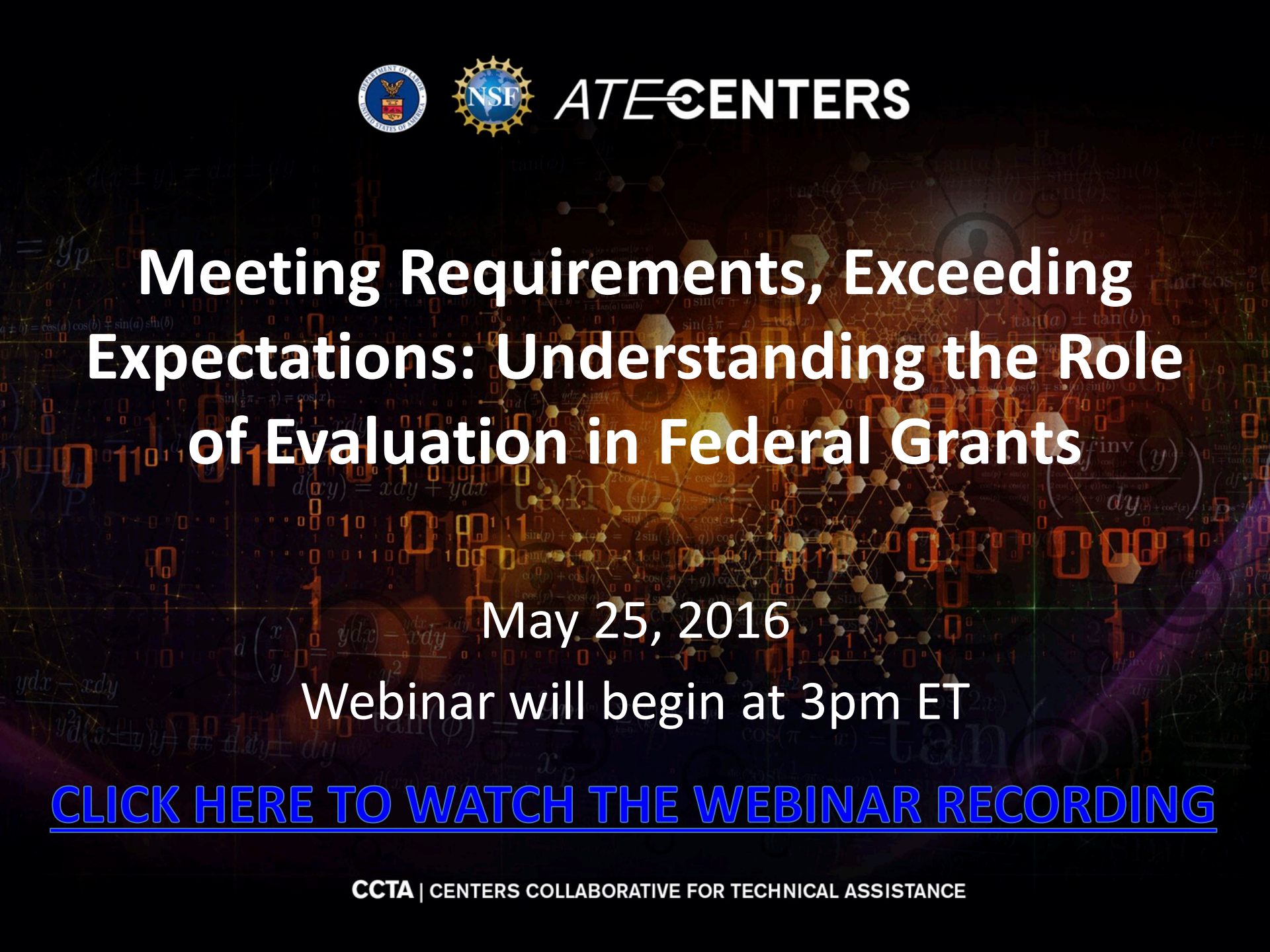

ATE CENTERS
Meeting Requirements, Exceeding Expectations: Understanding the Role of Evaluation in Federal Grants
May 25, 2016
Webinar will begin at 3pm ET
CLICK HERE TO WATCH THE WEBINAR RECORDING
CCTA | CENTERS COLLABORATIVE FOR TECHNICAL ASSISTANCE

Webinar Details

- For this webinar you will be in listen only mode using your computer or phone
- Please ask questions via the question window
- This webinar is being recorded – you will be sent a recording link

Brought To You By:

CCTA | CENTERS COLLABORATIVE FOR TECHNICAL ASSISTANCE & EvaluATE

ATE CENTERS

Disclaimer: This material is based upon work supported by the National Science Foundation under Grants # 1205077, # 1261893 and # 1204683. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

The CCTA IS Led By

- **National Center for Convergence Technology (CTC)** at Collin College in Frisco, TX (lead)
- **South Carolina ATE National Resource Center (SCATE)** at Florence Darlington Technical College in Florence, SC
- **Florida ATE Center (FLATE)** at Hillsborough Community College in Tampa, FL
- **Bio-Link Next Generation National ATE Center for Biotechnology and Life Sciences (Bio-Link)** at City College of San Francisco in San Francisco, CA
- **Networks Resource Center** at the Maricopa Community College District in Phoenix, AZ

CCTA Purpose

- Respond to a request from the Department of Labor (DOL) to the NSF to have ATE Centers provide technical assistance services to DOL TAACCCT grantees
- Activities relevant for DOL grants, NSF grants and workforce-oriented programs of all kinds
- Deliverables
  - Topical webinars on existing and new solutions
    - Live/recorded with attendee Q&A
  - Identify and document best practices
  - Host convenings

TODAY'S PRESENTERS

Lori Wingate
Director of Research,
The Evaluation
Center at Western
Michigan University

Leslie Goodyear
Principal Research
Scientist,
EDC

Ann Beheler
Facilitator
PI, National CTC

Poll: Your Affiliation

A. I am involved with an NSF grant
B. I am involved with a TAACCCT grant
C. Both
D. Neither

Lori Wingate
Director

EvaluATE
www.evalu-ate.org

Evaluation resource center for NSF's Advanced Technological Education program

webinars | resource library | newsletter | blog

THE EC EVALUATION CENTER

WESTERN MICHIGAN UNIVERSITY

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.

