

Build a Better ATE Proposal with Evaluation and Logic Models

August 15, 2012

EvaluATE
EVALUATION RESOURCE CENTER for
advanced technological education



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Introductions



Jason

**Jason
Burkhardt**



**Lori
Wingate**



**Michael
Lesiecki**



**Penny
Billman**



**Connie
Della-Piana**



REGS
Consulting, LLC



**Laura
Sanchez**

Objectives



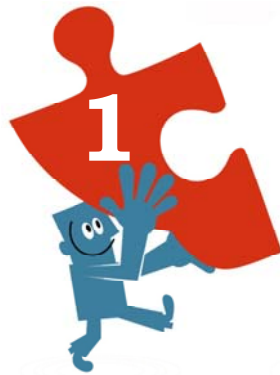
Jason

By the end of the webinar, you will


1. Understand how to prepare an ATE proposal that meets NSF's requirements for evaluation
2. Know how to establish a working relationship with an external evaluator and what to expect from him or her
3. Be able to create a logic model to convey your proposed project's activities and intended outcomes
4. Be able to align an evaluation plan with project goals

Evaluative Elements of ATE Proposals

Lori Wingate



NSF Proposal



Lori

- ✓ **Cover Sheet**
- ✓ **Project Summary**
- ✓ **Project Description**
(including Results from Prior NSF support)
- ✓ **References Cited**
- ✓ **Biographical Sketches**
- ✓ **Budget & Budget Justification**
Current & Pending Support
Facilities, Equipment & Other Resources
- ✓ **Supplementary Documents**
(including Data Management Plan)

Advice from the trenches



Michael Lesiecki
PI, MATEC

Advice from the trenches



Penny Billman
Evaluator, REGS
Consulting

Advice from the trenches



Connie Della-Piana
NSF program officer

Staffing and Funding the Evaluation

Lori Wingate



ATE Program Solicitation



Lori

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

ATE Program Solicitation



Lori

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

ATE Program Solicitation



Lori

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

Finding an Evaluator



Lori

Other ATE PIs

ATE Evaluator Directory

American Evaluation
Association's Evaluator
Directory

Universities in your region



fax resume:

WANTED

EVALUATOR

- identifies professionally as an evaluator
- knowledgeable, experienced in data collection/analysis
- client-focused, responsive to context
- effective communicator, facilitator, manager
- REFERENCES REQUIRED

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IC ASSOCIATE
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Lori

Finding an Evaluator



Lori

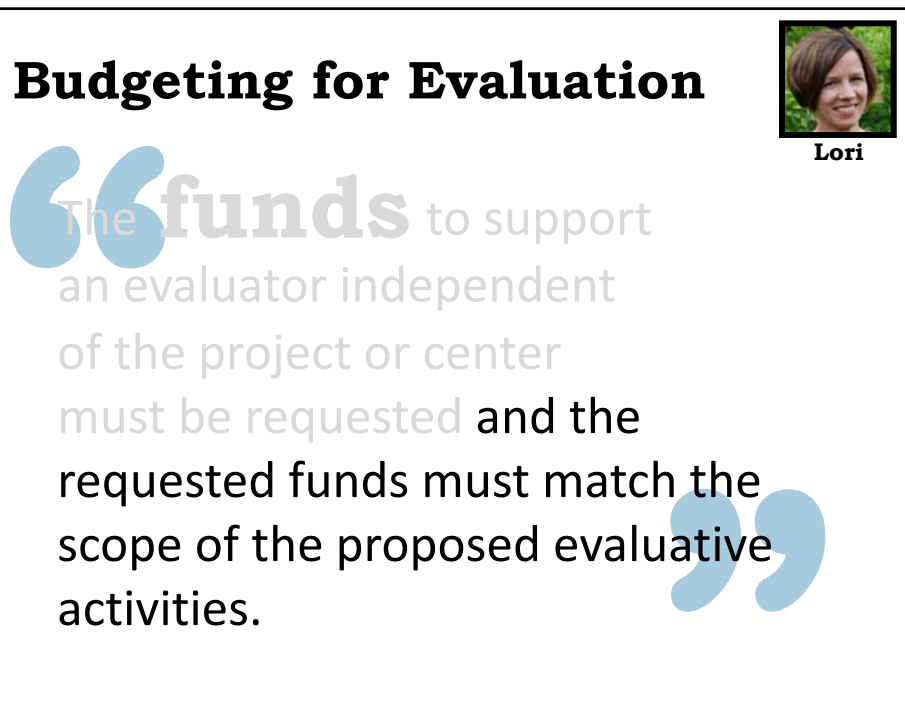


Both parties must clearly communicate needs and expectations

Budgeting for Evaluation



Lori



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.

Budgeting for Evaluation



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rule of thumb
10%

Budgeting for Evaluation



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reality
8%

Evaluation Budget Components



Lori

- 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?



Lori



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?



Lori

Materials and other expenses

Examples:

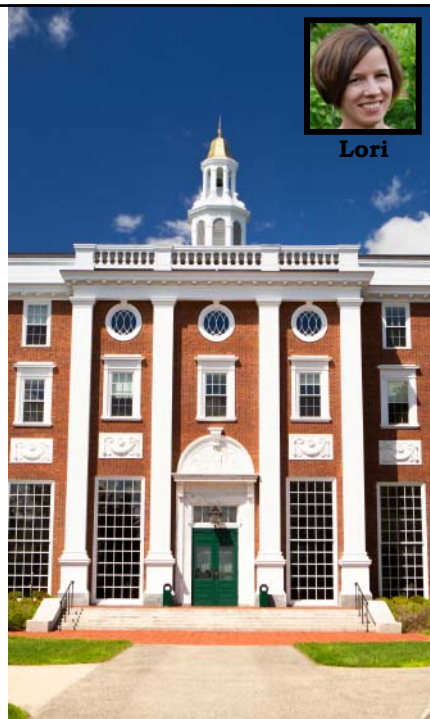
- Materials (e.g., paper for surveys, reports)
- Copying
- Incentives
- Survey hosting



