Federal Academic Collaboration Tools

Michael Feder [logout]

Program

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Accession #	**PRG_0200**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	National Ocean Service Education
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Peg Steffen** *E-mail:* Peg.Steffen@noaa.gov *Office Phone:* 301-713-3010 ext. 218
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	National Ocean Service Education (NOS) team serves educators and students through websites and programs that promote environmental literacy using ocean, coastal, and climate science. We create innovative online products that enlighten students and educators about the applied science of the ocean, coasts, charting/navigation and climate change science. These include student activities, case studies, tutorials, games and lesson plans for education audiences of all ages. NOS education provides formal lesson plans and classroom ideas that emphasize hands-on activities and problem-based learning. Professional development is offered online and at educational conferences. Comprehensive evaluation efforts are used to determine how environmental sciences can be used to meet national standards and foster student awareness and understanding of STEM topics and careers. NOS manages the NOAA project, Climate Stewards, providing educators with sustained professional development, and collaborative tools through multiple web-based seminars, conference symposia and workshops culminating in local community and school stewardship projects.
1.2. Provide the Web address for the education investment, if one exists.	http://oceanservice.noaa.gov/education http://games.noaa.gov
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Peg Steffen** *E-mail:* Peg.Steffen@noaa.gov *Office Phone:* 301-713-3010 ext. 218
	Contact (secondary) *Name:* **Bruce Moravchik** *E-mail:* bruce.moravchik@noaa.gov *Office Phone:* 301.713.3010 x219
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation Promotional campaigns for education products STEM teaching and learning research Evidence based instructional practices - K-12 Evidence based instructional practices - Teacher professional development Engage agency staff in outreach efforts Alignment of materials to education standards

	Development of logic models or theories of action Scale up effective efforts Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations **Other**
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	STEM teaching and learning research Evidence based instructional practices - K-12 Evidence based instructional practices - Higher education Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Use of social media/social network tools Design efforts for minority, high needs, or underserved populations **Other**

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

The investment funds many STEM ed activities, given the range of student a teacher activities, learning I executed learning to be the primary?

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public	? X	X
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators	X	X ?
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		X
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		X
Other		

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology		X	
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)	X		
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	X		
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work	X		
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale		X	

The description of the program seems to deflect research as one of many types of activities, not a primary approach? Move it to Secondary?

2.4. What services or products are part of the education investment? (check all that apply)	Instructional material development Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) - for Undergrads? Recognition awards STEM learning program (i.e., after-school, weekend, or summer program) Tutoring, mentoring, or other learner support Training or professional development Education research to improve STEM teaching and learning Other

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers Post-secondary instructors Informal STEM educators Adult learners (other than educators, education leaders, education researchers, or policy makers) Other	**Pre-K-20 learners** Elementary school (K-5) aged learners Middle school (6-8) aged learners High school (9-12) aged learners **K-12 classroom teachers** In-service elementary (K-5) In-service middle school (6-8) In-service high school (9-12) **Post-secondary instructors** Undergraduate (13-16) - what activities are for Undergrads? Fellowship/scholarship?

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)**?**	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	240	65825	133977
PreK-12 teachers and staff	614147	720244	1132295
Undergraduate students, Graduate students	0	100	800
Postsecondary faculty and staff	0	1	8
Informal educators and staff	0	0	8
Non-faculty STEM professionals	0	0	0
Parents or families	0	0	0
Adult learners	0	0	0
Other general public	0	0	0

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	8	12	38
Postsecondary intuitions	0	1	8
Informal education institutions and organizations	0	2	2

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship			
Professional development	1	2	years
Instructional materials	1	1	days
STEM learning program (i.e., summer, weekend, after-school program)	1	1	years
Student or teacher research experience			
Tutoring, mentoring, or other learner support	1	2	years
Research grant			

Other	Many instructional materials are available for access/training and range in length from 30 minutes to several hours. These are available 24/7 to formal and informal educators and K-20 students.

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science - Biological science Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science **Other**

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Individuals (e.g., directly funded scholarships, grants, loans) Two-year institutions of higher education or community colleges School districts or school Informal education institutions or organizations Professional societies Grants to STEM professionals or companies (e.g., education researchers, evaluation companies, non-federal STEM research labs) **Other**
3.2. How is external funding allocated? (check all that apply)	Competitive (grants or contracts) Non-competitive (grants or contracts) **Other**
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	No
3.4. In what fiscal year was the investment initially funded?	2007

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
0.577	0.568	0.426	0.572

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

Not Applicable

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institution of higher education or community college State systems of higher education State education agency School district or school Informal education institution or organization Professional society Education research, policy, or evaluation organizations Federal agency Non-profit Organization **Other**	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of learners (any age) served Number of educators served

	Number of K-12 schools served Number of school districts served Number institutions of higher education served Number of materials distributed or downloaded from websites Other
4.2. What outcome measures have been tracked or monitored? (check all that apply)	Learner performance (e.g., attendance, test scores, pass rates, achieving selected performance levels, or grade point average) Educator improvement and performance in STEM education instruction Other

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes?

Measurement instrument 1	Evaluator-developed instruments
Measurement instrument 2	Self-developed instruments
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

Did these occur at the project or portfolio lvl?

	Independent	Internal	No
Formative evaluation (including field testing)	X	X	
Summative evaluation	X		
Process or implementation evaluation	X		
Portfolio evaluation/review		X	
Expert review (e.g., expert panel, NRC study)	X		
Other			

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)	X		
Pre-post (no comparison group)	X		
Comparison group without matching			X
Other			

4.6 In what fiscal year was the most recent evaluation completed?	2008
4.7 Are evaluation reports available on line?	No

Federal Academic Collaboration Tools

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Accession #	**PRG_0201**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Environmental Literacy Grants program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.008
Program Editor	*Name:* **Sarah Schoedinger** *E-mail:* Sarah.Schoedinger@noaa.gov *Office Phone:* 704-370-3528
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The Environmental Literacy Grants (ELG) program provides support to improve environmental literacy among our Nation's citizens and promote a diverse workforce in ocean, coastal, Great Lakes, weather, and climate sciences, with the goal of encouraging stewardship and increasing informed decision making for the Nation. ELG funds a broad range of STEM education projects implemented on regional to national scales, with a focus that includes both formal and informal education (i.e., it serves not only K-12 but also public audiences). The program aligns with NOAA's mission goals and Education Strategic Plan and supports the President's Educate to Innovate campaign. ELG competitions also require robust project evaluation; promote best practices; complement other federal granting programs; emphasize partnerships that facilitate the integration of NOAA assets into education programs; and promote climate, ocean, and atmospheric literacy.
1.2. Provide the Web address for the education investment, if one exists.	http://www.oesd.noaa.gov/elg/
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Sarah Schoedinger** *E-mail:* Sarah.Schoedinger@noaa.gov *Office Phone:* 704-370-3528
	Contact (secondary) *Name:* **Carrie McDougall** *E-mail:* carrie.mcdougall@noaa.gov
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation Evidence based instructional practices - K-12 Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Engage agency staff in outreach efforts Run STEM competitions Development of logic models or theories of action Establish connection between the formal and informal education systems

	Leverage funding from federal and non-federal entities Scale up effective efforts Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Request for proposals development Peer-review best practices Conduct proposal merit review section process Other **Other** Building capacity within networks of Principal Investigators
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation STEM teaching and learning research Evidence based instructional practices - K-12 Evidence based instructional practices - Higher education Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Engage agency staff in outreach efforts Use of social media/social network tools Run STEM competitions Design efforts for minority, high needs, or underserved populations Development of logic models or theories of action Establish connection between the formal and informal education systems Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Establish and maintain partnerships with - Minority institutions Request for proposals development Peer review best practices Conduct proposal merit review section process **Other**

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public	X	
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X

Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		X
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		X
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other Increase environmental stewardship and informed decision-making among students and the public		X

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology			X
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	X		
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work	X		
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale	X		

2.4. What services or products are part of the education investment? (check all that apply)

If research is funded, then why is Basic/Foundational research or Disciplinary research not a secondary approach in 2.3?