Meeting Requirements

Exceeding Expectations

Understanding the Role of Evaluation in Federal Grants

Overview

PART I: Evaluation Fundamentals

Commentary by Leslie Goodyear | Question Break

PART II: Evaluation Requirements and Expectations

Commentary by Leslie Goodyear | Question Break

PART III: Evaluation Staffing, Budgeting, and Utilization

Commentary by Leslie Goodyear | Question Break

Let's play

Two Lies and a Truth!

Find your poll buttons

Which is the truth?

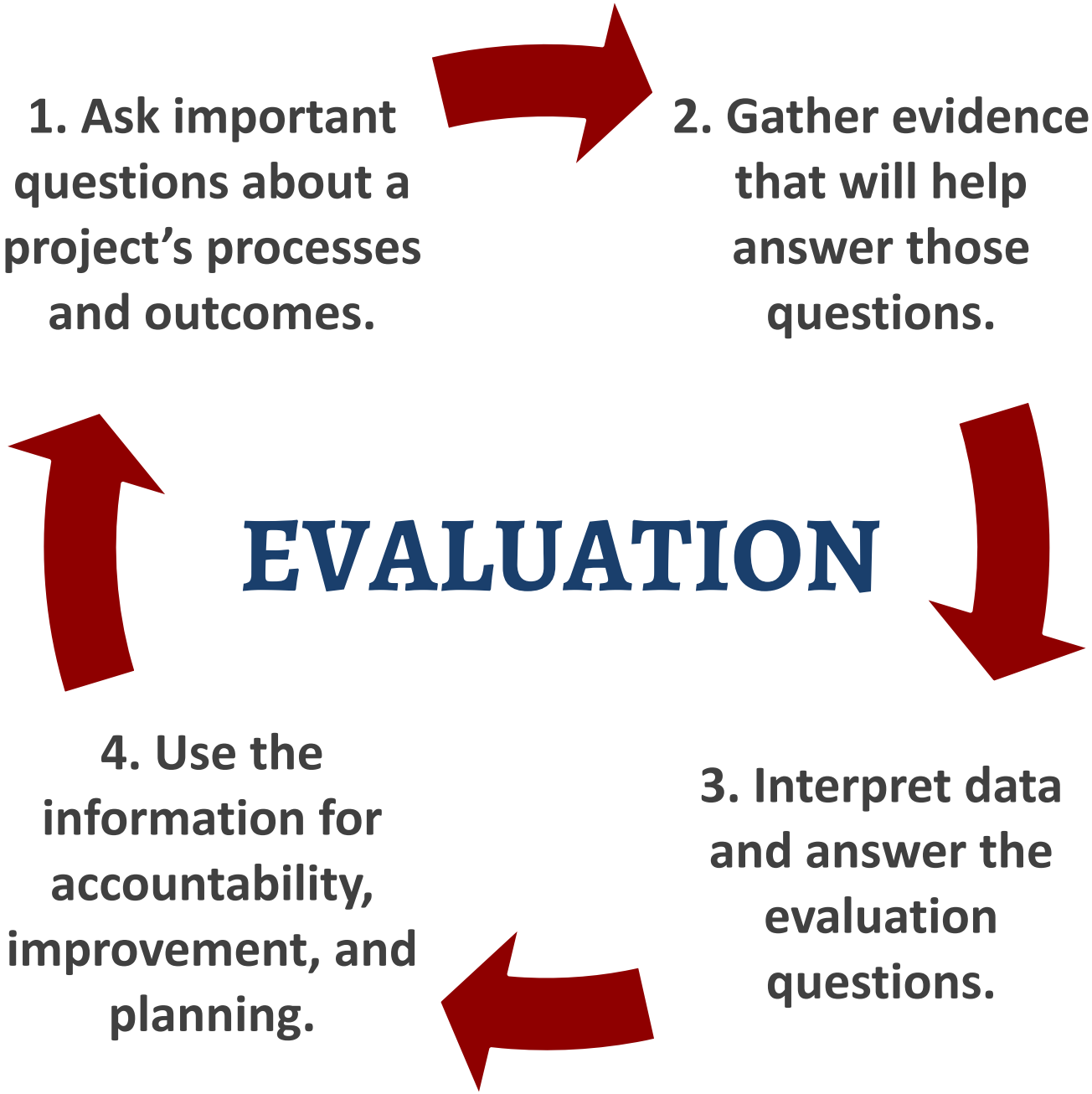
a. A federal evaluation policy dictates the requirements for project-level evaluation.

b. All federal grantseekers and grantees should be evaluation-literate.

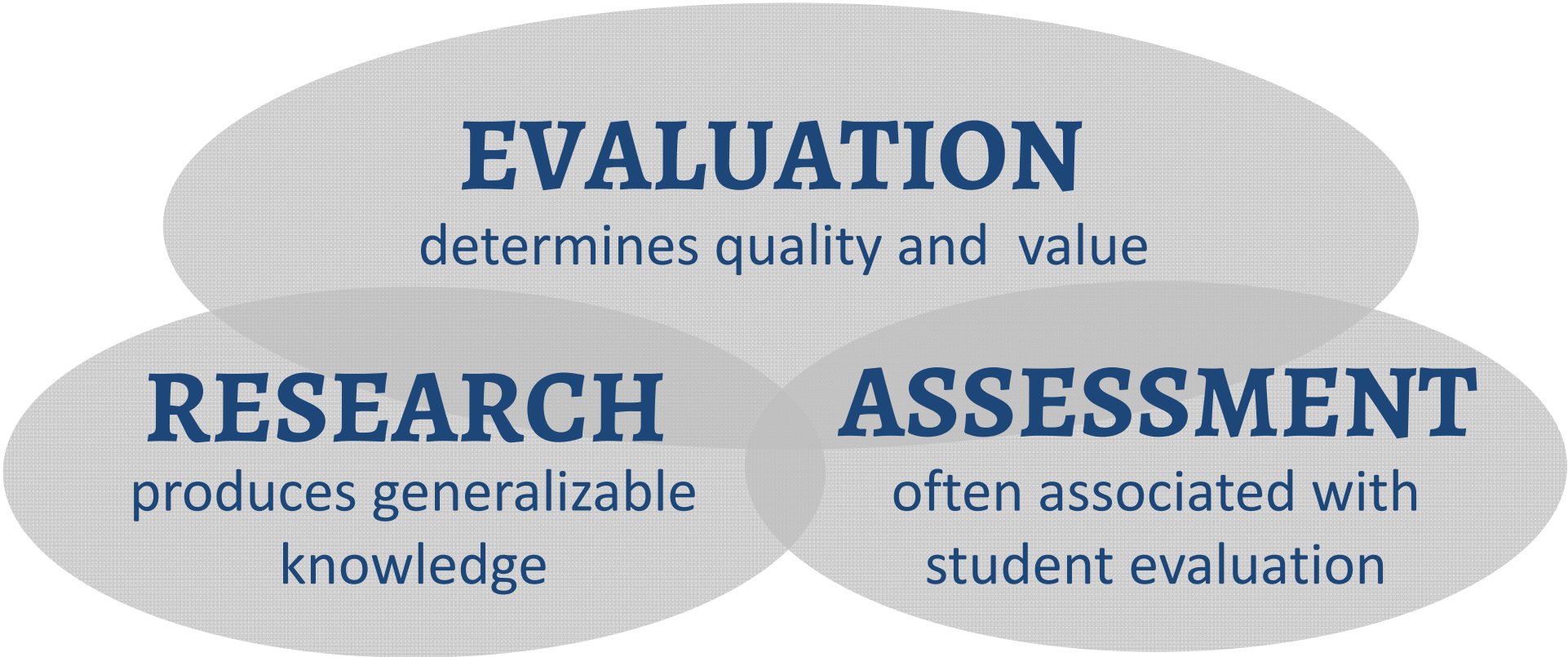
c. All federal grant programs require project-level evaluation.