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Institutional Indirect/Overhead

Percentage of direct costs
Varies by organization



Comments



Michael Lesiecki
PI, MATEC

Logic Models

Lori Wingate



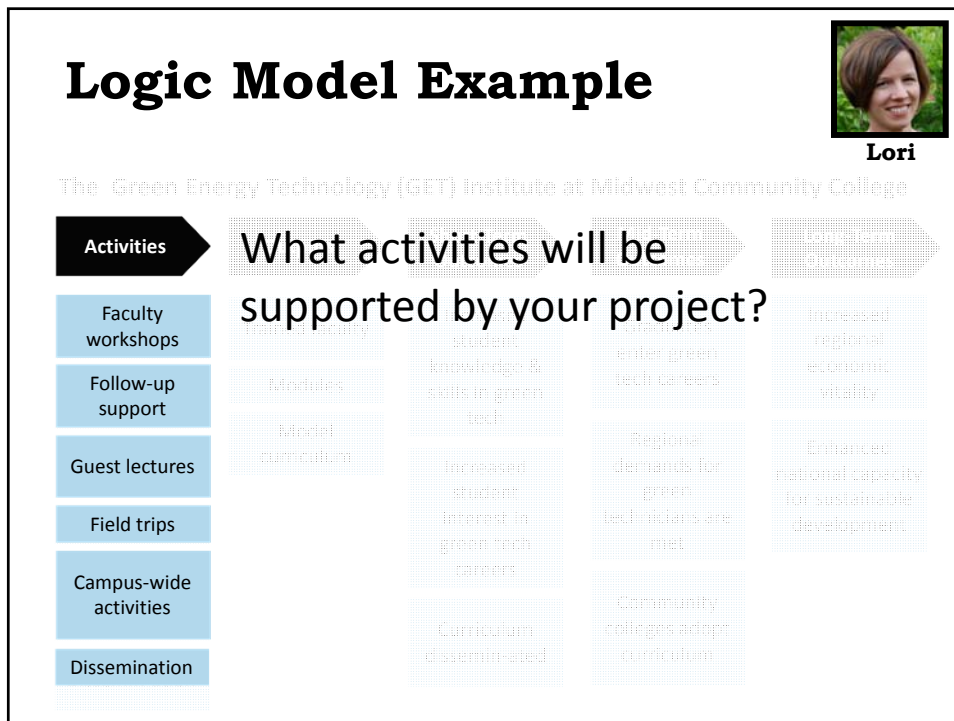
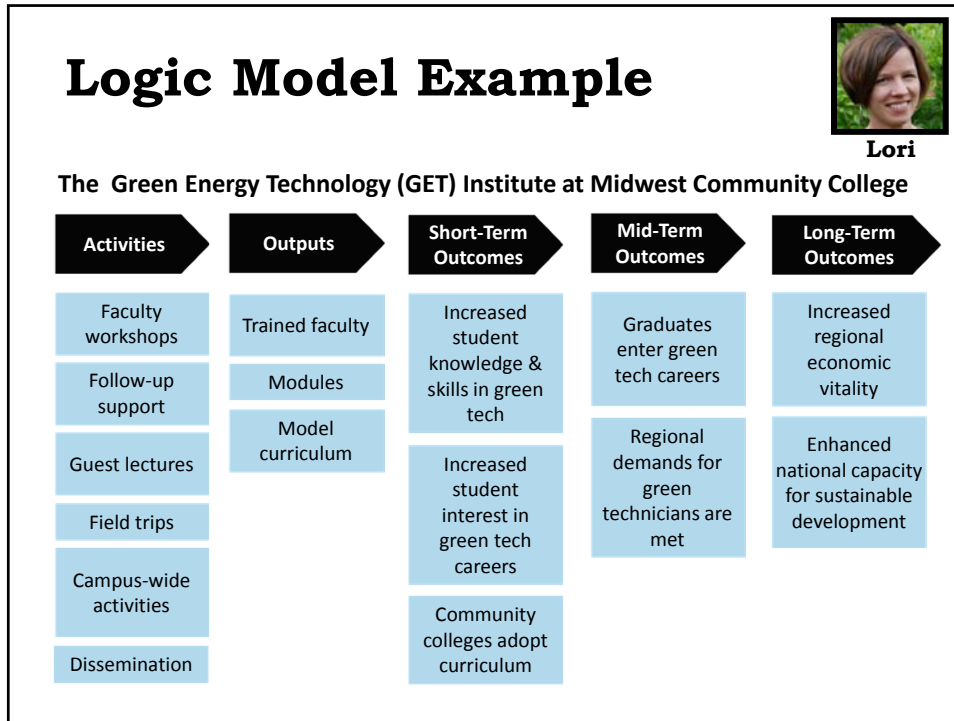
Logic Models

