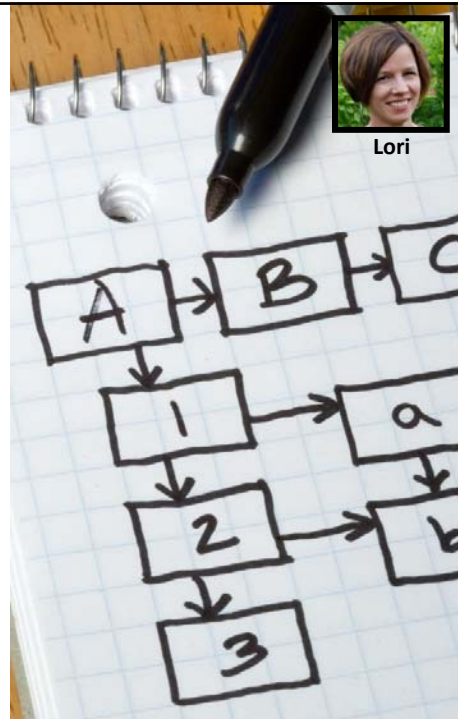
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Align the evaluation's focus with the project's intended outcomes

Logic Model

Helpful for focusing a project on outcomes and planning the evaluation



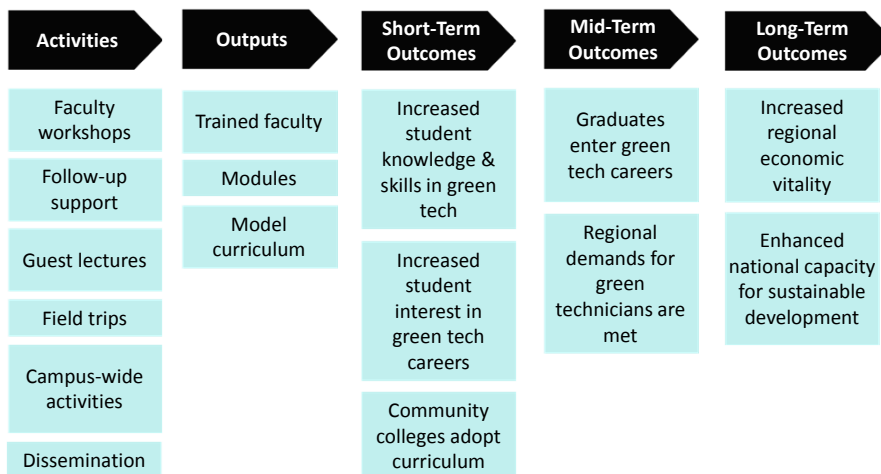
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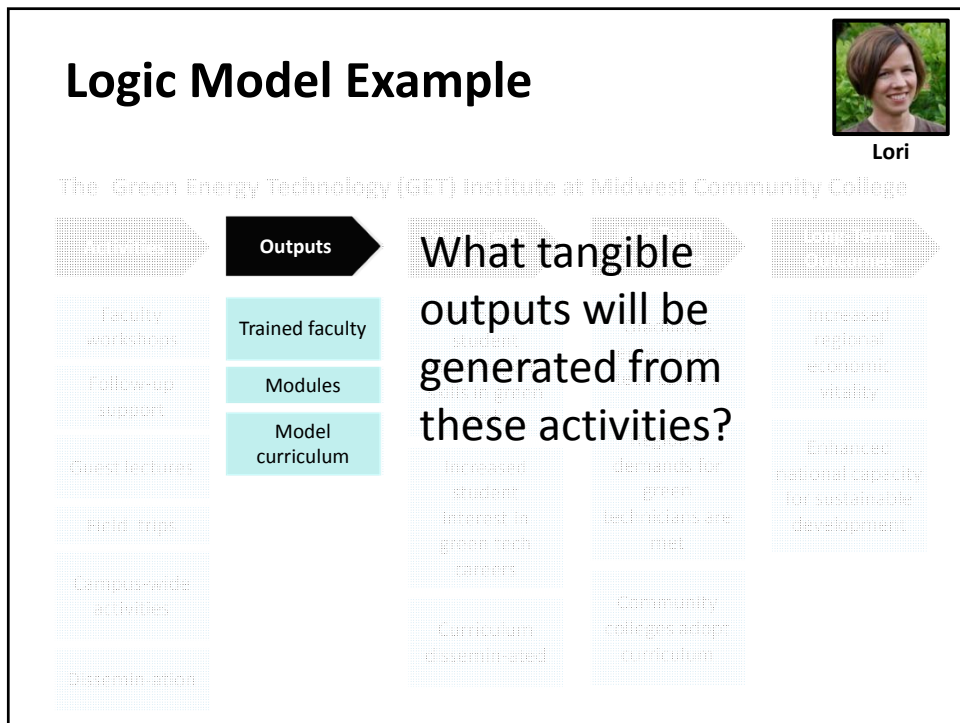
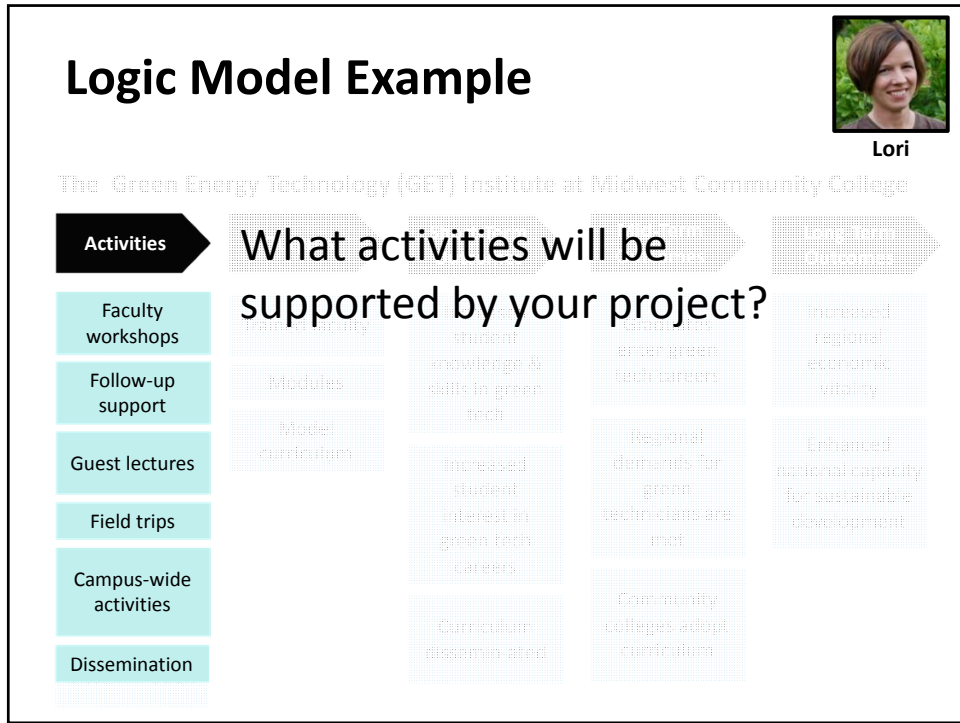
Logic Model Example