systematic **EVALUATION**

the determination of something's quality, value, or importance


1. Ask important questions about a project's processes and outcomes.
2. Gather evidence that will help answer those questions.
EVALUATION
3. Interpret data and answer the evaluation questions.
4. Use the information for accountability, improvement, and planning.

- sometimes used interchangeably
- not everyone agrees on what's what
- follow funders' cues



FALSE

A federal evaluation policy dictates the requirements for project-level evaluation.

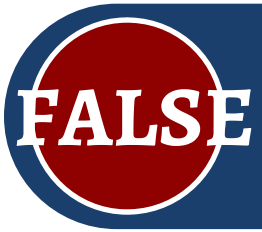
But...

Some federal agencies have agency-specific guidance on evaluation (and research),

User-Friendly Handbook for Project Evaluation

Framework for Program Evaluation in Public Health

Common Guidelines for Education Research and Development



All federal grant programs require project-level evaluation..

But...

There are good reasons to evaluate, even if you don't have to.

Why some federal programs require projects to be evaluated

Accountability
Improvement
Evidence

Why you should evaluate your project if *even you don't have to*

Accountability

Improvement

Evidence

Program Solicitation

Funding Opportunity Announcement

Request for Proposal

Program Announcement

Notice of Funding Availability

Official document that explains grant opportunity, its requirements, and how to apply


“eval”

GRANTS.GOV℠

1,717 grant opportunities

25 federal agencies

We'll look at examples from

Comments

Leslie Goodyear, Ph.D.

- Principal Research Scientist at EDC
- Former NSF program officer in the Division of Research on Learning

Questions?

Lori
Wingate

Leslie
Goodyear

Overview

PART I: Evaluation Fundamentals

Commentary by Leslie Goodyear | Question Break

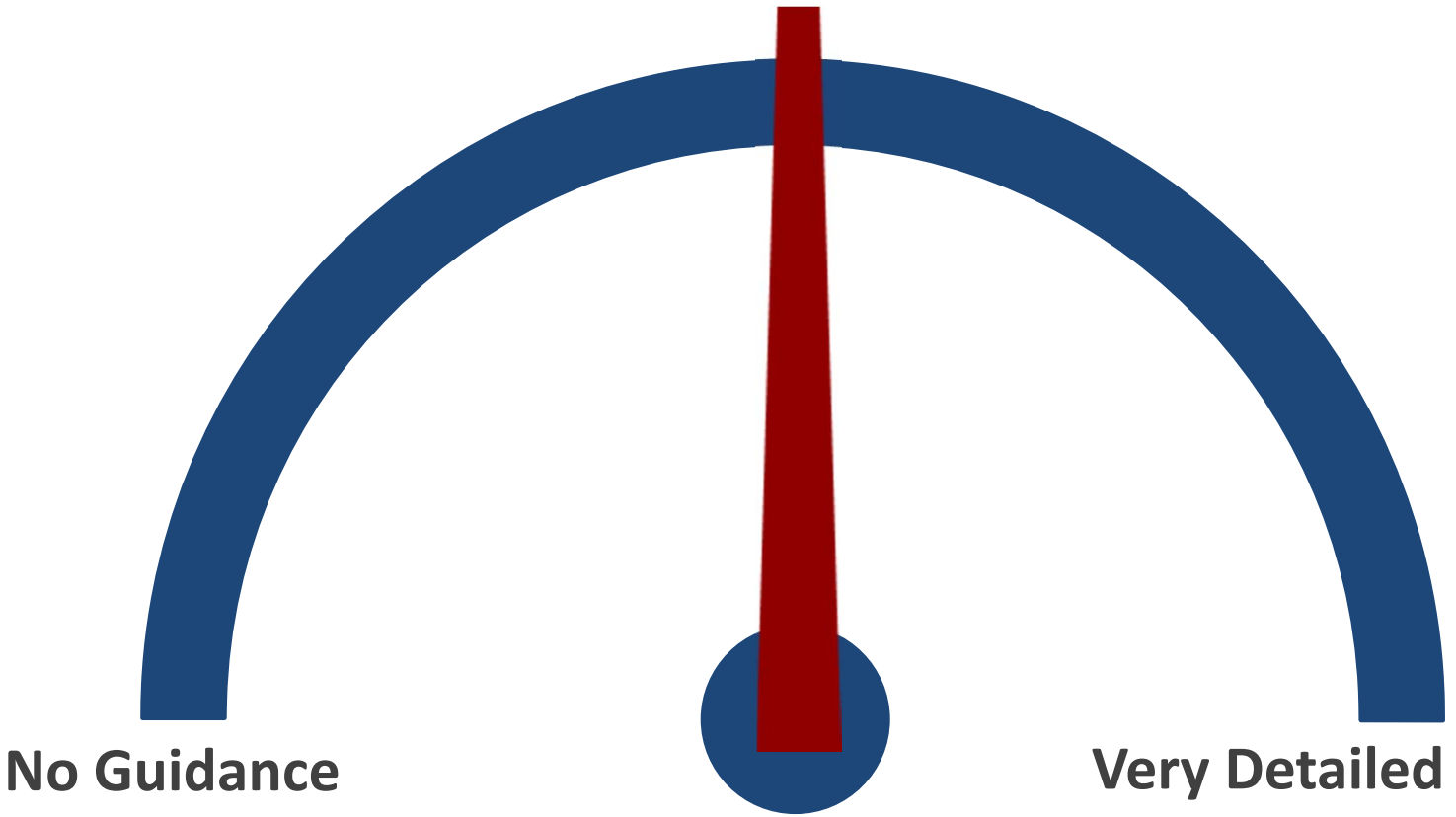
PART II: Evaluation Requirements and Expectations