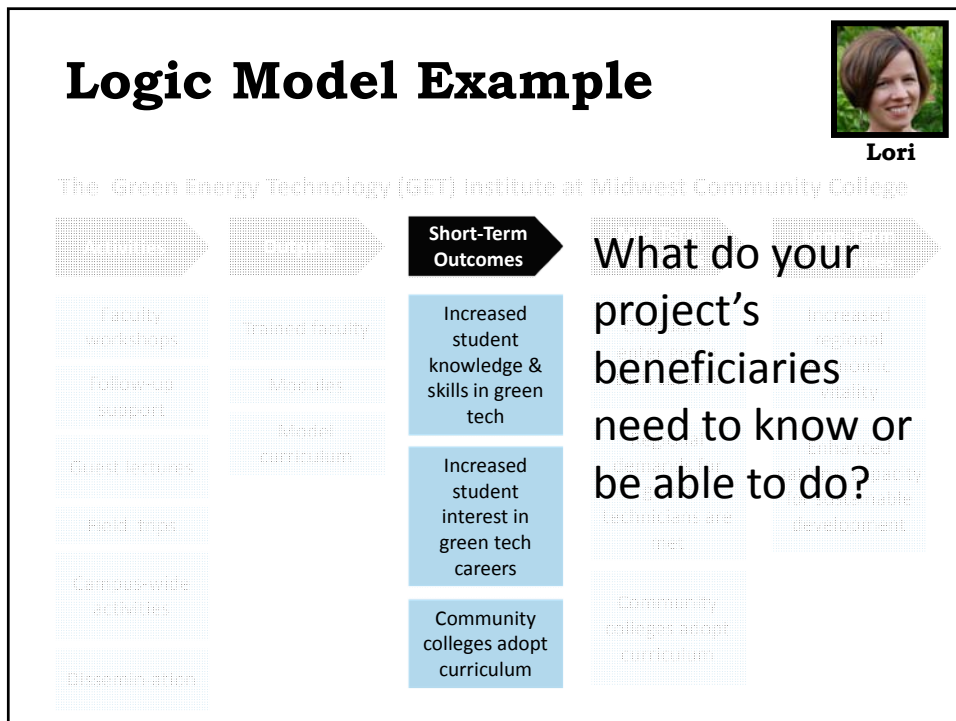
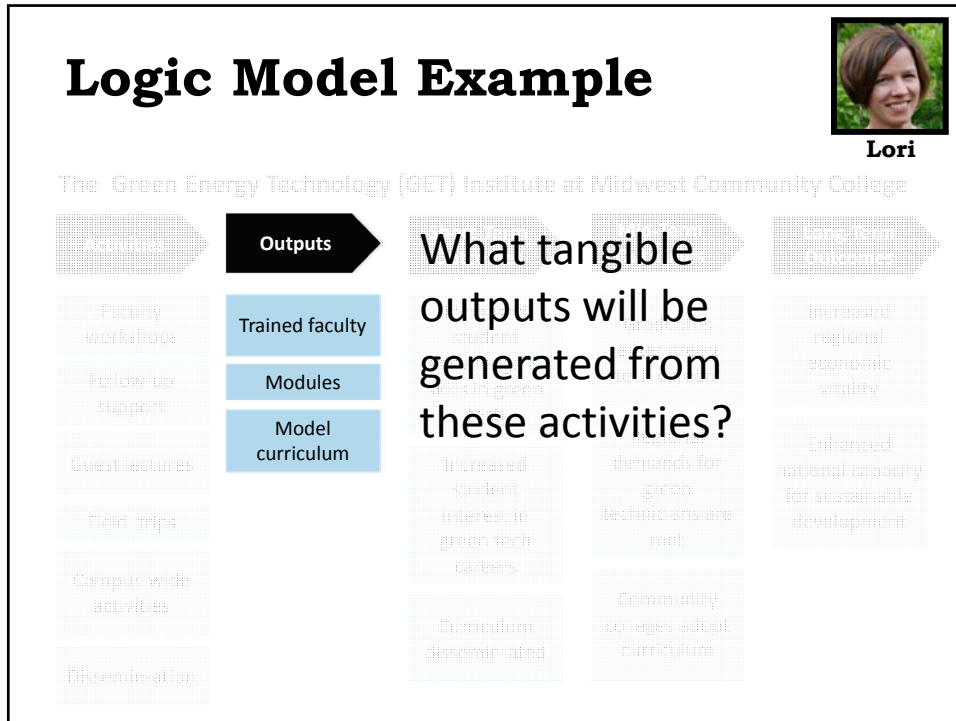
Visual depiction of project