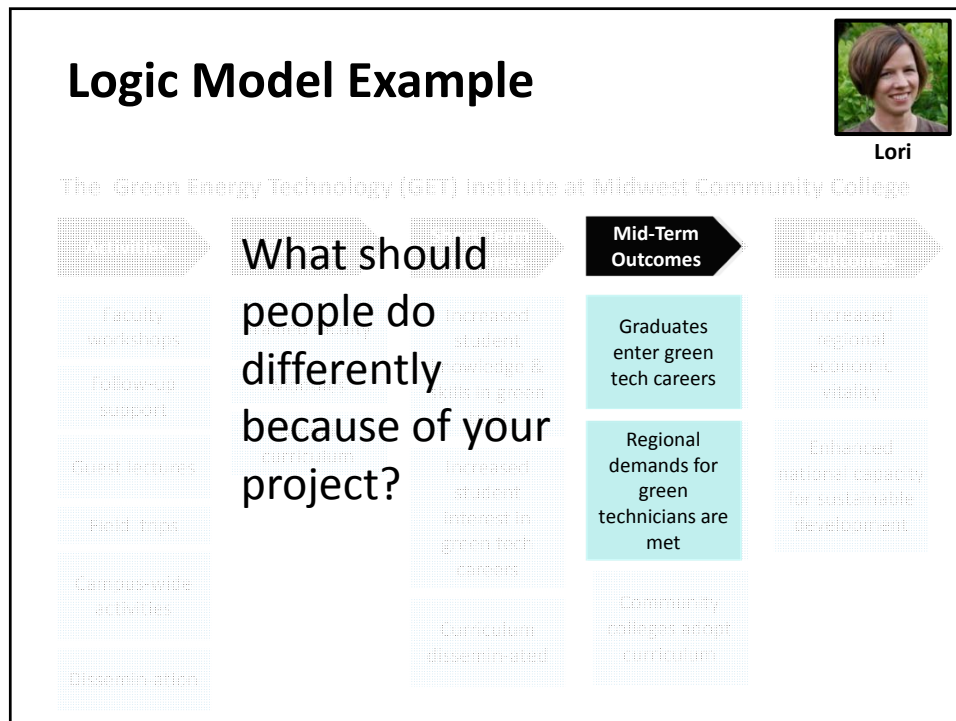
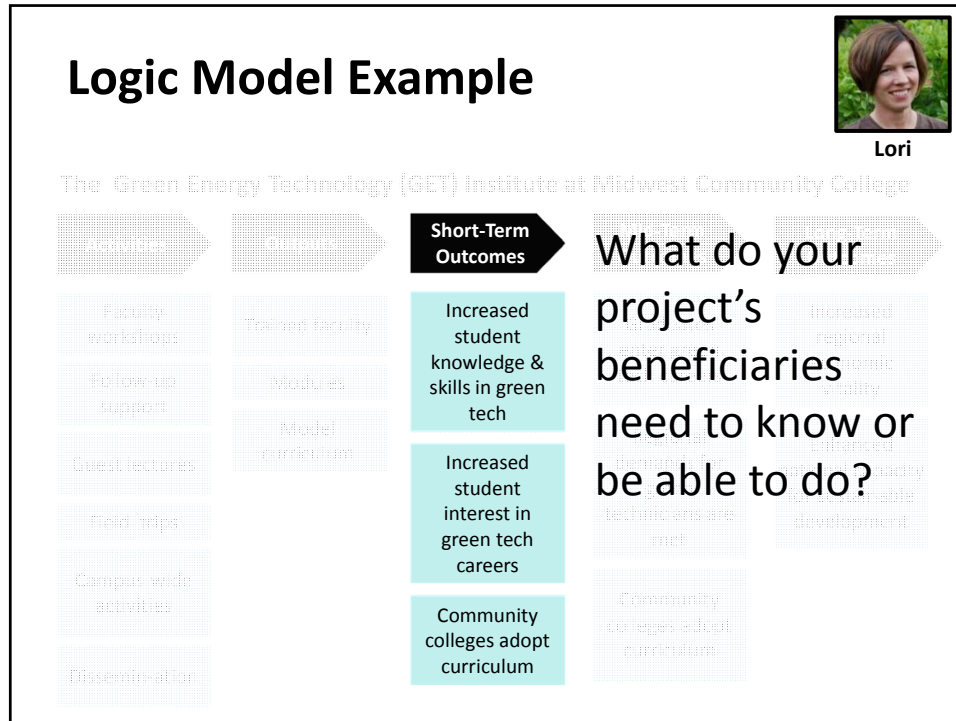