Commentary by Leslie Goodyear | Question Break

PART III: Evaluation Budgeting, Personnel, and Utilization

Commentary by Leslie Goodyear | Question Break

Guidance Gauge



No Guidance

Very Detailed Guidance

“evaluation plan”

Leadership Capacity Building for Faculty: The vitality and growth of the ATE community is closely linked to industry trends and needs as well as the acumen of the PIs and their institutions who educate technicians. As such, faculty must: 1) work with their institutional administration, 2) effectively manage both programs and project/center activities, 3) maintain industry connections that include local, statewide, and national economic development efforts, and 4) maintain and cultivate networks with other grantees across funding agencies. Activities that foster these skills might include:

- Mentoring programs that link experienced ATE PIs with new grantees. Activities are expected to lead to new PIs acquiring skills needed to successfully manage, complete, evaluate, disseminate and sustain their projects as well as fostering leadership skills such that they may become mentors at a future time;
- Identifying and mentoring faculty and their administrators for the purpose of developing and implementing a new curriculum in an advanced technological area to educate technicians for local industry needs; and
- Outreach activities that reach faculty and their institutions to educate them about the value and potential impact of working with the ATE Program and its community. These efforts could include providing information on funding opportunities, developing effective proposal writing skills, providing guidance on ways of surveying area industry to determine industry needs as well as finding and working with local workforce investment boards and other entities.

Teacher Preparation: The foundation for advanced technological education is grounded in strong mathematics, science, and technology education in K-12 schools. The preparation of future teachers who will facilitate student learning in mathematics and science and cultivate an interest in technological careers is an important component of the ATE program. ATE teacher preparation projects help prepare a future K-12 teaching workforce that is skilled in teaching science and mathematics, understands the technological workplace, and can prepare students to use a variety of approaches to solving real world technology related problems using design processes and principles ([illegible] Standards for Technolo[illegible]cal Literacy, ITEA, http://www.[illegible]aconnect.org)

Teacher Prepa[illegible] sh[illegible] number, quality, and diversity of pr[illegible] programs. These projects are expe[illegible] to use in engaging students in real world technological problems; improve their understanding of the [illegible]dern workplace; and strengthen their preparation in science and mathematics. These projects are expected to build on the exte[illegible] research literature on teacher preparation. Two-year colleges have the unique advantage of having technology faculty, connected with the high performance workplace, who can work with mathematics and science faculty in developing and teaching these programs.

The project's evaluation plan must measure the effectiveness of efforts to recruit prospective K-12 teachers, transfer those students into four-year teacher preparation programs, enhance their understanding of advanced technologies used in the workplace, and enhance their ability to improve the technological literacy of their students. Project leaders should also be prepared to contribute to longitudinal studies that track students beyond the grant period, in order to measure the number who graduate with teaching credentials, find positions in K-12 schools, and demonstrate successful performance in the classroom.

Business and Entrepreneurial Skills Development for Students: In addition to technical skills and disciplinary content, students entering the industry environment need skills that allow them to understand and work effectively in a business environment. Many companies have a global presence, and students need to understand that the global economy affects them as employees. Another sector of the industry is comprised of small start-up companies, and these have different attributes than large established firms. Students need to understand these attributes and differences to be effective employees.

Employers often expect employees to possess knowledge, skills and competencies in a specific technical area and to demonstrate professional, industry related, and entrepreneurship acumen. Entrepreneurship skills can be developed in students in technician education programs by having them take selected business courses, by engaging students in problem-based learning using projects of interest to local industry, working with local economic investment organizations and by developing incubator programs that provide experiences for students to interact with entrepreneurs. Projects are encouraged that:

Evaluation Plan. The application must describe an evaluation plan to review and determine the **quality and effectiveness** of the training project grant.

Occupational Safety and Health Training Project Grants —Centers for Disease Control and Prevention

Evaluation Plan: Based on the theory of change and the desirable outcomes of the proposed revolution, enumerate appropriate **indicators of success** related to accomplishing the **goals and objectives** and a **timeframe** to seek measurable change.

Formation of Engineers: Revolutionizing Engineering and Computer Science Departments
—National Science Foundation

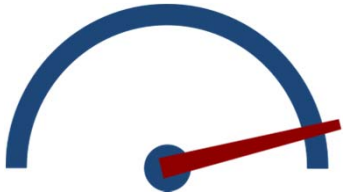
The **[evaluation] plan** should describe the evaluation design, indicating: (1) what **types of data** will be collected; (2) **when** various types of data will be collected; (3) what **methods** will be used; (4) what **instruments** will be developed and when; (5) how the data will be **analyzed**; (6) when **reports** of results and outcomes will be available; and (7) how the applicant will **use the information** collected through the evaluation to monitor progress of the funded project and to provide accountability information …

Innovative Approaches to Literacy Program
—U.S. Department of Education

Performance Evaluation Describe a **data collection plan**, aimed at describing the **measures, methods, techniques, and tools** used to evaluate the project and whether it achieved its anticipated outcomes, that includes, at minimum:

- Identification of **specific data** on participants and other data that the grantee plans to use, and **how the data** will be collected for analysis
- Plans for how the grantee will **document the lessons learned**, both positive and negative
- Plans to **identify the most effective TA models** and how they were implemented and could potentially be replicated
- Plans for **involving program participants** in evaluation activities
- Plans **for how the data will be used** to inform program delivery