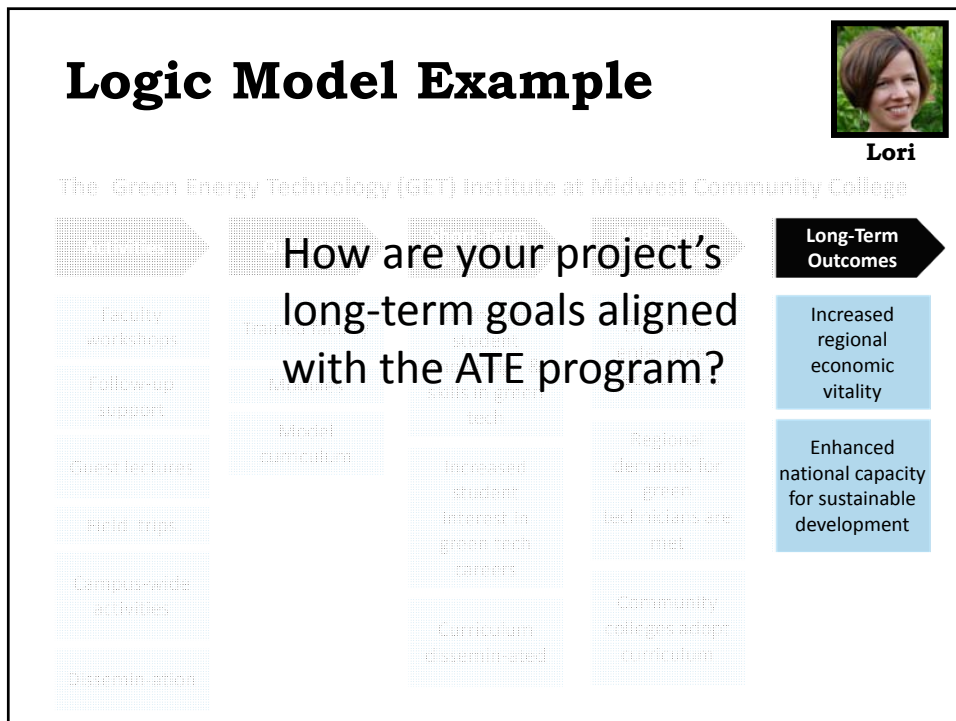
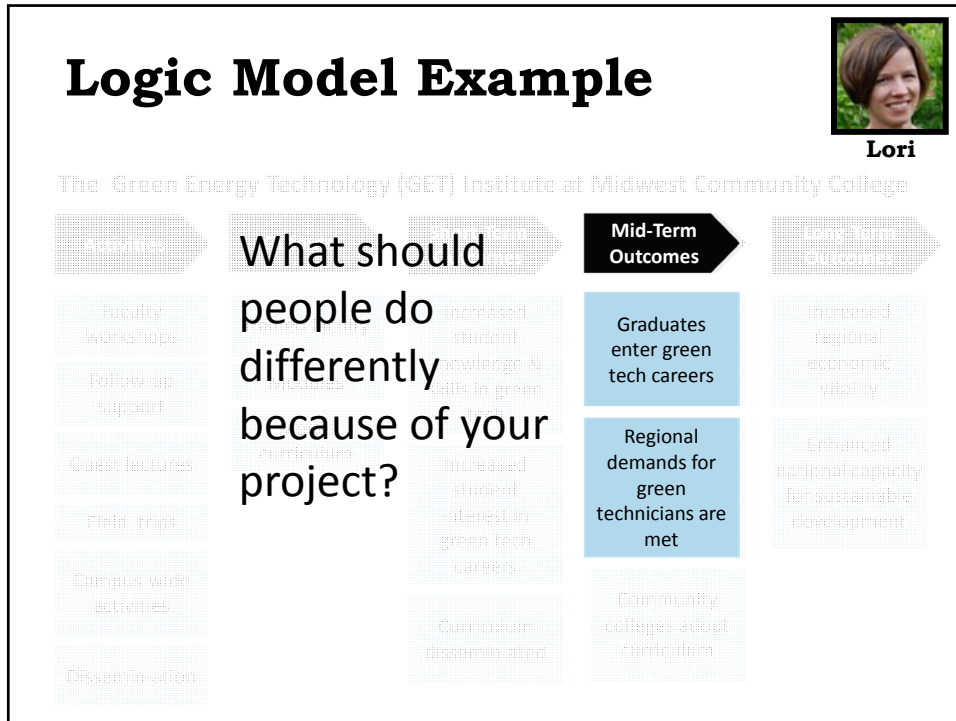
Communication tool

Road map for evaluation










Logic Model Example




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Activities
Outputs
Short-Term Outcomes
Mid-Term Outcomes
Long-Term Outcomes

Double check your model:
Is it logical both forwards and backwards?

Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Guest lectures	Model curriculum	Increased student interest in green tech careers	Graduates enter green tech careers	Increased regional economic activity
Field trips			Regional demands for green technicians are met	Enhanced national capacity for sustainable development
Campus-wide activities		Community colleges adopt curriculum		
Dissemination				

Logic Model + Evaluation




Lori

Activities
Outputs
Short-Term Outcomes
Mid-Term Outcomes
Long-Term Outcomes

Whom did you reach? (who, how many)
What were participants' reactions to the activities?
What is the quality/utility of the activities and products?

Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Guest lectures	Model curriculum	Increased student interest in green tech careers	Graduates enter green tech careers	Increased regional economic activity
Field trips			Regional demands for green technicians are met	Enhanced national capacity for sustainable development
Campus-wide activities		Community colleges adopt curriculum		
Dissemination				

Logic Model + Evaluation




Lori

Activities
Outputs
Short-Term Outcomes
Mid-Term Outcomes
Long-Term Outcomes

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

Support Guest lectures Field trips Campus-wide activities Dissemination	Model curriculum	Increased student interest in green tech careers Curriculum disseminated	Regional demands for green technicians are met Community colleges adopt curriculum	Enhanced regional capacity for sustainable development
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Logic Model + Evaluation



Lori

Activities
Outputs
Short-Term Outcomes
Mid-Term Outcomes
Long-Term Outcomes

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

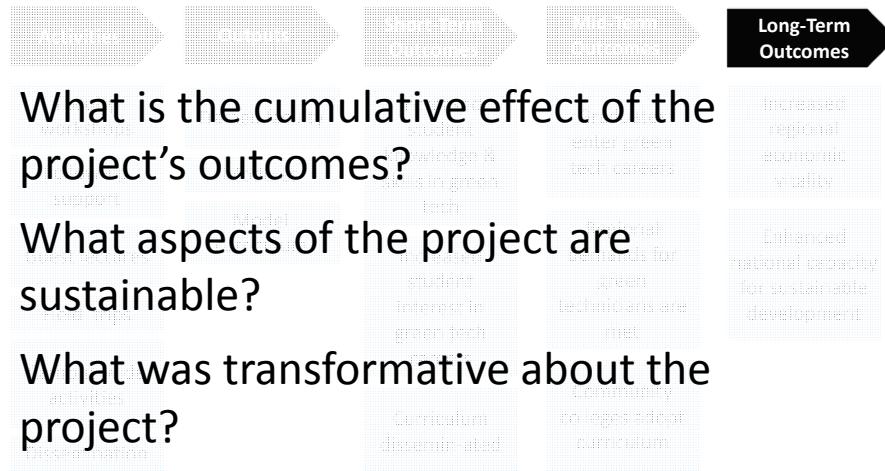
What would have/have not happened in the absence of the project?