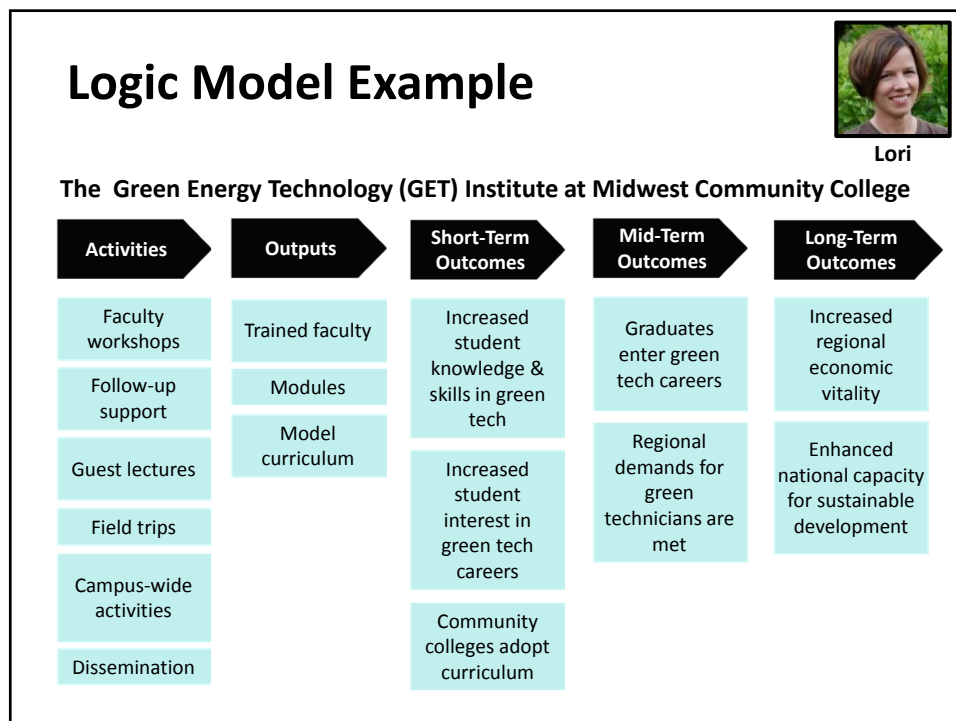
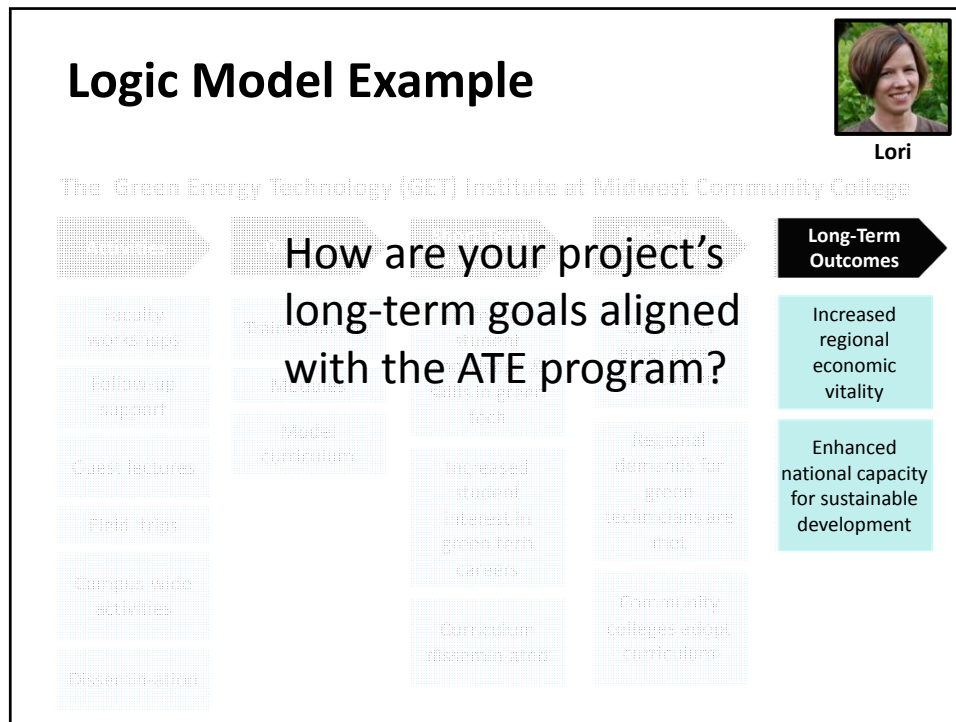
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The Green Energy Technology (GET) Institute at Midwest Community College









Logic Model + Evaluation



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Whom did you reach? (who, how many)

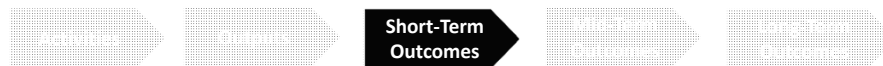
What were participants' reactions to the activities?