Women in Apprenticeship and Nontraditional Occupations Technical Assistance Grants
—U.S. Department of Labor



Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. Timeline
8. Personnel
9. Budget
10. Plan for use of results

Learn more by checking out related resources

—links on the final slide

Evaluation Plan Elements

1. **Evaluation questions**
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. Timeline
8. Plan for use of results
9. Personnel
10. Budget

Identify what aspects of the project will be evaluated

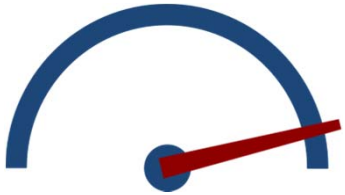
Evaluation Questions Checklist for Program Evaluation

Evaluation Plan Elements

1. Evaluation questions
2. **Indicators**
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. Timeline
8. Personnel
9. Budget
10. Plan for use of results

Identify what will be measured in order to answer the evaluation questions

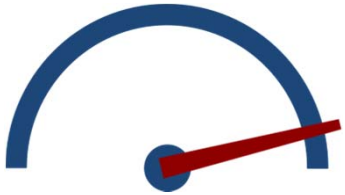
Criteria for Selection of High-Performing Indicators: A Checklist to Inform Monitoring and Evaluation



Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. **Data sources**
4. **Data collection methods and instruments**
5. **Data analysis procedures**
6. Evaluation deliverables
7. Timeline
8. Personnel
9. Budget
10. Plan for use of results

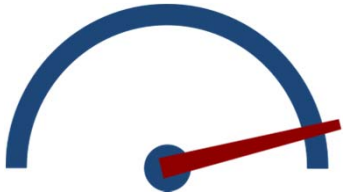
Describe how evidence will be gathered and analyzed



Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. **Evaluation deliverables**
7. Timeline
8. Personnel
9. Budget
10. Plan for use of results

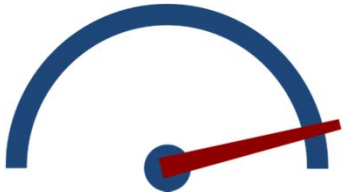
Identify products to be generated by evaluation
(detailed plan, instruments, reports)



Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. **Timeline**
8. Personnel
9. Budget
10. Plan for use of results

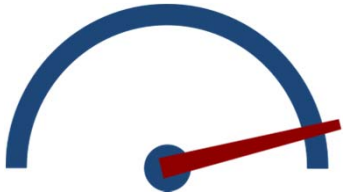
Show how evaluation activities align with project activities and milestones



Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. Timeline
8. **Personnel**
9. Budget
10. Plan for use of results

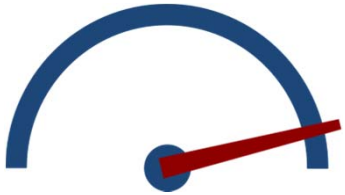
Identify who will be responsible for which aspects of the evaluation



Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. Timeline
8. Personnel
9. Budget
10. **Plan for use of results**

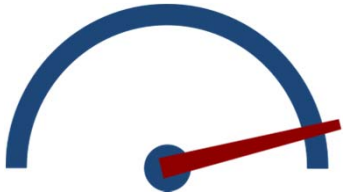
Include a line item for evaluation that matches the scope of work



Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. Timeline
8. Personnel
9. Budget
10. **Plan for use of results**

Demonstrate intention and commitment to use results for improvement and sharing lessons learned



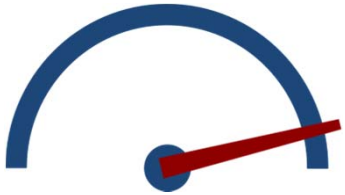
Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. Timeline
8. Personnel
9. Budget
10. Plan for use of results

Tailor these elements to your specific project!

Evaluation Planning Checklist for NSF-ATE Proposals

10 Helpful Hints and 10 Fatal Flaws: Writing Better Evaluation Sections in Your Proposals



Evaluation Plan Elements

1. Evaluation questions
2. Indicators
3. Data sources
4. Data collection methods and instruments
5. Data analysis procedures
6. Evaluation deliverables
7. Timeline
8. Personnel
9. Budget
10. Plan for use of results

Details about data collection and analysis will probably receive the most scrutiny

Let's play

Be the Reviewer!

Get ready to use your poll buttons

Which data collection description is better?

a

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.

b

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 Planning Matrix

Evaluation Question: How has the project impacted enrollment in renewable energy programs and courses?					
Indicator	**Data Source**	**Method**	**Responsible Party**	**Timing**	**Analysis Plan**
Change in course enrollment numbers	Institutional research database	Review of institutional and departmental records	Project PI	End of each semester	Comparison of enrollment numbers over time (start 2 years prior to project start)
Opinions of faculty and career center staff about the project's impact	Participating faculty Career center advisors Career center director	In-person interviews	External evaluator	Annually	Inductive coding of interviews to identify themes
Students' reports about why they enrolled	Enrolled students	Web survey	Instructors (instructions provided by evaluator)	Beginning of each semester	Descriptive statistics and inductive coding

Data Collection Planning Matrix

Leadership Capacity Building for Faculty: The vitality and growth of the ATE community is closely linked to industry trends and needs as well as the acumen of the PIs and their institutions who educate technicians. As such, faculty must: 1) work with their institutional administration, 2) effectively manage both programs and project/center activities, 3) maintain industry connections that include local, statewide, and national economic development efforts, and 4) maintain and cultivate networks with other grantees across funding agencies. Activities that foster these skills might include:

- Mentoring programs that link experienced ATE PIs with new grantees. Activities are expected to lead to new PIs acquiring skills needed to successfully manage, complete, evaluate, disseminate and sustain their projects as well as fostering leadership skills such that they may become mentors at a future time;
- Identifying and mentoring faculty and their administrators for the purpose of developing and implementing a new curriculum in an advanced technological area to educate technicians for local industry needs; and
- Outreach activities that reach faculty and their institutions to educate them about the value and potential impact of working with the ATE Program and its community. These efforts could include providing information on funding opportunities, developing effective proposal writing skills, providing guidance on ways of surveying area industry to determine industry needs as well as finding and working with local workforce investment boards and other entities.