Direct classroom instruction to students
Instructional material development
Online education resource sites (e.g., online digital libraries)
Engagement in authentic STEM experience (including research)
STEM learning program (i.e., after-school, weekend, or summer program)
Tutoring, mentoring, or other learner support
Training or professional development
Education research to improve STEM teaching and learning
Assessment implementation
Assessment development
Institutional support for infrastructure (to strengthen STEM education capabilities though expansion of facilities, classrooms, technology, and other physical infrastructure)
Institutional support for leadership, management, and administrative activities
Other

Other
Visualization and use of data for education exhibits and instructional materials

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers K-12 staff/leaders/administrators Post-secondary instructors Informal STEM educators Informal STEM education leaders/program developers Policy makers Adult learners (other than educators, education leaders, education researchers, or policy makers) Other	**Pre-K-20 learners** Elementary school (K-5) aged learners Middle school (6-8) aged learners High school (9-12) aged learners **K-12 classroom teachers** Pre-service elementary school (K-5) Pre-service middle school (6-8) Pre-service high school (9-12) In-service elementary (K-5) In-service middle school (6-8) In-service high school (9-12) **K-12 staff/leaders/administrators** Elementary (K-5) Middle School (6-8) High School (9-12) **Post-secondary instructors** Undergraduate (13-16) Graduate (17-20)

Grants have been given for pre-service teacher education?

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)**?**	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

Large #'s? Estimates rolled up across grants?

	FY 2008	FY 2009	FY 2010
PreK-12 students	4000000	4000000	8000000
PreK-12 teachers and staff	280000	270000	650000
Undergraduate students, Graduate students	na	na	na
Postsecondary faculty and staff	?	?	?
Informal educators and staff	?	?	?
Non-faculty STEM professionals	?	?	?
Parents or families	?	?	?
Adult learners	?	?	?
Other general public	12800000	21600000	27200000

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010

PreK-12 schools	0	0	0
Postsecondary intuitions	5	6	10
Informal education institutions and organizations	15	25	33

2.9. Does the education investment primarily or entirely fund Minority Institutions ?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship			
Professional development			
Instructional materials			
STEM learning program (i.e., summer, weekend, after-school program)			
Student or teacher research experience			
Tutoring, mentoring, or other learner support			
Research grant			

Other	Because the education activities supported through the Environmental Literacy Grants program are organized and carried out by a diverse group of grantees, the durations of these activities vary widely. Thus, it is not possible to generalize about the lengths of the education experiences. OK

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Technology (no specific subject or field required) Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Federally funded research and development centers, experimental stations, other federal STEM research facilities (e.g., marine sanctuaries) Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institutions of higher education or community colleges State systems of higher education State education agency or state government School districts or school Informal education institutions or organizations Professional societies Grants to STEM professionals or companies (e.g., education researchers, evaluation companies, non-federal STEM research labs) Other
3.2. How is external funding allocated? (check all that apply)	Competitive (grants or contracts) Other
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	Yes
3.4. In what fiscal year was the investment	2005

initially funded?	

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
3.831236	7.703702	10.388185	5.000000

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

Not Applicable

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institution of higher education or community college Minority institution (MI) State systems of higher education Local education agency State education agency School district or school Informal education institution or organization Professional society Education research, policy, or evaluation organizations Federal agency Federally funded research and development center, experimental station, or other federal STEM research facility (e.g. marine sanctuaries) Industry Non-profit Organization **Other**	Type of MI All types of Minority Institutions

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of learners (any age) served Number of educators served Number of contact hours by audience Other **Other** Number of Environmental Literacy Grants (ELG)-funded educational projects integrating coastal, ocean, Great Lakes, weather, and climate sciences and resources into formal or informal education programs; number of institutions that have an ELG-funded informal learning exhibit or program that integrates NOAA sciences, data and other information; number of new partnerships initiated by ELG awards
4.2. What outcome measures have been tracked or monitored? (check all that apply)	Learner performance (e.g., attendance, test scores, pass rates, achieving selected performance levels, or grade point average) Educator improvement and performance in STEM education instruction Number or percent of qualified educators teaching STEM education Number or percent of institutions with expanded institutional capacity for STEM education (increase in classes, educators, research opportunities for learners, infrastructure, etc.) Other **Other**

	Increase in public knowledge and awareness of STEM-related topics

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes ?

Measurement instrument 1	Instruments developed through the required evaluation components of funded projects
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

	Independent	Internal	No
Formative evaluation (including field testing)	X		
Summative evaluation	X		
Process or implementation evaluation	X		
Portfolio evaluation/review		X	
Expert review (e.g., expert panel, NRC study)	X		
Other The first three "x" are the grantee's evaluations? All grantees are required to perform formative and/or summative evaluations of their projects, preferably through engagement with external evaluators. They are also required to submit their final evaluation reports to NOAA. (Note: the formative, summative, and process evaluations listed above have been performed at the individual project level, with the exception of a summative evaluation conducted for a sub-program of Environmental Literacy Grants)	X		

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X ?
Matched comparison groups (quasi-experimental)			X ?
Pre-post (no comparison group)	X		
Comparison group without matching	X		
Other But none have done 1 or 2? Grantees design their own evaluation plans in consultation with an external or internal evaluator. Depending on the nature of the project, evaluation plans may include any of the four evaluation designs listed in question 4.5.	X		

4.6 In what fiscal year was the most recent evaluation completed?	2010
4.7 Are evaluation reports available on line?	http://informalscience.org/evaluation http://www.nas.edu/morenews/20100303b.html http://www.oesd.noaa.gov/network/sos_evals.html

Federal Academic Collaboration Tools

Michael Feder [logout]

Program

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Accession #	**PRG_0300**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	NOAA Office of Ocean Exploration and Research (Education Only)
Agency	Commerce
Sub Agency	NOAA
Investment ID	NA
Catalog of Federal Domestic Assistance (CFDA) #	11.11.011
Program Editor	*Name:* **Paula Keener-Chavis** *E-mail:* paula.keener-chavis@noaa.gov *Office Phone:* 843-762-8818
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The NOAA Ocean Exploration program strives to engage formal and informal educators in the excitement of ocean discovery by providing them access to premiere ocean scientists/explorers and their research and explorations, and at the same time, provide exemplary resources to enhance the use of NOAA ocean exploration in educational settings. Program objectives are as follows: 1. To enhance ocean science literacy through NOAA OER for formal and informal educators and the general public; 2. To enhance education efforts internally within NOAA through serving on the NOAA Education Council, and working closely with the Office of Education and others; 3. To foster agency-wide collaborations to leverage funding/efforts to enhance ocean science literacy both within and outside of NOAA; and 4. To continually assess program effectiveness/direction and stay the course on future directions of the agency and efforts in ocean science literacy at the national level.
1.2. Provide the Web address for the education investment, if one exists.	http://oceanexplorer.noaa.gov
1.3. Provide contact information for up to two managers/directors of the education investment.	Contact *Name:* **Paula Keener-Chavis** *E-mail:* paula.keener-chavis@noaa.gov *Office Phone:* 843-762-8818
	Contact (secondary)
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation Promotional campaigns for education products Evidence based instructional practices - K-12 Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Engage agency staff in outreach efforts Design efforts for minority, high needs, or underserved populations Alignment of materials to education standards

	Establish connection between the formal and informal education systems Leverage funding from federal and non-federal entities Scale up effective efforts Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Request for proposals development Conduct proposal merit review section process Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	STEM teaching and learning research Evidence based instructional practices - Teacher professional development Evaluation - Portfolio evaluation Use of social media/social network tools Design efforts for minority, high needs, or underserved populations Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Establish and maintain partnerships with - Minority institutions Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		X
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators	X	
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		X
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		X
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other		

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology			X
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.			X
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work		X	
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale	X		

2.4. What services or products are part of the education investment? (check all that apply)	Instructional material development Online education resource sites (e.g., online digital libraries) Engagement in authentic STEM experience (including research) Training or professional development Other

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers Informal STEM educators Other	Pre-K-20 learners Middle school (6-8) aged learners High school (9-12) aged learners K-12 classroom teachers Pre-service elementary school (K-5) Pre-service middle school (6-8) Pre-service high school (9-12) In-service pre-K In-service elementary (K-5) In-service middle school (6-8) In-service high school (9-12)

why serve pre-K teachers but not students?