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

Logic Model + Evaluation




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

Logic Model + Evaluation




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

Logic Model + Evaluation




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

What aspects of the project are sustainable?

What was transformative about the project?





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Evaluation Plan

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b. Data Collection Plan

What information do you need?


How will you collect it?

From **whom**?

When?



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Data Collection Plan: Example 1



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...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....

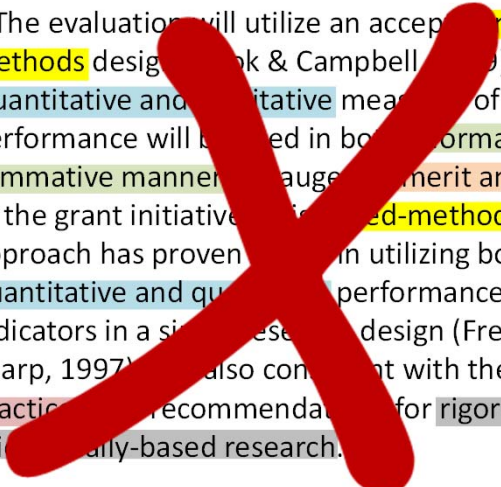
Data Collection Plan: Example 1



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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



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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



Lori

HOW?

Project staff will administer an end-of-workshop **survey** to obtain participants' feedback, including both rating 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



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WHO?

Project staff will administer an end-of-workshop survey to obtain **participants'** feedback, including both rating 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




Lori


WHEN?

Project staff will administer an **end-of-workshop** survey to obtain participants' feedback, including both rating 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 Matrix



 Lori

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	Institutional and departmental records	Experts in green tech	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



RECIPE FOR: Successful ATE proposal

FROM THE KITCHEN OF: EvaluATE


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Tips for Data Collection:

Build a body of evidence


Multiple data sources


Qualitative + quantitative data


Embed data collection into regular project activities

Use existing data whenever possible

Use existing instruments when/if they match your needs







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Evaluation Plan

Cover Sheet	<p>2. Describe the evaluation plan:</p> <ol style="list-style-type: none"> a. Focus of the evaluation b. Data collection plan c. Analysis and interpretation d. Reporting schedule and projected uses
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c. Analysis & Interpretation

How will you make sense of the data?

What sorts of comparisons will be made?

What counts as “success”?



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c. Analysis & Interpretation

Analysis

Organizing, transforming, and describing data



c. Analysis & Interpretation

Interpretation

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



c. Analysis & Interpretation

Interpretation requires comparisons, e.g., with

- targets
- past performance
- national benchmarks
- other sites



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Evaluation Plan



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Project Summary
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2. Describe the evaluation plan:

- a. Focus of the evaluation
- b. Data collection plan
- c. Analysis and interpretation
- d. Reporting schedule and projected uses**

d. Reporting & Projected Uses



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ATE-Specific INTELLECTUAL MERIT Criterion

“ Is the evaluation likely to provide useful information to the project and others? ”

d. Reporting & Projected Uses

When and what types of reports will be issued?

How will results be shared?



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d. Reporting & Projected Uses

Information from the evaluation will be needed for

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



Evaluation Plan



Cover Sheet

Project Summary

Project Description

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Budget & Justification

Supplementary Documents

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, budget, data management plan)**







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Project Description



Cover Sheet	<div style="display: flex; align-items: center;"> } <div> <p>Results of Prior NSF Support</p> <p>Rationale</p> <p>Goals, Objectives, Deliverables, Activities</p> <p>Timetable</p> <p>Management Plan</p> <p>Roles and Responsibilities of the PI, co-PI(s), and Other Senior Personnel</p> <p>Plan for Sustainability</p> <p>Evaluation Plan</p> <p>Dissemination Plan</p> </div> </div>
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Project Description

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Comments





Connie Della-Piana



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Wingate



Cover Sheet

Project Summary

Project Description

References Cited

Biographical Sketches

Budget & Justification

Supplementary Documents

References

Include references to pertinent evaluation literature in your evaluation plan section

References

Bartlett, K. R., Schleif, N., & Bowen, M. M. (in press). The career and technical education program evaluation. C

Frechtling, J. (2010). *The 2010 user-friendly guide for project*. www.westat.com/Westat/pdf/projects/2010UFHB.pdf