Teacher Preparation: The foundation for advanced technological education is grounded in strong mathematics, science, and technology education in K-12 schools. The preparation of future teachers who will facilitate student learning in mathematics and science and cultivate an interest in technological careers is an important component of the ATE program. ATE teacher preparation projects help prepare a future K-12 teaching workforce that is skilled in teaching science and mathematics, understands the technological workplace, and can prepare students to use a variety of approaches to solving real world technology related problems using design processes and principles (See Standards for Technological Literacy, ITEA, http://www.iteaconnect.org)

Teacher Preparation projects must [illegible] to increase the number, quality, and diversity of prospective K-12 [illegible] professional programs. These projects are expected to improve [illegible] experiences to use in engaging students in real world technological problems; improve their understanding of the modern workplace; and strengthen their preparation in science and mathematics. These projects are expected to build on the extensive research literature on teacher [illegible]

The [illegible] into [illegible] enhance their ability to improve the technological literacy of their students. Project leaders should also be prepared to contribute to longitudinal studies [illegible] credentials, find [illegible]

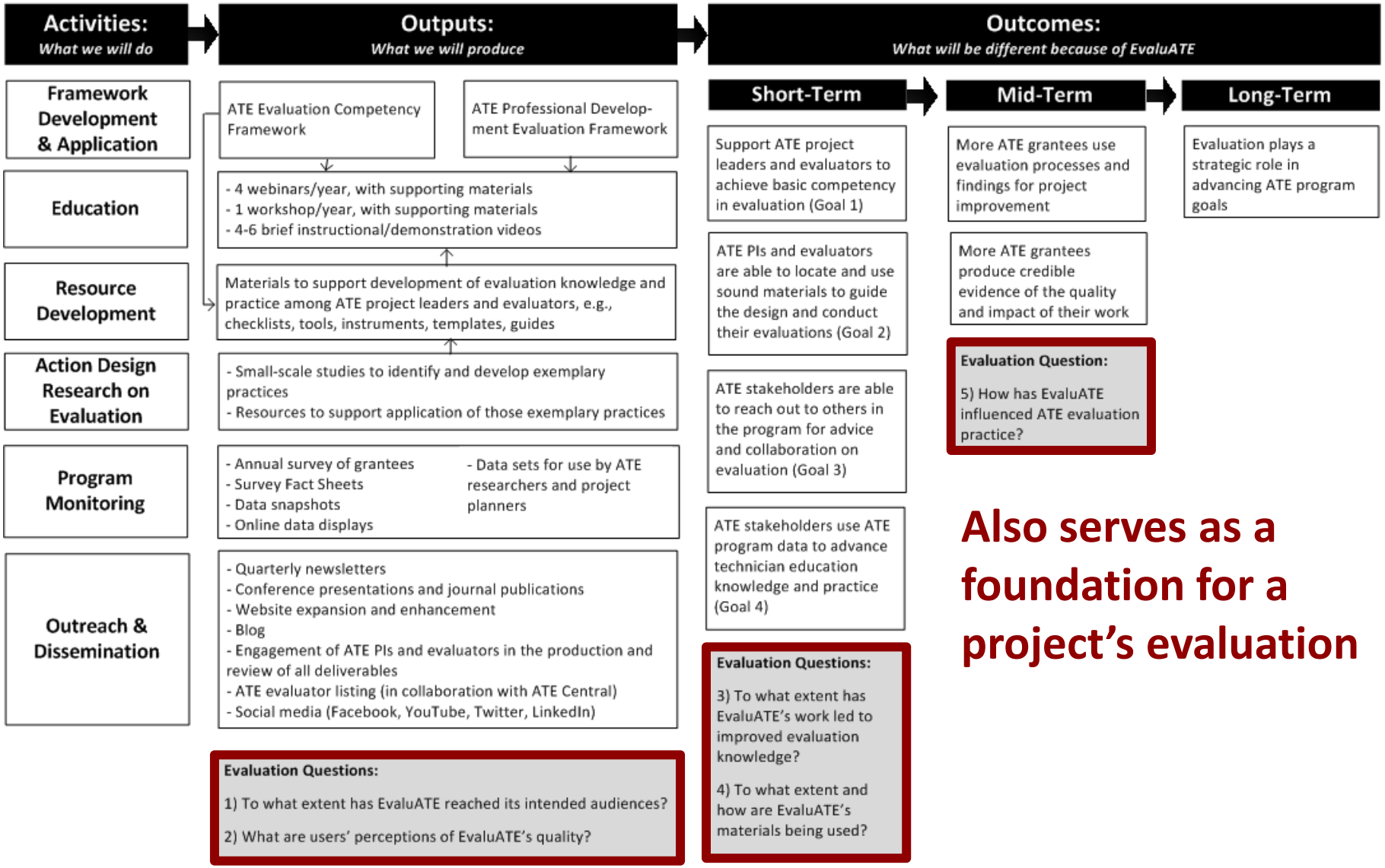
Business and Entrepreneurial Skills Development for Students: In addition to technical skills and disciplinary content, students entering the industry environment need skills that allow them to understand and work effectively in a business environment. Many companies have a global presence, and students need to understand that the global economy affects them as employees. Another sector of the industry is comprised of small start-up companies, and these have different attributes than large established firms. Students need to understand these attributes and differences to be effective employees.

Employers often expect employees to possess knowledge, skills and competencies in a specific technical area and to demonstrate professional, industry related, and entrepreneurship acumen. Entrepreneurship skills can be developed in students in technician education programs by having them take selected business courses, by engaging students in problem-based learning using projects of interest to local industry, working with local economic investment organizations and by developing incubator programs that provide experiences for students to interact with entrepreneurs. Projects are encouraged that:

“logic model”

Visual representation of a project’s inputs, activities, outputs, and outcomes and the logical progression of how resources translate into impact

Logic Model Example



Also serves as a foundation for a project's evaluation

Small Project Evaluation: Principles and Practices
ATE Logic Model Template

“theory of change”

“formative evaluation”

“summative evaluation”

“process evaluation”

“outcome evaluation”

“impact evaluation”

“external evaluator”

“internal evaluator”

EPA Program Evaluation Glossary
Community Solutions Evaluation Glossary App

Comments

Leslie Goodyear, Ph.D.

- Principal Research Scientist at EDC
- Former NSF program officer in the Division of Research on Learning

Questions?