Do they work with specific schools of Ed?

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)?	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	na	na	na
PreK-12 teachers and staff	499	1196	1745
Undergraduate students, Graduate students	na	na	na
Postsecondary faculty and staff	na	na	na
Informal educators and staff	na	na	na
Non-faculty STEM professionals	na	na	na
Parents or families	na	na	na
Adult learners	na	na	na
Other general public	na	na	na

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	na	na	na
Postsecondary intuitions	na	na	na
Informal education institutions and organizations	15	15	15

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship			
Professional development	1	21	days
Instructional materials			
STEM learning program (i.e., summer, weekend, after-school program)			
Student or teacher research experience			
Tutoring, mentoring, or other learner support			
Research grant			

Other	

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education investment focus on? (check all that apply)	Other Other Ocean Exploration

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or	Individuals (e.g., directly funded scholarships, grants, loans) Four-year institutions of higher education (bachelor- and/or graduate-degree-

activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	granting institutions) State systems of higher education State education agency or state government School districts or school Informal education institutions or organizations Grants to STEM professionals or companies (e.g., education researchers, evaluation companies, non-federal STEM research labs) Other
3.2. How is external funding allocated? (check all that apply)	Competitive (grants or contracts) Non-competitive (grants or contracts) Other
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	Yes
3.4. In what fiscal year was the investment initially funded?	2001

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
0	0.9	0.9	0.9

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

Not Applicable

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institution of higher education or community college Minority institution (MI) State systems of higher education Local education agency State education agency School district or school Informal education institution or organization Professional society Education research, policy, or evaluation organizations Federal agency Federally funded research and development center, experimental station, or other federal STEM research facility (e.g. marine sanctuaries) Industry Non-profit Organization Other	Type of MI All types of Minority Institutions

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of learners (any age) served Number of educators served Number of materials distributed or downloaded from websites Number of contact hours by audience Other
4.2. What outcome measures have been tracked or monitored? (check all that apply)	Other Other Short-term (KASA, Intermediate (Practice), and working on Long-term (SEE Conditions).

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes?

Measurement instrument 1	Evaluator-developed instruments
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

	Independent	Internal	No
Formative evaluation (including field testing)	X		
Summative evaluation	X		
Process or implementation evaluation	X		
Portfolio evaluation/review			X
Expert review (e.g., expert panel, NRC study)	X		
Other			X

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)			X
Pre-post (no comparison group)	X		
Comparison group without matching			X
Other			X

4.6 In what fiscal year was the most recent evaluation completed?	2009
4.7 Are evaluation reports available on line?	http://www.bridgewaterec.com/about.htm

Federal Academic Collaboration Tools

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Program

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Accession #	**PRG_0299**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Ernest F. Hollings Undergraduate Scholarship Program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.11.481
Program Editor	*Name:* **Chantell Haskins** *E-mail:* chantell.haskins@noaa.gov *Office Phone:* 301-713-9437 x 125
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The Ernest F. Hollings Undergraduate Scholarship program was established through the Consolidated Appropriations Act, 2005 (PL 108-447) to honor retiring Senator Ernest F. Hollings (Democrat, South Carolina). The purposes of the program include: (1) increase undergraduate training in oceanic and atmospheric science, research, technology, and education and foster multidisciplinary training opportunities; (2) increase public understanding and support for stewardship of the ocean and atmosphere and improve environmental literacy; (3) recruit and prepare students for public service careers with the National Oceanic and Atmospheric Administration and other natural resource and science agencies at the federal, state and local levels of government; and (4) recruit and prepare students for careers as teachers and educators in oceanic and atmospheric science and to improve scientific and environmental education in the United States. The Hollings Scholarship program provides selected undergraduate applicants with awards that include academic assistance for full-time study; housing assistance for scholars who do not reside at home during a paid 10-week summer internship. The internship provides "hands-on" multidisciplinary educational training experience involving scholars in NOAA-related scientific, research, technological, policy, management, and education activities.
1.2. Provide the Web address for the education investment, if one exists.	http://www.oesd.noaa.gov/Hollings_info.html
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Chantell Haskins** *E-mail:* chantell.haskins@noaa.gov *Office Phone:* 301-713-9437 x 125
	Contact (secondary)
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Tutoring or mentoring Engage agency staff in outreach efforts Peer-review best practices Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Evaluation - Summative evaluation Engage agency staff in outreach efforts Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

Yes

Section 5: STEM workforce training investments (complete only if you answered "Yes" to Question 2.1)

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

5.1. What workforce needs does the investment PRIMARILY address?

Agency mission related workforce needs (STEM workforce employed in fields directly related to your agency's mission)

5.2. What are the primary and secondary objectives of the workforce investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		X
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education	X	~~[illegible]~~ oops never mind
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other		

5.3. What services or products are part of the workforce investment? (check all that apply)	Fellowship or scholarships (for educators or students) Internship (short-term STEM employment) Recognition awards Engagement in authentic STEM experience (including research) STEM learning program (i.e., after-school, weekend, or summer program) Tutoring, mentoring, or other learner support Training or professional development Assessment development Other
5.4. What STEM jobs or fields does the investment focus on?	Atmospheric Chemistry, Meteorology, Chemistry, Oceanography, Engineering, Cartography, Mathematics, Environmental Sciences, Physics, Remoste Sensing

	Science, Geography, Geology, Ecology, Biology, Marine Biology, Computer Science, Science Teaching, Science Policy, Hydrology, Natural Resource Management, Physical Science, NOAA mission critical sciences
5.5. Does the education investment develop STEM skills or knowledge?	Yes

5.6. Which of the following target populations or groups primarily benefit from this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Grades 6-20 aged learners	Grades 6-20 aged learners
Other	Undergraduate (13-16)

5.7. Does the education effort primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)

No

5.8. Is this effort limited to any of the following? (check all that apply)	U.S. citizens
5.9. Would it require legislative action to change the direction of the investment (OSTP is interested in knowing whether the education investment is tightly constrained by congressional legislation)?	Yes

5.10. What is the duration of the workforce training experience that was produced by the education investment? (provide information on all that apply)

From	To	Unit of Duration
2	2	years

5.11. In what fiscal year was the education investment initially funded?	2005

5.12. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual)	FY 2009 (actual)	FY 2010 (actual)	FY 2011 (planned)
3.97	5.6	5.6	4.3

5.13. What impacts are measured? (check all that apply)	Number of learners (any age) served Number of degrees or certificates earned Number of participants employed by your agency Number of participants employed in STEM fields Other

5.14. How many students and/or institutions were supported by this investment?

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
Undergraduate Students	112	122	139
Graduate Students	0	0	0
Postsecondary institutions	0	0	0
Other	112	122	139