Support Guest lectures Field trips Campus-wide activities Dissemination	Model curriculum	Increased student interest in green tech careers Curriculum disseminated	Regional demands for green technicians are met Community colleges adopt curriculum	Enhanced regional capacity for sustainable development
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Logic Model + Evaluation



Lori



Comments



Penny Billman

Evaluator, REGS Consulting

Writing the Evaluation Section

Lori Wingate



Proposal Evaluation Section Outline



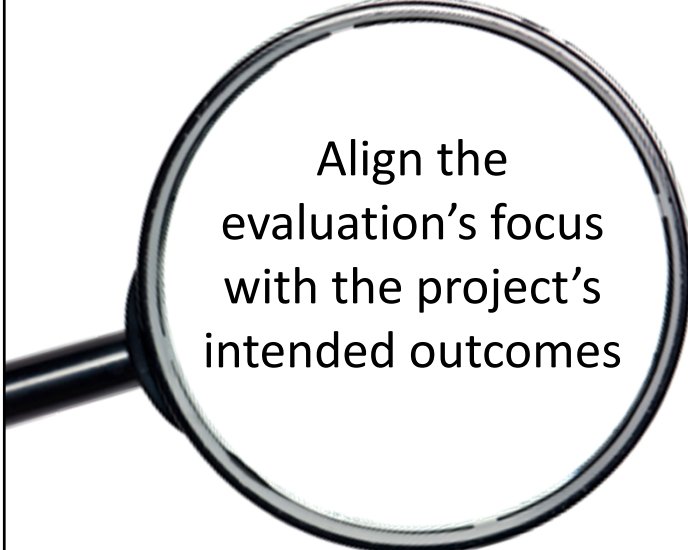
Lori

- A. Identify evaluator and briefly describe his/her experience/expertise
- B. Describe the evaluation plan:
 - 1. Specify the focus of the evaluation
 - 2. Describe the data collection plan
 - 3. Provide an overview of how the data will be analyzed and interpreted
 - 4. Identify what reports will be produced and when
- C. Reference other elements of the proposal as appropriate (e.g., biosketch, logic model, data management plan)

1. Focus of the Evaluation



Lori



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

1. Focus of the Evaluation



Lori

Specify evaluation questions, e.g.,
To what extent did the students' interest in green tech careers increase because of the project?

or evaluation objectives, e.g.,
The evaluation will determine the extent to which students' interest in green tech careers increased because of the project.

1. Focus of the Evaluation



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Logic Model + Evaluation



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- Whom did you reach? (who, how many)
- What were participants' reactions to the activities?
- What products were created?
- What is the quality/utility of the products?

➔ **Reach & Participation**

1. Focus of the Evaluation



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Logic Model + Evaluation




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- Whom did you reach? (who, how many)
- What were participants' reactions to the activities?
- What products were created?
- What is the quality/utility of the products?

➔ **Reaction**

1. Focus of the Evaluation




Lori

Logic Model + Evaluation

Whom do you serve?
What were the activities?
What products or services were produced?
What is the impact?

Logic Model + Evaluation



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Activities → Outputs → Short-Term Outcomes → Mid-Term Outcomes → Long-Term Outcomes

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

Activities: Community Outreach, Social Assessment, Needs Assessment, Data Collection, Data Analysis, Dissemination Activities, Monitoring/Evaluation


Outputs: Community Outreach, Social Assessment, Needs Assessment, Data Collection, Data Analysis, Dissemination Activities, Monitoring/Evaluation

Short-Term Outcomes: Increased awareness of community health issues, Improved understanding of community health issues, Increased knowledge of community health issues, Improved skills in identifying community health issues, Increased ability to identify community health issues

Mid-Term Outcomes: Increased awareness of community health issues, Improved understanding of community health issues, Increased knowledge of community health issues, Improved skills in identifying community health issues, Increased ability to identify community health issues

Long-Term Outcomes: Increased awareness of community health issues, Improved understanding of community health issues, Increased knowledge of community health issues, Improved skills in identifying community health issues, Increased ability to identify community health issues

1. Focus of the Evaluation



Lori


Logic Model + Evaluation

Whom do you serve?
What were the activities?
What products or services were produced?
What is the impact?

Logic Model + Evaluation

How did you know?

Logic Model + Evaluation



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Activities → Outputs → Short-Term Outcomes → Mid-Term Outcomes → Long-Term Outcomes

To what extent did participants change their behavior because of what they learned?
What would have/have not happened in the absence of the project?

Behavior ←

Activities: Community Outreach, Social Assessment, Needs Assessment, Data Collection, Data Analysis, Dissemination Activities, Monitoring/Evaluation


Outputs: Community Outreach, Social Assessment, Needs Assessment, Data Collection, Data Analysis, Dissemination Activities, Monitoring/Evaluation

Short-Term Outcomes: Increased awareness of community health issues, Improved understanding of community health issues, Increased knowledge of community health issues, Improved skills in identifying community health issues, Increased ability to identify community health issues

Mid-Term Outcomes: Increased awareness of community health issues, Improved understanding of community health issues, Increased knowledge of community health issues, Improved skills in identifying community health issues, Increased ability to identify community health issues

Long-Term Outcomes: Increased awareness of community health issues, Improved understanding of community health issues, Increased knowledge of community health issues, Improved skills in identifying community health issues, Increased ability to identify community health issues

1. Focus of the Evaluation



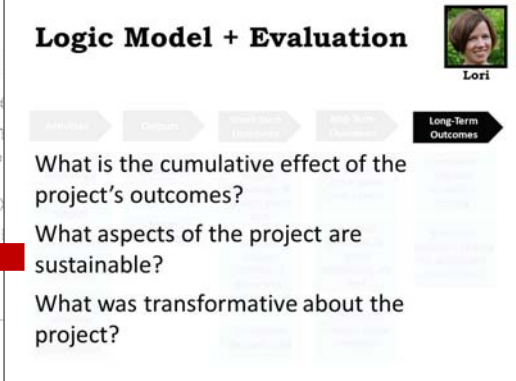
Lori

Logic Model + Evaluation

Logic Model + Evaluation

Logic Model + Evaluation

Logic Model + Evaluation




Activities → Outputs → Short-Term Outcomes → Mid-Term Outcomes → 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?