GOH Consulting. (2006). *ATE (center) evaluation data inven*

Gullickson, A. M. (2010). *Mainstreaming evaluation: Four co-organizational culture and practices* (Doctoral dissertation, September 14, 2011 from <http://search.proquest.com/>

Gullickson, A. R., & Hanssen, C. E. (2006). Local evaluation use and program results. In D. Huffman & *evaluation of science, technology, engineering and mathem*

Gullickson, A. R., Coryn, C. L. S., & Ritchie, L. A. (2006). *J. Education Program Evaluation Briefing Paper Series*, Michigan University, The Evaluation Center. Retrieved ate.org/app/webroot/files/uploads/ATE_Eval_Briefin



Guskey, T. (1999). *Evaluating professional development*. Tho

Hales, B., Terblanche, M., Fowler, R., & Sibbald, W. (2008). improved quality of patient care. *International Journal*

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating t* Francisco: Berrett-Koehler.

Parsons, B., & Jessup, P. (2011). *EvaluATE needs assessme*. Available upon request via www.evaluate.org/.

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

Cover Sheet

Project Summary

Project Description

References Cited

Biographical Sketches

Budget & Justification

Supplementary Documents

Bio Sketch

Get one for your evaluator

Follow 2-page NSF format

Include with Supplementary Documents

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

(c) Publications


Wingate, L. A. (2010). Metaevaluation: Purpose, prescription, and practice. In E. B. 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 *American Journal of Evaluation*, 26(4), 544-561.

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

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

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





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Budget Justification

Cover Sheet

Project Summary

Project Description


References Cited


Biographical Sketches

Budget & Justification

Supplementary Documents

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





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Budget Justification

Cover Sheet

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Budget & Justification

Supplementary Documents

“ The **funds** to support an evaluator independent of the project or center must be requested and the requested funds **must match the scope** of the proposed evaluative activities. ”

Poll



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On average, what percentage of ATE budgets is spent on evaluation?

- A. 2%
- B. 8%
- C. 15%
- D. 24%



Budgeting for Evaluation



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10%
rule of thumb

Budgeting for Evaluation



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8%
reality

Evaluation Budget Components



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- Time
- Travel
- Materials and other expenses
- Institutional indirect/overhead costs

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?



Materials and other expenses

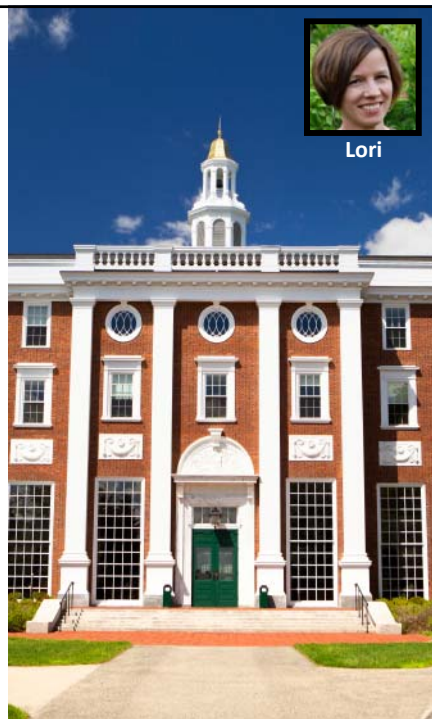
Examples:

- Materials (e.g., paper for surveys, reports)
- Copying
- Incentives
- Survey hosting



Institutional Indirect/Overhead

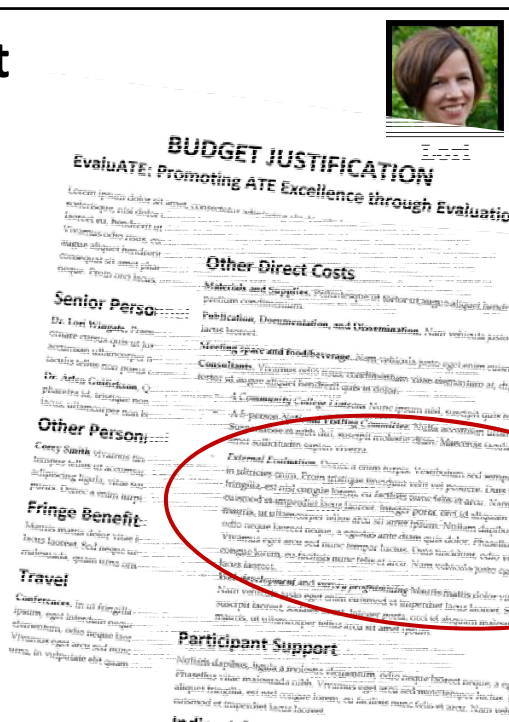
Percentage of direct costs
Varies by organization