Federal Academic Collaboration Tools

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Program

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Accession #	**PRG_0311**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Dr. Nancy Foster Scholarship Program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.11.481
Program Editor	*Name:* **Milton Muldrow** *E-mail:* milton.muldrow@noaa.gov *Office Phone:* 301-713-9437 x 118
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The Dr. Nancy Foster Scholarship Program provides support for independent graduate-level studies in oceanography, marine biology or maritime archaeology (including all science, engineering, and resource management of ocean and coastal areas), particularly to women and minorities
1.2. Provide the Web address for the education investment, if one exists.	http://fosterscholars.noaa.gov/
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Milton Muldrow** *E-mail:* milton.muldrow@noaa.gov *Office Phone:* 301-713-9437 x 118
	Contact (secondary) *Name:* **Chantell Haskins** *E-mail:* chantell.haskins@noaa.gov *Office Phone:* 301-713-9437 x 125
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Tutoring or mentoring Engage agency staff in outreach efforts Run STEM competitions Design efforts for minority, high needs, or underserved populations Request for proposals development Peer-review best practices Conduct proposal merit review section process Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Evaluation - Portfolio evaluation Use of social media/social network tools Other
Section 2: Descriptive Education Effort Information Please respond to these questions with information pertaining to the education investment's STEM activities *only*.	

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

Yes

Section 5: STEM workforce training investments (complete only if you answered "Yes" to Question 2.1)

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

5.1. What workforce needs does the investment PRIMARILY address?

Agency mission related workforce needs (STEM workforce employed in fields directly related to your agency's mission)

5.2. What are the primary and secondary objectives of the workforce investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		X
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		X
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)	X	
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		X
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other		

5.3. What services or products are part of the workforce investment? (check all that apply)	Fellowship or scholarships (for educators or students) Internship (short-term STEM employment) Engagement in authentic STEM experience (including research) STEM learning program (i.e., after-school, weekend, or summer program) Tutoring, mentoring, or other learner support Training or professional development Other
5.4. What STEM jobs or fields does the investment focus on?	The Dr. Nancy Foster Scholarship Program provides support for independent graduate-level studies in oceanography, marine biology or maritime archaeology (including all science, engineering, and resource management of ocean and coastal areas).
5.5. Does the education investment develop STEM skills or knowledge?	Yes

5.6. Which of the following target populations or groups primarily benefit from this investment? (check all that apply)

change response to:

Audience or Beneficiary Type	Participant Level
Other 5-20 students ~~Other~~ graduate-level ~~students~~	- graduate students

5.7. Does the education effort primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)

Hispanic or Latino
Black or African American
Native Hawaiian / Other Pacific Islander
American Indian / Alaska Native
Female

Other

5.8. Is this effort limited to any of the following? (check all that apply)	U.S. citizens
5.9. Would it require legislative action to change the direction of the investment (OSTP is interested in knowing whether the education investment is tightly constrained by congressional legislation)?	Yes
5.10. What is the duration of the workforce training experience that was produced by the education investment? (provide information on all that apply)	

From	To	Unit of Duration
2	4	years

5.11. In what fiscal year was the education investment initially funded?	2001

5.12. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual)	FY 2009 (actual)	FY 2010 (actual)	FY 2011 (planned)
0.468100	0.619830	0.603125	0.535000

5.13. What impacts are measured? (check all that apply)	Number of learners (any age) served Number of degrees or certificates earned Number of participants employed in STEM fields Other

5.14. How many students and/or institutions were supported by this investment?

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
Undergraduate Students	0	0	0
Graduate Students	16	18	21
Postsecondary institutions	0	0	0
Other	0	0	0

Federal Academic Collaboration Tools

Michael Feder [logout]

Program

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Accession #	**PRG_0297**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Satellite and Information Service
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Nina Jackson** *E-mail:* Nina.Jackson@noaa.gov *Office Phone:* 301-713-2089 x 112
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The National Satellite and Information Service provides timely access to global environmental data from satellites and other sources to promote, protect, and enhance the nation's econoy, security, and environment.
1.2. Provide the Web address for the education investment, if one exists.	http://www.nesdis.noaa.gov
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Nina Jackson** *E-mail:* Nina.Jackson@noaa.gov *Office Phone:* 301-713-2089 x 112
	Contact (secondary)
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Engage agency staff in outreach efforts Leverage funding from federal and non-federal entities Identify and connect to subject matter expertise Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Evaluation - Process or implementation evaluation Run STEM competitions Other
Section 2: Descriptive Education Effort Information Please respond to these questions with information pertaining to the education investment's STEM activities *only*.	
2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments) No	
2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective.	

You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM	X	
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		X
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other Awareness of satellite products and resources for the classroom. Provide materails and develop materials to supplement course materials.		X

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology		X	
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.			X
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work	X		
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale			X

2.4. What services or products are part of the education investment? (check all that apply)	Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) Training or professional development Other Other Supporting Camps and professional development for educators.

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers Post-secondary instructors Informal STEM educators Informal STEM education leaders/program developers Policy makers Other	Pre-K-20 learners Middle school (6-8) aged learners High school (9-12) aged learners K-12 classroom teachers Pre-service elementary school (K-5) In-service middle school (6-8) Post-secondary instructors Undergraduate (13-16)

– Do they support pre service at specific universities?

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)?	

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	2425	2520	2500
PreK-12 teachers and staff	1445	1295	2090
Undergraduate students, Graduate students	200	235	350
Postsecondary faculty and staff	150	175	180
Informal educators and staff	200	200	200
Non-faculty STEM professionals	?	?	?
Parents or families	1000	1000	1200
Adult learners	na	na	na
Other general public	?	?	?

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	50	175	225
Postsecondary intuitions	6	6	6
Informal education institutions and organizations	?	?	?

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration

Scholarship or fellowship			
Professional development	2	4	days
Instructional materials			
STEM learning program (i.e., summer, weekend, after-school program)	3	4	days
Student or teacher research experience	1	3	years
Tutoring, mentoring, or other learner support			
Research grant			

Other	Some of the dates or contact hours (direct communications)can not be generalize. Programs within the organization vary.

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science (no specific subject or field required) Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Professional societies Other Other Professional Association (ESIP Federation).
3.2. How is external funding allocated? (check all that apply)	Formula (to government entities) Competitive (grants or contracts) Non-competitive (grants or contracts) Other Other Some are Direct Site.
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	No
3.4. In what fiscal year was the investment initially funded?	2005

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
6.360	2.976	3.182	3.160

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

	Name	Amount (million)	Don't know

Federal agency 1	NASA		X
Federal agency 2	DOD		X
Federal agency 3			
Federal agency 4			

	Name	Amount (million)	Don't know
Non-federal group 1			
Non-federal group 2			
Non-federal group 3			
Non-federal group 4			

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Professional society Federal agency Other **Other** Organizations like ESIP Federation.	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of learners (any age) served Number of educators served Number of materials distributed or downloaded from websites Other **Other** This information is not as consistent within the organization.
4.2. What outcome measures have been tracked or monitored? (check all that apply)	Other **Other** Information varies (depend on contract or grant) or the individual programs within the organization.

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes ?