Lori
Wingate

Leslie
Goodyear

Overview

PART I: Evaluation Fundamentals

Commentary by Leslie Goodyear | Question Break

PART II: Evaluation Requirements and Expectations

Commentary by Leslie Goodyear | Question Break

PART III: Evaluation Staffing, Budgeting, and Utilization

Commentary by Leslie Goodyear | Question Break

Evaluation **Staffing** and Budgeting

> **Evaluation**: All projects and centers carry out evaluative activities. 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.

Advanced Technological Education Program
—National Science Foundation

Evaluators in the ATE Program

84% of ATE projects and centers have external evaluators

19% use both external and internal evaluators

81% use internal evaluators only

5% don't have an designated evaluator

Locating an Evaluator

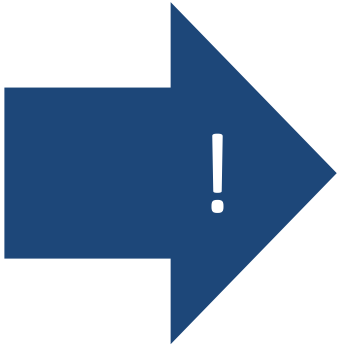
AMERICAN EVALUATION ASSOCIATION

www.eval.org

Check the American Evaluation Association's Evaluator Directory

If already funded, post an RFP in the "Career" section of AEA's website

Check with university-based evaluation centers in your region



Ask for recommendations from colleagues or other program grantees

Evaluation Staffing and **Budgeting**

> **Evaluation**: All projects and centers carry out evaluative activities. 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**.

Advanced Technological Education Program
—National Science Foundation

Evaluation Budgeting Rule of Thumb

10%

of the cost of conducting the project should be allocated to evaluation

Small Project Evaluation: Principles and Practices

Evaluation Utilization

1. Use results to inform for continuous project improvement
2. Share results with project participants, partners, and other stakeholders
3. Report on project success and lessons learned in annual reports to funders
4. Incorporate evaluation results into new funding proposals

Results from Prior NSF Support

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

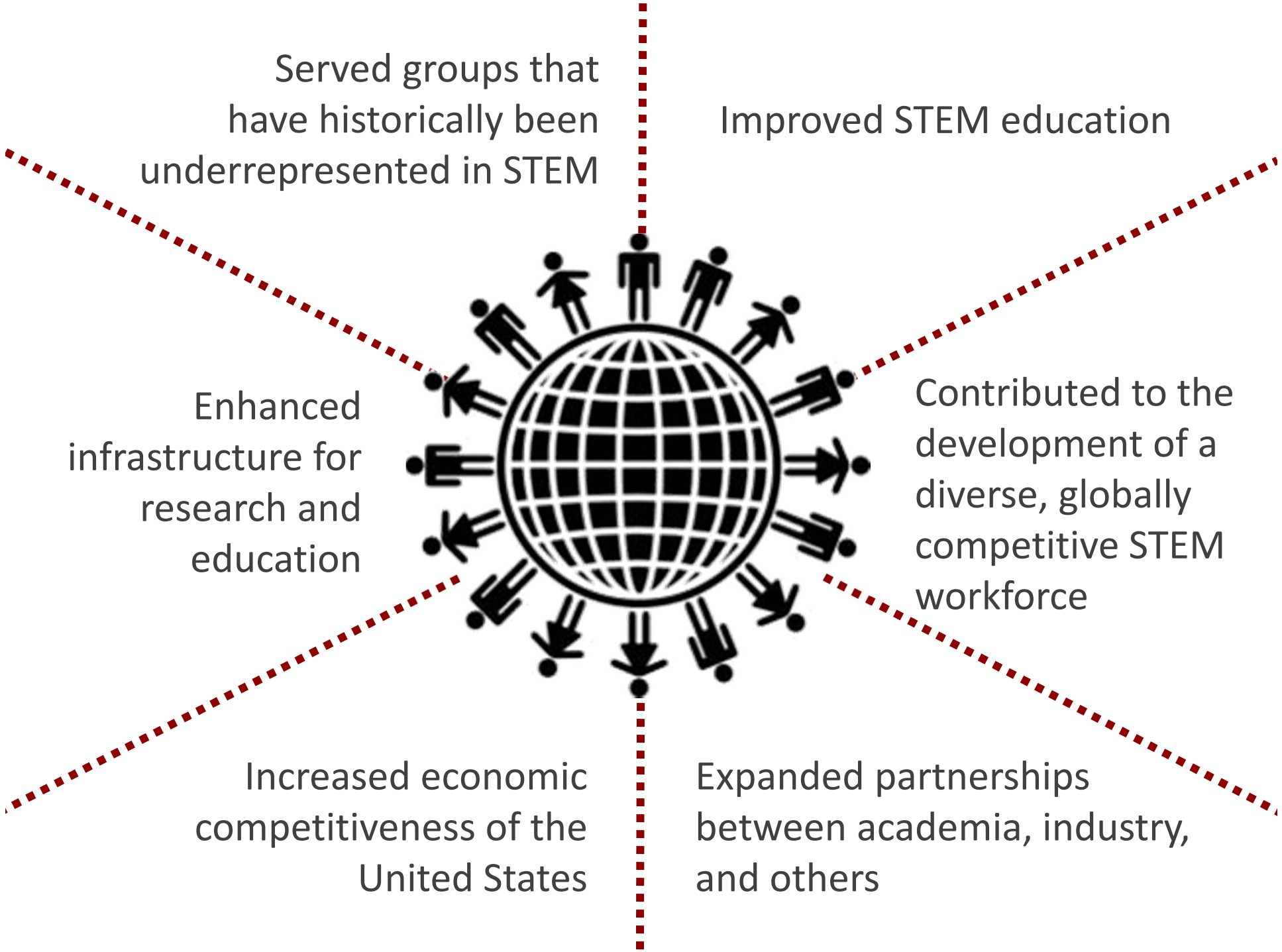
Broader Impacts

Benefits to society; contributions to the achievement of desired societal outcomes

Intellectual Merit

Advances in knowledge and understanding

EvaluATE Winter 2016 newsletter: Revisiting Intellectual Merit and Broader Support


Served groups that have historically been underrepresented in STEM
Improved STEM education
Enhanced infrastructure for research and education
Contributed to the development of a diverse, globally competitive STEM workforce
Increased economic competitiveness of the United States
Expanded partnerships between academia, industry, and others

New knowledge or improved understanding

Innovative developments

Transformative, revolutionary research

Advice from EvaluATE blog contributor, Amy Germuth

State goal

As part of this project, **our goal was to increase the number of women who successfully earned an associate's degree in welding.** To this end, we began a targeted recruiting campaign focusing on women who were about to complete or had recently completed other related programs such as pipefitting and construction and developed a brochure for new students that included positive images of women in welding. We used funding to develop the Women in Welding program and support team building and outreach efforts by them. Institutional data reveal that since this project was started, the number of women in the welding program has almost tripled from 12 (2006-10), of which only 8 graduated to 34 (2011-16), of which 17 have already graduated and 5 have only one semester left. Even if the remaining 17 were not to graduate, the 17 who already have is double the number of female students who graduated from the program between 2006 -10."