Budget & Budget Justification

Under “Other Direct Costs” identify

- evaluator’s daily rate
- time committed to the project
- travel costs
- materials costs
- institutional indirect/overhead, if applicable



Supplementary Documents



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Cover Sheet
Project Summary
Project Description
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Budget & Justification
Supplementary Documents

- A **commitment letter** from your evaluator
- Your evaluator’s **biosketch**
- **Data Management Plan (REQUIRED)** (data collection for the evaluation should be addressed in this plan)



Comments



Connie Della-Piana



Rachael
Bower



What is ATE Central?



Rachael



an information hub for the ATE community that supports and promotes the work of the ATE program through **services**, **publications**, and **tools** designed for ATE grantees and the audiences they reach

Information Portal



Rachael

ATE Central collects, organizes, and disseminates information about:

- ATE **projects** and **centers**
- **Resources** used and created by ATE projects and centers
- **Events** sponsored, hosted, or attended by the ATE community

Proposal Writing Support



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ATE Central can assist your project or center with:

- **Developing** online resource collections
- **Archiving** resources as project sunsets
- **Supporting** outreach and sustainability planning
- **Creating** effective data management plans
- **Finding** collaborators and partners




Collections Building and Maintenance

Digital collection development planning
Schemas, metadata, and harvesting (oh my!)
Cataloging and workflow
Maintenance and archiving




Collection Building: CWIS



Free open-source software designed to

- assemble**
- organize**
- and share** collections of data about resources




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ATE Outreach Kit

Outreach support specifically for ATE projects and centers:

- Outreach Planning
- Social Media
- Communication
- Outreach Resources



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ATE Outreach Kit Overview Planning Social Media Communication Resources

WHAT IS OUTREACH?

The National Science Foundation (NSF) requires grantees to demonstrate [broader impacts](#) in an effort to ensure the NSF's mission: "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense; and for other purposes." This means that an outreach and dissemination plan is a critical tool for fulfilling the requirements and goals of your Advanced Technological Education (ATE) grant. Fortunately, outreach and dissemination is not only a requirement, but also likely to support your project's success and sustainability.

In educational communities like the ATE program, the terms "outreach" and "dissemination" are often used interchangeably to describe activity that brings the experiences, knowledge, expertise, and information of your ATE project or center to a wider audience. The terms cover similar ground: outreach is the effort to connect with or to extend a benefit to a wider population; dissemination is the broadcast, circulation, or spread of information. But in actual use, they're a bit different: outreach implies audience engagement or a two-way communication between sender to receiver, while dissemination is a more one-way communication from sender to receiver. In practice, outreach and dissemination can take many forms, such as public talks, lab visits/tours, school or conference presentations, white papers, workshops, and more. The most effective plans incorporate several forms: a white paper that coincides with a press release and a conference presentation, for example.

On this site, we provide an "Outreach Kit" that includes paths for dissemination. You'll find ideas for outreach and dissemination in the [Planning](#), [Social Media](#), and [Communications Guides](#), as well as the section for [additional Resources](#) at the end.

Your organization's mission and available resources will guide your individual outreach plan, but all ATE projects and centers share three basic goals:

- Promote the project or center's research findings and work to peer groups, educators, students, and the public at large.
- Share and grow the excitement of science and technology with the project or center's institution's body of administrators, faculty, and students, as well as industries and other key stakeholders.
- Stimulate discussions and interest in important educational and technological issues addressed or introduced by the project or center.

Now that you're ready to show broader impacts, where do you begin? Get started with the ATE Outreach Kit, including guides, tips, tools, and templates.