Measurement instrument 1	
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

	Independent	Internal	No
Formative evaluation (including field testing)			

Summative evaluation			
Process or implementation evaluation			
Portfolio evaluation/review			
Expert review (e.g.. expert panel, NRC study)			
Other The NRC Report.	X		

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)			X
Pre-post (no comparison group)			X
Comparison group without matching			X
Other The NRC Report.	X		

4.6 In what fiscal year was the most recent evaluation completed?	2010
4.7 Are evaluation reports available on line?	http://http://www.nas.edu/morenews/20100303b.html

Federal Academic Collaboration Tools

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Program

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Accession #	**PRG_0294**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	NWS Outreach Program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Ron Gird** *E-mail:* ron.gird@noaa.gov *Office Phone:* 301-713-0090 x 154
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The NWS offers the following services: (1) Educating partners and the public on how best to use our products and services and (2) Educating partners and the public about safety and preparedness actions during severe weather events.
1.2. Provide the Web address for the education investment, if one exists.	http://www.weather.gov/education.php http://www.noaawatch.gov/education
1.3. Provide contact information for up to two managers/directors of the education investment.	Contact *Name:* **Ron Gird** *E-mail:* ron.gird@noaa.gov *Office Phone:* 301-713-0090 x 154
	Contact (secondary) *Name:* **Carla Wallace** *E-mail:* carla.wallace@noaa.gov *Office Phone:* 301-713-0090x176
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Promotional campaigns for education products Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Non-federal companies or organizations Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Evidence based instructional practices - K-12 Evidence based instructional practices - Higher education Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Tutoring or mentoring Engage agency staff in outreach efforts Use of social media/social network tools Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Non-federal companies or organizations Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

Are the majority of NWS investments/programs focused on jobs (i.e. jobs are the outcome being measured)? — the response to 2.8 indicates that they focus on K-12

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		[X] ?
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM	[X] ← ?	x
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)	x → ?	[X]
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other		

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

Most NWS programs that I am aware of work on a small scale

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology			x
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			x
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	[X]		x
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work			x

Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale	X		

2.4. What services or products are part of the education investment? (check all that apply)	Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) Tutoring, mentoring, or other learner support Training or professional development Other

what fellowship or scholarship prog do they run?

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers Post-secondary instructors Post-secondary deans/leaders/administrators Education researchers Adult learners (other than educators, education leaders, education researchers, or policy makers) Other	Pre-K-20 learners Elementary school (K-5) aged learners Middle school (6-8) aged learners High school (9-12) aged learners Undergraduate school (13-16) aged learners Graduate school (17-20) aged learners K-12 classroom teachers Pre-service elementary school (K-5) Pre-service middle school (6-8) Pre-service high school (9-12) Post-secondary instructors Undergraduate (13-16) Graduate (17-20) Post Graduate Post-secondary deans/leaders/administrators Undergraduate Graduate Post Graduate

Do they work with specific schools of education? Nova

What support do they recieve?

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	Traditionally underrepresented or underserved groups (and not focused on a specific group; should not select any items below) Black or African American Other
2.7. Is this effort limited to any of the following (check all that apply)**?**	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

These #s are very low. What does NWS provide these 2 people?

	FY 2008	FY 2009	FY 2010
PreK-12 students	75000	75000	75000
PreK-12 teachers and staff	0	0	0
Undergraduate students, Graduate students	10	10	10
Postsecondary faculty and staff	2	2	2
Informal educators and staff	0	0	0
Non-faculty STEM professionals	7	7	7

what does NWS do with these 7 people?

Parents or families	0	0	0
Adult learners	0	0	0
Other general public	0	0	0

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	1000	1000	1000
Postsecondary intuitions	1	1	1
Informal education institutions and organizations	0	0	0

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

What is occuring at this institution?

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship	1		
Professional development	1		
Instructional materials			
STEM learning program (i.e., summer, weekend, after-school program)			
Student or teacher research experience			
Tutoring, mentoring, or other learner support			
Research grant	4		

? what is the unit of duration & max # of that unit?

Other	

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science - Physical sciences (including physics, chemistry, astronomy, materials science) Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Science - Computer science Technology (no specific subject or field required) Engineering (no specific subject or field required) Mathematics or statistics Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Federally funded research and development centers, experimental stations, other federal STEM research facilities (e.g., marine sanctuaries) Individuals (e.g., directly funded scholarships, grants, loans) Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Other
3.2. How is external funding allocated? (check all that apply)	Non-competitive (grants or contracts)

	Other
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	Yes
3.4. In what fiscal year was the investment initially funded?	2008

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
1.245	2.530	3.070	2.693

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

Not Applicable

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	No

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Not applicable Other	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of K-12 schools served Other
4.2. What outcome measures have been tracked or monitored? (check all that apply)	

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes ?

Measurement instrument 1	
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

	Independent	Internal	No
Formative evaluation (including field testing)			X
Summative evaluation			X
Process or implementation evaluation			X
Portfolio evaluation/review			X
Expert review (e.g.. expert panel, NRC study)	X		

Other			

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)			X
Pre-post (no comparison group)			X
Comparison group without matching			X
Other			

4.6 In what fiscal year was the most recent evaluation completed?	2010
4.7 Are evaluation reports available on line?	http://www.national-academies.org

Federal Academic Collaboration Tools

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Program

Last Modified: 06/20/2011 06:20:42 PM by Paulo Maurin (history)

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Accession #	**PRG_0293**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Coral Reef Conservation Program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Paulo Maurin** *E-mail:* paulo.maurin@noaa.gov *Office Phone:* 301-713-3155 x 156
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The CRCP has created a national Education, Outreach and Communications program to carry out the congressional mandate to further coral reef awareness and understanding. The National Coral Reef Education, Communication and Outreach Strategy identified K-12 educator (both at formal and informal institutions) and the conservation public as key audiences to focus the Program's education and outreach efforts on. In addition, CRCP funds and manages a fellowship program, with the mission of providing the state and territorial coral reef management agencies with highly qualified candidates whose education and work experience meet each island's specific needs, while also providing the individual fellows with extensive professional development opportunities and experiences in coastal and coral reef resources management.
1.2. Provide the Web address for the education investment, if one exists.	http://coralreef.noaa.gov/education/ http://coralreef.noaa.gov/aboutcrcp/fellowship/
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Paulo Maurin** *E-mail:* paulo.maurin@noaa.gov *Office Phone:* 301-713-3155 x 156
	Contact (secondary)
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation STEM teaching and learning research Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Use of social media/social network tools Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Instructional material development Evaluation - Formative evaluation Evaluation - Summative evaluation Other
Section 2: Descriptive Education Effort Information	

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		X
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators	X	
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		X
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other		

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology			X
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	X		
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work		X	
Large Scale Deployment: STEM education projects, techniques, models, resources,			

and/or technologies implemented at the state, regional, or national scale			X

2.4. What services or products are part of the education investment? (check all that apply)	Instructional material development Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) Training or professional development Other

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
K-12 classroom teachers Informal STEM educators Other	K-12 classroom teachers In-service middle school (6-8) In-service high school (9-12)

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	Hispanic or Latino Native Hawaiian / Other Pacific Islander Other Other Coral Mgmt Fellowship recruits heavily in the local coral jurisdictions, including Puerto Rico, and the Pacific islands.
2.7. Is this effort limited to any of the following (check all that apply)?	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	200	200	250
PreK-12 teachers and staff	375	400	450
Undergraduate students, Graduate students	6	7	7
Postsecondary faculty and staff	na	na	na
Informal educators and staff	na	na	na
Non-faculty STEM professionals	na	na	na
Parents or families	na	na	na
Adult learners	na	na	na
Other general public	na	na	na

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	0	0	0
Postsecondary intuitions	0	0	0
Informal education institutions and organizations	0	0	0

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship	2	2	years
Professional development	1	1	days
Instructional materials	1	5	weeks
STEM learning program (i.e., summer, weekend, after-school program)			
Student or teacher research experience			
Tutoring, mentoring, or other learner support			
Research grant			

Other	

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region Geographic areas	Describe geographic areas: (e.g., Great Lakes, Coasts, Parks) NOAA CRCP creates materials and train educators at national level, but concentrates its training efforts and fellowship to the Atlantic/Caribbean and Pacific US Flag areas.