Results ←

1. Focus of the Evaluation



Lori

Activities → Outputs → Short-Term Outcomes → Mid-Term Outcomes → Long-Term Outcomes

Reach & Participation Learning Behavior Results

Reaction 2 3 4

1

4 Levels of the Kirkpatrick™ Model for Evaluation

Critical for accountability to NSF & other stakeholders, assessing broader impacts

2. Data Collection Plan



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What information do you need?

How will you collect it?

From **whom**?

When?



Data Collection



Lori

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	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

Notes on Data Collection



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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

3. Analysis & Interpretation

How will you make sense of the data?

What sorts of comparisons will be made?

What counts as “success”?



Lori

4. Reporting

When and what types of reports will be issued?

How will results be shared?



Lori

Comments



Connie Della-Piana
Program officer, NSF

Putting it all Together

Lori Wingate



NSF Proposal



Lori

- ✓ Cover Sheet
- ✓ Project Summary
- ✓ Project Description
(including Results from Prior NSF support)
- ✓ References Cited
- ✓ Biographical Sketches
- ✓ Budget & Budget Justification
 - Current & Pending Support
 - Facilities, Equipment & Other Resources
- ✓ Supplementary Documents
(including Data Management Plan)

Cover Sheet



Lori

Human Subjects

Human Subjects (OPO H.D.#) _____

Exemption Subsection _____

IRB App. Date (MM/DD/YY) _____

Human Subjects Assurance Number _____

Project Summary



Lori

1-page overview of the proposal's
INTELLECTUAL MERIT
 and
BROADER IMPACTS

PROJECT SUMMARY: ATE Evaluation Resource Center

This proposal requests funds to establish and operate an Advanced Technological Education Resource Center (ATE ERC) to assist ATE projects and centers and the overall ATE program. The ERC will (1) conduct ongoing program monitoring activities that are useful at program, 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 grantees to promote evaluation awareness, knowledge, skills, and utilization. The ERC will be housed in and operated by The Evaluation Center at Western Michigan University, which has been a leader in developing the evaluation discipline. The ERC will be a long-term contributor to the improvement of National Science Foundation evaluations, including:

Intellectual Merit

The ATE program has produced strong evidence that there is a pervasive need for evaluation support among ATE projects and evaluators. 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 projects and center impacts and effectiveness; and (4) there is no mechanism for validating and disseminating best evaluation practices already being used by ATE projects and centers. The ERC will provide ATE grantees and evaluators with support to design, conduct, and report credible and useful improvements: and accountability-oriented evaluations. Empirical grant-level evaluations will support overall ATE program improvement and accountability. Oversight and participation by a national advisory panel representing the perspectives of and accountability. Oversight and participation by a national advisory panel 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 ATE program—the nature of ATE project and center activities; the quality of education provided to students; the linkages created between educators, students, and technological businesses and industries; and the extent to which the ATE program is reaching its goals and having an impact. There is at least one community college in every congressional district in the United States. These institutions need one heart of learning in this country. Business, industry, and education stakeholders will support effectively meaningful program impact and effectiveness. These institutions need one project will advance knowledge about the ATE program; and education stakeholders will support program activities for improvement and accountability. Oversight and participation by a national advisory panel will help ensure that our work is relevant to the ATE audience and that the resources we develop and disseminate are appropriate and useful.

Project Summary



Lori

ATE-Specific INTELLECTUAL MERIT Criteria about Evaluation:

“Is the evaluation plan clearly tied to the project outcomes?”

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 provide high-quality evaluation. 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) disseminate resources to ATE projects and centers; (4) engage in research on evaluation-related ATE issues; (5) build evaluation capacity among ATE grantees, knowledge, skills, and utilization. The ERC 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.

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 disseminating best evaluation practices already being used by ATE projects and centers. The ERC will provide ATE grantees and evaluators with support to design, conduct, and report credible and useful overall ATE program improvement and accountability. Enhanced grant-level evaluations will support dissemination of the perspectives of the diverse set of ATE stakeholders, as well as expert evaluators, 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 ATE program—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; and the extent to which the ATE program is reaching its goals and having an impact. There is at least one community college in every congressional district in the United States. These institutions need to effectively measure program impact and effectiveness, and education stakeholders need one project that will advance knowledge about the ATE program, and education stakeholders need one program activities for improvement and dissemination of the perspectives of the diverse set of ATE stakeholders, as well as expert evaluators, will help ensure that our work is relevant to the ATE audience and that the resources we develop and disseminate are appropriate and useful.

Project Summary



Lori

ATE-Specific INTELLECTUAL MERIT Criteria about Evaluation:

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

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 provide high-quality evaluation. 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) disseminate resources to ATE projects and centers; (4) engage in research on evaluation-related ATE issues; (5) build evaluation capacity among ATE grantees, knowledge, skills, and utilization. The ERC 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.