Getting Started

The ATE Central Outreach Kit is organized into four parts:

- The [Planning Guide](#) helps your project or center define, plan, and execute outreach goals. The guide includes project management and assessment tools.




Identifying your audience



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- Who are your potential collaborators on campus?
- Which news outlets might be interested in this work?
- What professional associations might be interested in the outcomes of this project?
- Which specific groups could use and benefit from the deliverables of your project or center?
- Have you identified other ATE centers or projects engaged in similar work?


Finding Partners: ATE Central Map



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ATE Social Media Directory



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Tracks social media channels for:

- ATE projects and centers
- NSF projects, directorates, and offices
- ATE-related organizations (AACC, AAAS, WGBH, etc.)

ATE Social Media Directory


Here is an online directory of ATE centers and projects that are using social media, along with some ATE partners and collaborators, so that you can easily find them for best practices, professional development, and staying in touch with the ATE community.

ATE Projects and Centers

PROJECT OR CENTER	SOCIAL MEDIA LINKS
360*	f in yt
AAAS Science & Technology Policy Fellowships	f t in
Academy for College Excellence (ACE)	f t yt
Achieving Technological Literacy in Arizona for Students and Teachers (ATLAST Project)	f
Advanced Technological Education Television (ATETV)	f t in yt
Advanced Technology, Environmental, and Energy Center (ATEEC)	f t in yt b
AgrowKnowledge	f yt
AIM Institute	f t in yt
Automotive Manufacturing Technical Education Collaborative (AMTEC)	f t yt
ATE Central	f t
ATE/Synergy	f t
Bio-Link	f t in
Boston-Area Advanced Technological Education Connections (BATEC)	t

Data Management Plan

- 1. Types of data**
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- 3. Policies for access and sharing**
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2 pages max—titled “Data Management Plan”

Goes in as a supplementary document

May include only the statement that no detailed plan is needed, as long as the statement is supported by a clear justification

Data Management Plan

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What types of data, metadata, or resources will the project create?

Data Management Plan

- 1. Types of data**
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Which formats will be used to create, share, and store that data?

Data Management Plan

- 1. Types of data**
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How and where will that data be stored?

Data Management Plan

- 1. Types of data**

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How will you deal with privacy or other sensitive data issues?

Data Management Plan

- 1. Types of data**

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What restrictions will be placed on the reuse or redistribution of the project's data?


Data Management Plan

- 1. Types of data**
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How will this data continue to “live” after project funding expires?



Sustainability & Archiving

What are you sustaining?

- What’s appropriate for your project or center?
- Look at deliverables – what should “live on”?
- Involve partners – industry, your institution, funders
- Look at real costs
- Think about:
 - Technologies
 - Activities
 - Materials
 - Data
 - Staff



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ATE Central Handbook



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Support and best practice for ATE projects & centers:

- ATE 101
- Finding Partners and Collaborators
- Outreach Planning
- Managing and Sharing Deliverables
- Other Key ATE Players
- Data Management



<http://atecentral.net>

Greater Impact Through Collaboration

Revision 2.0 (111024a)

ATE Evaluation 101

September 18, 2013

EvaluATE
EVALUATION RESOURCE CENTER for
advanced technological education

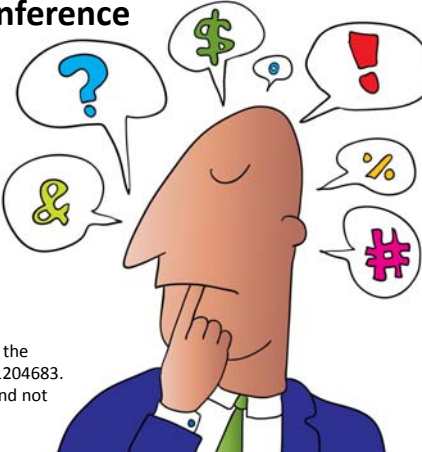


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Strategies for Meaningful Interpretation of ATE Evaluation Data

Preconference workshop at the
ATE Principal Investigators Conference

October 23, 2013



EvaluATE
EVALUATION RESOURCE CENTER for
advanced technological education



This material is based upon work supported by the National Science Foundation under Grant No. 1204683. The content reflects the views of the authors and not necessarily those of NSF.



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