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science - Biological science Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Individuals (e.g., directly funded scholarships, grants, loans) State education agency or state government Other Other Program funds projects directly at the state/jurisdiction level, implemented by local agencies. A small portion of these projects are in the STEM education area (a larger portion goes into outreach efforts that fall outside the scope of this survey per the definitions supplied, and are thus not accounted for).
3.2. How is external funding allocated? (check all that apply)	Competitive (grants or contracts) Other
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	No
3.4. In what fiscal year was the investment initially funded?	2000

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
0.826	0.826	0.838	0.768

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If

you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

Not Applicable

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

State systems of higher education	
Other	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of learners (any age) served Number of educators served Number of materials distributed or downloaded from websites Other
4.2. What outcome measures have been tracked or monitored? (check all that apply)	Learner performance (e.g., attendance, test scores, pass rates, achieving selected performance levels, or grade point average) Educator improvement and performance in STEM education instruction Other Other Track classroom implemetanation following training, and student content knowledge in control studies, as well as participant pre/post knowledge at trainings.

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes?

Measurement instrument 1	evaluator developed instruments
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

Are these program evals?

	Independent	Internal	No
Formative evaluation (including field testing)	X		
Summative evaluation		X	
Process or implementation evaluation			X
Portfolio evaluation/review		X	
Expert review (e.g., expert panel, NRC study)	X		
Other			

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)	X		

Pre-post (no comparison group)	X		
Comparison group without matching			X
Other			X

4.6 In what fiscal year was the most recent evaluation completed?	2011
4.7 Are evaluation reports available on line?	No

Federal Academic Collaboration Tools

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Program

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Accession #	**PRG_0286**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Global Learning and Observations to Benefit the Environment (GLOBE)
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **John McLaughlin** *E-mail:* John.McLaughlin@noaa.gov *Office Phone:* 202-482-2893
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The GLOBE Program is a worldwide, primary and secondary school based science and education program. GLOBE's mission is to promote the teaching and learning of science, enhance environmental literacy and stewardship, and promote scientific discovery. GLOBE seeks to 1) increase student understanding in environment and Earth system science; 2) increase student scientific collaborations centered on the environment and 3)increase scientific understanding of the Earth as a system by supporting students, teachers and scientists to collaborate on inquiry-based investigations of the environment and Earth system science.
1.2. Provide the Web address for the education investment, if one exists.	http://www.globe.gov
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **John McLaughlin** *E-mail:* John.McLaughlin@noaa.gov *Office Phone:* 202-482-2893
	Contact (secondary) *Name:* **Christos Michalopoulos** *E-mail:* Christos.Michalopoulos@noaa.gov *Office Phone:* (202) 482-5483
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation Evidence based instructional practices - K-12 Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Engage agency staff in outreach efforts Run STEM competitions Development of logic models or theories of action Establish connection between the formal and informal education systems Leverage funding from federal and non-federal entities Scale up effective efforts Identify and connect to subject matter expertise

	Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Non-federal companies or organizations Request for proposals development Peer-review best practices Conduct proposal merit review section process Other Other Hands-on experiential learning
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation Promotional campaigns for education products STEM teaching and learning research Evidence based instructional practices - K-12 Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Engage agency staff in outreach efforts Design efforts for minority, high needs, or underserved populations Development of logic models or theories of action Establish connection between the formal and informal education systems Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Peer review best practices Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		X
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM	X	
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		X
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator		

training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other		

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology			X
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.			X
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work			X
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale	X		

2.4. What services or products are part of the education investment? (check all that apply)	Instructional material development Online education resource sites (e.g., online digital libraries) Recognition awards Engagement in authentic STEM experience (including research) Training or professional development Other

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers Other	Pre-K-20 learners Elementary school (K-5) aged learners Middle school (6-8) aged learners High school (9-12) aged learners K-12 classroom teachers Pre-service elementary school (K-5) Pre-service middle school (6-8) Pre-service high school (9-12) In-service elementary (K-5) In-service middle school (6-8) In-service high school (9-12)

Are there particular schools of education that train teachers using GLOBE materials/resources?

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as	No

opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	
2.7. Is this effort limited to any of the following (check all that apply)?	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	181875	137525	27375
PreK-12 teachers and staff	7275	5501	1095
Undergraduate students, Graduate students	1671	1471	651
Postsecondary faculty and staff	na	na	na
Informal educators and staff	?	?	?
Non-faculty STEM professionals	na	na	na
Parents or families	na	na	na
Adult learners	na	na	na
Other general public	na	na	na

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	na	na	na
Postsecondary intuitions	na	na	na
Informal education institutions and organizations	?	?	?

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship			
Professional development	1	1	months
Instructional materials	1	1	months
STEM learning program (i.e., summer, weekend, after-school program)			
Student or teacher research experience	1	1	months
Tutoring, mentoring, or other learner support			
Research grant			

Other	

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education	Science - Physical sciences (including physics, chemistry, astronomy, materials

investment focus on? (check all that apply)	science) Science - Biological science Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Technology (no specific subject or field required) Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Other , Dept of State? Other This is in interagency program funded collaboratively by NASA, NOAA, and NSF. - what about UCAR & UT-Tyler?
3.2. How is external funding allocated? (check all that apply)	Other Other It is via a competitive cooperative agreement.
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	No
3.4. In what fiscal year was the investment initially funded?	1994

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
0	0	3.000000	0

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

	Name	Amount (million)	Don't know
Federal agency 1	NASA	5000000	
Federal agency 2	NSF	1100000	
Federal agency 3			
Federal agency 4			

wrong format

	Name	Amount (million)	Don't know
Non-federal group 1			
Non-federal group 2			
Non-federal group 3			
Non-federal group 4			

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include	Encouraged

partnerships)?

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institution of higher education or community college Minority institution (MI) Other	Type of MI

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of learners (any age) served Number of educators served Number of K-12 schools served Other
4.2. What outcome measures have been tracked or monitored? (check all that apply)	Other Other learner knowledge, skill and/or confidence

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes?

Measurement instrument 1	teacher and student surveys
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

	Independent	Internal	No
Formative evaluation (including field testing)			
Summative evaluation			
Process or implementation evaluation	X	X	
Portfolio evaluation/review			
Expert review (e.g., expert panel, NRC study)			
Other evaluability assessment		X	

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			
Matched comparison groups (quasi-experimental)	X		
Pre-post (no comparison group)			
Comparison group without matching			
Other case study			

4.6 In what fiscal year was the most recent evaluation completed?	2007

4.7 Are evaluation reports available on line?	http://http://ctl.sri.com/projects/displayProject.jsp?Nick=evalglobe

Federal Academic Collaboration Tools

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Program

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Accession #	**PRG_0280**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	National Sea Grant College Program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Chelsea Lowes** *E-mail:* Chelsea.Lowes@noaa.gov *Office Phone:* (301) 734-1085
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	Education has been part of the National Sea Grant College Program since its authorizing legislation in 1966, which called for an "investment in a strong program of research, education, training, technology transfer, and public service." (National Sea Grant College and Program Act of 1966, Public Law 89-688) Early in its history, Sea Grant provided an emphasis on K-12 education by developing marine and aquatic sciences education curricula and professional development programs for pre-college teachers. Current Sea Grant Educators Network (SGEN) efforts continue to provide pre-college teachers with enhanced science content knowledge, instructional skills, and high-quality curricula for teaching their students about the relevance of watersheds, coastal processes, and marine and aquatic sciences. Although it wasn't until 1998 that the SGEN became formally organized, Sea Grant educators and the National Sea Grant Office (NSGO) have a long history of identifying and implementing major national partnerships and funding opportunities. This network of professional educators, working in partnership with the NSGO, supports the core of Sea Grant education activity. These individuals have experience—and a proven track record—in multidisciplinary marine and aquatic sciences education for the formal and informal education sectors. Over the years, they have established links among pre-college teachers, students, informal educators and the coastal, ocean, and Great Lakes research communities. Today, the SGEN: • Offers a diversity of innovative and traditional approaches to marine and aquatic sciences education. • Integrates information technology into program delivery. • Can identify and develop plans of action to respond to current issues and trends in the marine and aquatic sciences education community. • Provides a suite of multidisciplinary programs and can draw on a variety of expertise to develop solutions for specific opportunities. • Consists of individuals who are actively involved—many in leadership positions—in their local education community and also in the regional and national arenas. • Is masterful at fostering state, regional and national partnerships to facilitate program implementation.
1.2. Provide the Web address for the education investment, if one exists.	http://www.seagranted.net/index.php http://web.vims.edu/bridge/?svr=www http://seagrant.noaa.gov/roe/education.html
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Chelsea Lowes**