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Broader Impacts

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Project Summary



Lori

ATE-Specific INTELLECTUAL MERIT Criteria about Evaluation:

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

PROJECT SUMMARY: ATE Evaluation Resource Center

This proposal requests funds to establish and operate an Advanced Technological Education Evaluation Resource Center (ETEC) to assist ATE grantees to provide high-quality evaluations that ultimately advance the goals of ATE projects and centers and the overall ATE program. The ETEC 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 grantees; (3) develop evaluation resources based to the needs of ATE projects and centers; (4) engage in research on evaluation-related ATE issues; (5) build evaluation capacity among ATE grantees; and (6) disseminate resources to ATE grantees to promote evaluation awareness, knowledge, skills, and utilization. The ETEC 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; (4) best evaluation practices are underfunded and underutilized; (5) there are insufficient staff disseminating best evaluation practices already being used by ATE projects and centers. The ETEC will provide ATE grantees and evaluators with support to design, conduct, and report credible and useful 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, as well as expert evaluators, 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 ATE program—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; and the extent to which the ATE program is reaching its goals and having an impact. There is at least one community college in every congressional district in the United States. These institutions will effectively measure program impact and effectiveness, and education stakeholders will disseminate program activities for improvement about the ATE program, and will disseminate the needs of ATE and improvement activities to the ATE audience and that the resources we develop and disseminate are appropriate and useful.

Project Description



Lori

Results of prior NSF support

Rationale

Goals, objectives, deliverables, and activities

Timetable

Management plan

Roles and responsibilities of the PI, co-PI(s), and other senior personnel

Plan for sustainability after the period of NSF funding

Evaluation plan

Dissemination plan

Project Description



Lori

Results of prior NSF support 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

Project Description



Lori

Evaluation plan Evaluation should demonstrate use in the classrooms and sustainable changes in practice of participating faculty and teachers. Changes in student learning outcomes as well as students' perceptions of technical careers should be measured.

Read the solicitation carefully for information pertinent to your type of project



(Professional development grants)

References Cited



Lori

Include references to the evaluation literature in your evaluation plan section

References

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Ploncus, B., & Stamp, P. (2011). *Evaluating ATE needs assessment phase 2 national report*. Unpublished report. Available upon request via lori@wmich.edu

Phillips, P. P., & Phillips, J. J. (2007). *The ethics of preparing 11th-graders to enter the workforce: A narrative from the support, improvement, and funds*. San Francisco: Pfeiffer.

Savvas, M. (2007). *The logic and methodology of checklists*. Retrieved September 6, 2011 from http://www.atecenter.org/~/media/pdf/2007/09/06/Checklist_Logic.pdf

Schwab, A. D. (2005). The role of intrinsic and other extrinsic in employee communication preferences in conversation with the ECT literature. In D. W. Compton, M. J. Jaramila, & S. Swickard (Eds.), *The art and science of evaluation: capacity building*. New Directions for Evaluation, 93, 7-25. *American Journal of Evaluation*, 22(1), 72-79.

Wald, W. (2011a). The evaluation: Practical tools for guiding and judging evaluation. *Journal of Evaluation*, 12, 201-217. *Journal of the American Evaluation Association*, 12(2), 201-217.

Biographical Sketches



Lori

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
Loyola University Chicago	Sociology
Western Michigan University	Evaluation

(b) Appointments

2010-present	Assistant Director, The
2010	Principal Research Asst
2008-10	Senior Research Asst
1997-08	Assistant in the Office
1993-97	Coordinator, Public

(c) Publications

Wingate, L. A. (2010). *Metarevaluation*. In G. G. G. (Eds.), *International encyclopedia of evaluation*. London: Sage.

Stufflebeam, D. L., & Wingate, L. A. (1997). *Assessing the effectiveness of educational programs: A practical guide to evaluation*. Thousand Oaks, CA: Sage.

Wingate, L. A. (2003). *Facilitator's guide to organizational evaluation*. Detroit: Western Michigan University.

Kullaghan, T., & Stufflebeam, D. L. (2008). *Organizational evaluation*. Detroit: Western Michigan University.

(d) Synergistic Activities

1. Involvement with other NSF-funded evaluation research centers, and with-based communication...

2. *Service to the evaluation and STEM education advisory board for the Mentor-Connect Program and for the analysis of data Capacity Review Tool in 41 countries. She was professional development and continuing education (A/E) and periodically reviews manuscripts for the Evaluation Association annual conferences. She is also a member of the American Evaluation Association.*
3. *Instruction & capacity building. Dr. Wingate has taught the Michigan University's Interdisciplinary Ph.D. in Evaluation and has conducted more than 20 in-person and web-based workshops.*

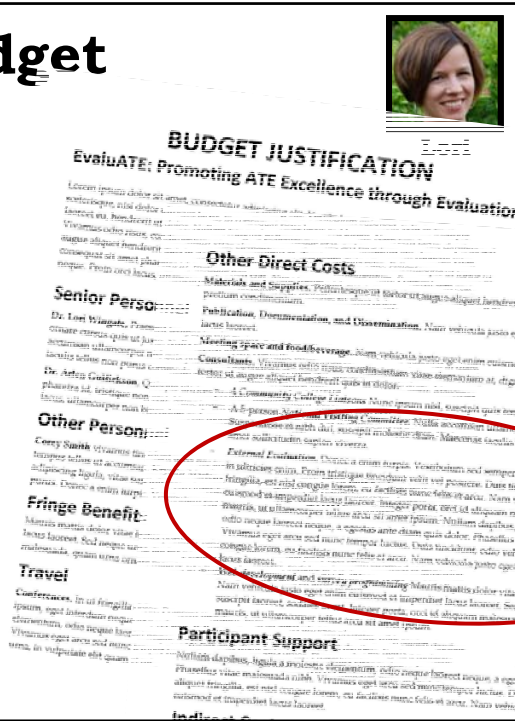
(e) Collaborators & Other Affiliations

- Collaborators & Co-Editors**
- Leslie Cookley, University of Delaware
 - Chris Coryn, Western Michigan University
 - Arlen Gullikson, Western Michigan University
- Graduate Advisors**
- Leslie Cookley, University of Delaware
 - Chris Coryn, Western Michigan University
 - Arlen Gullikson, Western Michigan University
 - David Hartmann, Western Michigan University
 - Daniel Stufflebeam, Western Michigan University
 - Gary Wegenke, Western Michigan University
- Graduate and Postgraduate-Scholar Sponsor**
- None

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



Data Management Plan

“FastLane will not permit submission of a proposal that is missing a Data Management Plan.”