Getting Ready to Reapply: Highlighting Results of Prior Support

Advice from EvaluATE blog contributor, Amy Germuth

Identify target audience

As part of this project, our goal was to increase the number of women who successfully earned an associate's degree in welding. To this end, we began a targeted recruiting campaign focusing on **women who were about to complete or had recently completed other related programs such as pipefitting and construction** and developed a brochure for new students that included positive images of women in welding. We used funding to develop the Women in Welding program and support team building and outreach efforts by them. Institutional data reveal that since this project was started, the number of women in the welding program has almost tripled from 12 (2006-10), of which only 8 graduated to 34 (2011-16), of which 17 have already graduated and 5 have only one semester left. Even if the remaining 17 were not to graduate, the 17 who already have is double the number of female students who graduated from the program between 2006 -10."

Getting Ready to Reapply: Highlighting Results of Prior Support

Advice from EvaluATE blog contributor, Amy Germuth

Describe impact with evidence

As part of this project, our goal was to increase the number of women who successfully earned an associate's degree in welding. To this end, we began a targeted recruiting campaign focusing on women who were about to complete or had recently completed other related programs such as pipefitting and construction and developed a brochure for new students that included positive images of women in welding. We used funding to develop the Women in Welding program and support team building and outreach efforts by them. **Institutional data reveal that since this project was started, the number of women in the welding program has almost tripled from 12 (2006-10), of which only 8 graduated to 34 (2011-16), of which 17 have already graduated and 5 have only one semester left. Even if the remaining 17 were not to graduate, the 17 who already have is double the number of female students who graduated from the program between 2006 -10.**

Getting Ready to Reapply: Highlighting Results of Prior Support

Results from Prior NSF Support

ADDITIONAL TIPS

- Focus on outcomes
- Include as much evidence as possible
- Describe how the current proposal is building on results from prior work
- Be forthright about what didn't work and lessons learned

Intellectual Merit and Broader Impacts: Identifying Your Project's Achievements and Supporting Evidence

Resources

TOPIC	RESOURCE	LINK
Evaluation Questions	*Evaluation Questions Checklist for Program Evaluation*	http://bit.ly/eval-questions
Indicators	*Criteria for Selection of High-Performing Indicators: A Checklist to Inform Monitoring and Evaluation*	http://bit.ly/indicator-eval
Integrating Evaluation into Proposals	*Evaluation Planning Checklist for NSF-ATE Proposals*	http://bit.ly/planningChecklist
	10 Helpful Hints and 10 Fatal Flaws: Writing Better Evaluation Sections in Your Proposals	http://bit.ly/hints-flaws
Data Collection Planning	*Data Collection Planning Matrix*	http://bit.ly/data-matrix
Logic Models	*Logic Model Template for ATE Projects and Centers*	http://bit.ly/ate-logic
Evaluation Terminology	*EPA Program Evaluation Glossary*	http://bit.ly/epa-evalgloss
	Community Solutions' Evaluation Glossary App	http://bit.ly/cs-gloss
Evaluation Planning, Budgeting, and Staffing (and more on logic models and evaluation questions)	*Small Project Evaluation: Principles and Practices:*	http://bit.ly/2016-mar
Communicating Evidence of Prior NSF Support	EvaluATE's Winter 2016 newsletter: Revisiting Intellectual Merit and Broader Support	http://bit.ly/winter16news
	Getting Ready to Reapply: Highlighting Results of Prior Support	http://bit.ly/germuth_dec15
	Intellectual Merit and Broader Impacts: Identifying Your Project's Achievements and Supporting Evidence	http://bit.ly/wingate-oct15

Webinar: Small Project Evaluation: Principles and Practices

Webinar included demonstrations of:

- Evaluation budget development
- Logic model development
- Evaluation question development
- How to divide internal and external evaluation tasks

Check out the recording, plus slides and resource handout!

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

Comments

Leslie Goodyear, Ph.D.

- Principal Research Scientist at EDC
- Former NSF program officer in the Division of Research on Learning

Questions?

Lori
Wingate

Leslie
Goodyear

Join Us – All Webinars 3 pm Eastern

June 16, 2016
Tips for Managing Large Consortiums
Leading a consortium across one state or across 6 to accomplish goals can be hard. This webinar will provide best practices for helping you successfully lead any consortium to accomplish common goals.

Presenters:
Ann Beheler, National Convergence Technology Center (CTC)
John Sands, CSSIA
Marianne Krismer, Health Professions Pathway TAACCCT Consortium

For Other Upcoming Webinars See: http://www.atecenters.org/ccta

Join us in Pittsburgh, PA!

July 25-28, 2016

HI TEC

HIGH IMPACT TECHNOLOGY EXCHANGE CONFERENCE • EDUCATING AMERICA'S TECHNICAL WORKFORCE •

www.highimpact-tec.org

CCTA | CENTERS COLLABORATIVE FOR TECHNICAL ASSISTANCE

ATE CENTERS

Register for HI-TEC and DOL and NSF Workforce Convening

HI-TEC Conference July 27-28 in Pittsburgh, PA

Register at http://www.highimpact-tec.org/registration.php.

Free follow-up **DOL and NSF Workforce convening (formally TAACCCT Convening)** for all TAACCCT grantees and others who can benefit on **Friday, July 29** from **8:30 am to 12:30 pm** .

Contacts

- Ann Beheler, abeheler@collin.edu
- Leslie Goodyear, lgoodyear@edc.org
- Lori Wingate, lori.wingate@wmich.edu

http://www.atecenters.org/ccta