	E-mail: Chelsea.Lowes@noaa.gov *Office Phone:* (301) 734-1085 Contact (secondary)
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation STEM teaching and learning research Evidence based instructional practices - K-12 Evidence based instructional practices - Higher education Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Use of social media/social network tools Run STEM competitions Alignment of materials to education standards Development of logic models or theories of action Establish connection between the formal and informal education systems Leverage funding from federal and non-federal entities Scale up effective efforts Identify and connect to subject matter expertise Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Request for proposals development Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation STEM teaching and learning research Evidence based instructional practices - K-12 Evidence based instructional practices - Higher education Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Tutoring or mentoring Engage agency staff in outreach efforts Use of social media/social network tools Run STEM competitions Design efforts for minority, high needs, or underserved populations Alignment of materials to education standards Development of logic models or theories of action Establish connection between the formal and informal education systems Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Establish and maintain partnerships with - Minority institutions Request for proposals development Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume

that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public	X	
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		X
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		X
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		X
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		X
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other		

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology		X	
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)		X	
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	X		
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work	X		
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale	X		

Does it do both?

2.4. What services or products are part of the education investment? (check all that apply)	Direct classroom instruction to students Instructional material development Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) Internship (short-term STEM employment)

which competition does it support?

STEM competition
Engagement in authentic STEM experience (including research)
STEM learning program (i.e., after-school, weekend, or summer program)
Training or professional development
Education research to improve STEM teaching and learning
Assessment implementation
Assessment development - what assessment were developed?

Other

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers Informal STEM educators Informal STEM education leaders/program developers Policy makers Adult learners (other than educators, education leaders, education researchers, or policy makers) Other	Pre-K-20 learners Elementary school (K-5) aged learners Middle school (6-8) aged learners High school (9-12) aged learners Undergraduate school (13-16) aged learners Graduate school (17-20) aged learners K-12 classroom teachers In-service elementary (K-5) In-service middle school (6-8) In-service high school (9-12)

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)**?**	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	438599	418511	422597
PreK-12 teachers and staff	?	11588	5851
Undergraduate students, Graduate students	3511	2000	2090
Postsecondary faculty and staff	?	?	?
Informal educators and staff	?	?	?
Non-faculty STEM professionals	?	?	?
Parents or families	?	?	?
Adult learners	?	?	?
Other general public	?	?	?

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010

PreK-12 schools	?	?	?
Postsecondary intuitions	300	300	300
Informal education institutions and organizations	?	?	?

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship	1	1	years
Professional development	1	2	semesters
Instructional materials	1	24	semesters
STEM learning program (i.e., summer, weekend, after-school program)	1	12	months
Student or teacher research experience	1	24	months
Tutoring, mentoring, or other learner support			
Research grant	1	24	months

Other	This is an extremely difficult set of questions to answer for the National Sea Grant College Program. As a network of 32 university-based programs, the state programs each have their own individual education programs - some of which focus more heavily on teacher professional development, some of which focus more heavily on STEM learning programs, etc. The range of educational experiences among the state programs makes it difficult to give a definitive duration for each of these experiences.

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science - Biological science Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Science - Computer science Technology (no specific subject or field required) Engineering (no specific subject or field required) Mathematics or statistics Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) State systems of higher education State education agency or state government Other
3.2. How is external funding allocated? (check all that apply)	Competitive (grants or contracts) Non-competitive (grants or contracts) Other
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	No
3.4. In what fiscal year was the investment	1968

initially funded?

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
9.725443	9.386500	9.378529	

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

	Name	Amount (million)	Don't know
Federal agency 1	DOI	0.1335	
Federal agency 2	EPA	0.0445	
Federal agency 3	DOT	0.0445	
Federal agency 4	NSF	0.089	

	Name	Amount (million)	Don't know
Non-federal group 1			X
Non-federal group 2			X
Non-federal group 3			X
Non-federal group 4			X

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Mixed

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institution of higher education or community college Minority institution (MI) State systems of higher education Local education agency State education agency School district or school Informal education institution or organization Professional society Education research, policy, or evaluation organizations Federal agency Federally funded research and development center, experimental station, or other federal STEM research facility (e.g. marine sanctuaries) Industry Non-profit Organization Other	Type of MI All types of Minority Institutions

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of learners (any age) served Number of degrees awarded Other

	Other This selection was made based on what the National Sea Grant Office measures, however each state Sea Grant program also collects state output measures.
4.2. What outcome measures have been tracked or monitored? (check all that apply)	Other Other At the national level, no outcome measures are tracked for education investments; however, each individual state Sea Grant program tracks their own measures as well and some do track education outcome measures.

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes?

Measurement instrument 1	n/a
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply) are these project evals?

	Independent	Internal	No
Formative evaluation (including field testing)	X		
Summative evaluation			X
Process or implementation evaluation	X		
Portfolio evaluation/review			X
Expert review (e.g., expert panel, NRC study)	X		
Other NOAA's Education Program: Review and Critique http://www.nas.edu/morenews/20100303b.html	X		

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)	X		
Pre-post (no comparison group)		X	
Comparison group without matching			X
Other			

4.6 In what fiscal year was the most recent evaluation completed?	2010
4.7 Are evaluation reports available on line?	http://http://www.nas.edu/morenews/20100303b.html

Federal Academic Collaboration Tools

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Program

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Accession #	**PRG_0278**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Office of National Marine Sanctuaries Education Program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Kate Thompson** *E-mail:* kate.thompson@noaa.gov *Office Phone:* 301-713-7245
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	National marine sanctuaries are living classrooms where people can see, touch and learn about our nation's spectacular marine life and rich maritime history. Since 1972, the NOAA Office of National Marine Sanctuaries has been federally mandated to promote education through thirteen national marine sanctuaries and one marine national monument. Through hands-on activities, teacher workshops, curricular materials, field studies, multicultural programs and innovative technology the sanctuary system instills an ocean ethic that touches the hearts and minds of millions of people each year. Highlights for 2010 include the Dive into Education Ocean Science Workshop hosted in American Samoa, which brought together 19 educators from the sanctuary system to conduct a two-day workshop with 29 engaging, hands-on sessions for over 100 K-12 teachers providing educational expertise, resources and training to support ocean and climate literacy in the classroom; and MERITO, a multi-cultural education program which provides under-served students with hands-on, inquiry-based in-class and field activities. The NOAA Office of National Marine Sanctuaries also finalized a ten-year education strategic plan (2010-2020), accompanied by a five-year implementation plan.
1.2. Provide the Web address for the education investment, if one exists.	http://sanctuaries.noaa.gov/education
1.3. Provide contact information for up to two managers/directors of the education investment.	Contact *Name:* **Kate Thompson** *E-mail:* kate.thompson@noaa.gov *Office Phone:* 301-713-7245
	Contact (secondary) *Name:* **Michiko Martin** *E-mail:* michiko.martin@noaa.gov *Office Phone:* 301-713-7254
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation Promotional campaigns for education products Evidence based instructional practices - K-12 Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation

	Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Tutoring or mentoring Engage agency staff in outreach efforts Use of social media/social network tools Design efforts for minority, high needs, or underserved populations Alignment of materials to education standards Development of logic models or theories of action Establish connection between the formal and informal education systems Leverage funding from federal and non-federal entities Scale up effective efforts Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Establish and maintain partnerships with - Minority institutions Request for proposals development Peer-review best practices Conduct proposal merit review section process Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation STEM teaching and learning research Evidence based instructional practices - K-12 Evidence based instructional practices - Higher education Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Evaluation of informal education Run STEM competitions Design efforts for minority, high needs, or underserved populations Alignment of materials to education standards Identify and connect to subject matter expertise Peer review best practices Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

"other category"

Given that the objectives described in the ~~[illegible]~~ ~~description~~ are very engagement focused, should engagement be the primary objective?