Data Management Plan

Lori

1. Types of Data

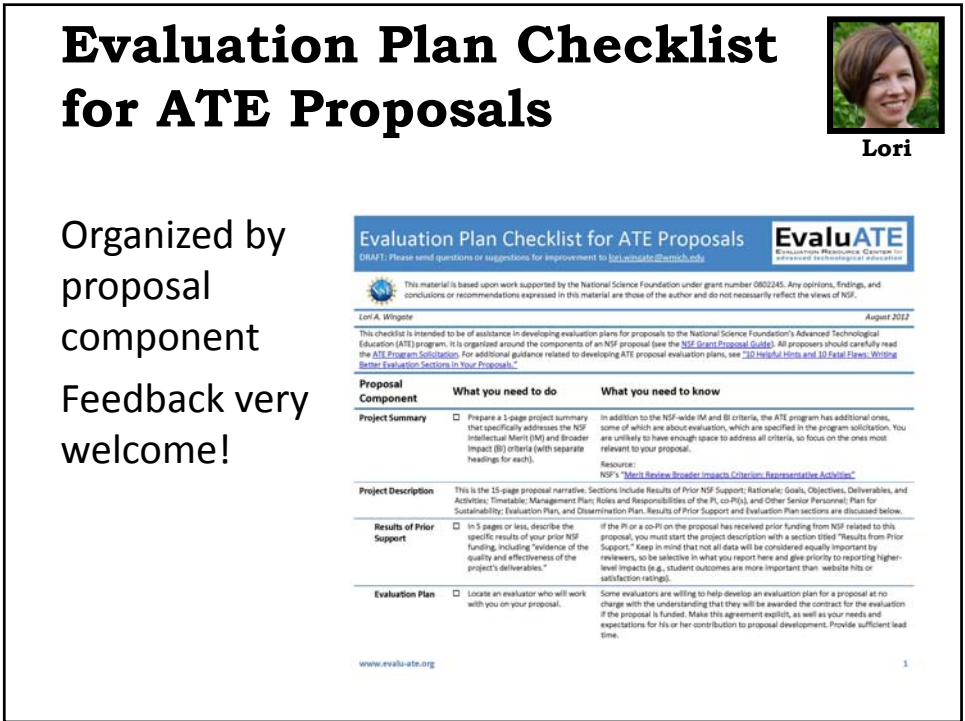
2. Standards for Data Format and Content

3. Policies for Access

4. Provisions for privacy, confidentiality, security, intellectual property

5. Policies and Provisions for Re-use, Redistribution, and the Production of Derivatives

6. Plans for Archiving and Preserving Access



Evaluation Plan Checklist for ATE Proposals

Lori

Organized by proposal component
Feedback very welcome!

Evaluation Plan Checklist for ATE Proposals

EvaluATE
Evaluation Resource Center for Advanced Technological Education

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Lori A. Wingate August 2012

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](#)). All proposers should carefully read the ATE Program Solicitation. For additional guidance related to developing ATE proposal evaluation plans, see "20 Helpful Hints and 10 Fatal Flaws: Writing Better Evaluation Sections in Your Proposal."

Proposal Component	What you need to do	What you need to know
Project Summary	<ul style="list-style-type: none"> Prepare a 3-page project summary that specifically addresses the NSF Intellectual Merit (IM) and Broader Impact (BI) criteria (with separate headings for each). 	<p>In addition to the NSF-wide IM and BI 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.</p> <p>Resource: NSF's "Merit Review Broader Impacts Criterion: Representative Activities"</p>
Project Description	<p>This is the 15-page proposal narrative. Sections include Results of Prior Support, Rationale: Goals, Objectives, Deliverables, and Activities; Timeline; Management Plan; Roles and Responsibilities of the PI, co-PI(s), and Other Senior Personnel; Plan for Sustainability; Evaluation Plan, and Dissemination Plan. Results of Prior Support and Evaluation Plan sections are discussed below.</p>	
Results of Prior Support	<ul style="list-style-type: none"> In 5 pages or less, describe the specific results of your prior NSF funding, including "evidence of the quality and effectiveness of the project's deliverables." 	<p>If the PI or a co-PI on the proposal has received prior funding from NSF related to this proposal, you must start the project description with a section titled "Results from Prior Support." Keep in mind that not all data will be considered equally important by reviewers, so be selective in what you report here and give priority to reporting higher-level impacts (e.g., student outcomes are more important than website hits or satisfaction ratings).</p>
Evaluation Plan	<ul style="list-style-type: none"> Locate an evaluator who will work with you on your proposal. 	<p>Some evaluators are willing to help develop an evaluation plan for a proposal at no charge with the understanding that they will be awarded the contract for the evaluation if the proposal is funded. Make this agreement explicit, as well as your needs and expectations for his or her contribution to proposal development. Provide sufficient lead time.</p>

www.evalu-ate.org 1

EvaluATE Events





Jason

Webinar: ATE Evaluation 101
September 19 | 1-2:30 pm

ATE PI Pre-Conference Workshop
October 24 | 1-5 pm

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EvaluATE has funding available assist 10 evaluators to attend— applications due 8/22!

Kirkpatrick Model Training



Jason



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Thank You!

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