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public	X → ☐?	
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM	☐? ←	X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		X
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		X

STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		X
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other Our education goals are diverse and encompass a focus that goes beyond STEM as mandated by the National Marine Sanctuaries Act. Outlined below are three objectives that emphasize the overall outcomes as identified in our education strategic plan: Objective 1: Informal education with science centers, ONMS visitor centers, aquaria, and other strategic partners is a major focus of our education program. Objective 2: Outreach to the public (on STEM related topics) through signage, interpretive materials, exhibits, events, etc. Objective 3: Outreach and education focused on resource protection for policy makers, constituents, and user groups.		X

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology			X
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	X	X	
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work			X
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale			X

most activities seem to be small scale.

2.4. What services or products are part of the education investment? (check all that apply)	Direct classroom instruction to students Instructional material development Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) Internship (short-term STEM employment) Engagement in authentic STEM experience (including research) STEM learning program (i.e., after-school, weekend, or summer program) Tutoring, mentoring, or other learner support Training or professional development Assessment implementation [Assessment development] – what has been developed? Other

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level

Pre-K-20 learners K-12 classroom teachers Informal STEM educators Informal STEM education leaders/program developers Policy makers Adult learners (other than educators, education leaders, education researchers, or policy makers) Other	Pre-K-20 learners Elementary school (K-5) aged learners Middle school (6-8) aged learners High school (9-12) aged learners Undergraduate school (13-16) aged learners K-12 classroom teachers In-service pre-K In-service elementary (K-5) In-service middle school (6-8) In-service high school (9-12)

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)

Not sure this is the best way to represent the diversity focus of specific programs, at least w/in our inventory

Hispanic or Latino
Black or African American
Native Hawaiian / Other Pacific Islander
American Indian / Alaska Native
Economically disadvantaged
Female
Other

Other
We have selected to put "yes" in this category because we have consolidated multiple programs within our program that serve minority populations primarily. It might not be the primary audience for the ONMS education program specifically, but because we are representing over 40 different education programs within the ONMS, we have to highlight the ones that specifically represent underrepresented populations.

Many of our site specific programs were developed primarily to serve minority, disadvantaged, or underrepresented groups. However, the ONMS Education Program as a whole was not developed to serve these audience types.

2.7. Is this effort limited to any of the following (check all that apply)?

No

we should discuss this

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	?	24000	45696
PreK-12 teachers and staff	?	9000	11597
Undergraduate students. Graduate students	?	?	?
Postsecondary faculty and staff	na	na	na
Informal educators and staff	?	?	6516
Non-faculty STEM professionals	na	na	na
Parents or families	?	?	?
Adult learners	107	527	120
Other general public	?	?	3470093

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010

PreK-12 schools	186	189	245
Postsecondary intuitions	8	10	12
Informal education institutions and organizations	47	55	58

2.9. Does the education investment primarily or entirely fund Minority Institutions ?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship	1	6	months
Professional development	1	12	months
Instructional materials	1	12	months
STEM learning program (i.e., summer, weekend, after-school program)	1	12	months
Student or teacher research experience	1	3	months
Tutoring, mentoring, or other learner support	1	12	months
Research grant			

Other	Through the ONMS Education Program Investment we are accounting for over 40 different education programs. If is very difficult to give the unit of duration unless we were to fill this survey out for each and every program. Because it is so difficult to answer this question, we are giving you the mean average for our programs in the categories above.

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region State Regional It is either National or targeted, right?	**List states** Michigan, Massachusetts, North Carolina, Georgia, Florida, Texas, California, Washington, Hawaii, American Samoa **List regions** Great Lakes, Northeast, Mid-Atlantic, Southeast, Gulf of Mexico, West Coast, Pacific Northwest, Pacific Islands

2.12. What STEM fields does the education investment focus on? (check all that apply) Either select a specific set of science disciplines or general science.	Science (no specific subject or field required) Science - Physical sciences (including physics, chemistry, astronomy, materials science) Science - Biological science Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Technology (no specific subject or field required) Engineering (no specific subject or field required) Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Individuals (e.g., directly funded scholarships, grants, loans) Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institutions of higher education or community colleges School districts or school Informal education institutions or organizations Other Other Non Governmental Organizations
3.2. How is external funding allocated?	

(check all that apply)	Competitive (grants or contracts) Non-competitive (grants or contracts) Other Other Memorandum of Understandings, Memorandum of Agreements
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	No
3.4. In what fiscal year was the investment initially funded?	1972

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
1.602503	1.738628	1.790778	1.788962

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

Not Applicable

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institution of higher education or community college State systems of higher education Local education agency State education agency School district or school Informal education institution or organization Professional society Education research, policy, or evaluation organizations Federal agency Industry Non-profit Organization Other	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of learners (any age) served Number of educators served Number of adults served Number of K-12 schools served Number institutions of higher education served Hours of tutoring, mentoring, or other service provided Other Other As mandated by our PART performance measure, the ONMS education team has embarked on an ambitious evaluation project that will allow the ONMS to assess education program outcomes and impacts across all sites and activities and to link outcome measures to program efforts, including the direct counting of outputs as related to students and teachers.

	Provided with this survey is our newly developed Annual Education Outcomes Report, a data collection tool, that will be filled out by all of our sites on an annual basis.
4.2. What outcome measures have been tracked or monitored? (check all that apply)	Educator improvement and performance in STEM education instruction Other Other As mandated by our PART performance measure, the ONMS education team has embarked on an ambitious evaluation project that will allow the ONMS to assess education program outcomes and impacts across all sites and activities and to link outcome measures to program efforts, including the direct counting of outputs as related to students and teachers. Provided with this survey is our newly developed Annual Education Outcomes Report, a data collection tool, that will be filled out by all of our sites on an annual basis.

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes?

Measurement instrument 1	self or evaluator developed instruments
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

Project lvl evals?

	Independent	Internal	No
Formative evaluation (including field testing)	X	X	
Summative evaluation	X	X	
Process or implementation evaluation		X	
Portfolio evaluation/review	X	X	
Expert review (e.g., expert panel, NRC study)	X		
Other			

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			
Matched comparison groups (quasi-experimental)	X	X	
Pre-post (no comparison group)	X	X	
Comparison group without matching			
Other Capacity building in the area of evaluation.	X	X	

what is a capacity building evaluation?

4.6 In what fiscal year was the most recent evaluation completed?	2009
4.7 Are evaluation reports available on line?	http://http://www.nas.edu/morenews/20100303b.html

Federal Academic Collaboration Tools

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Program

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Accession #	**PRG_0274**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	NOAA Fisheries Education Program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Molly Harrison** *E-mail:* Molly.Harrison@noaa.gov *Office Phone:* 301-713-0196 x190
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The National Marine Fisheries Service (NMFS) education program translates marine science and management information into learning tools and opportunities for educators, students, and families. NMFS staff in 32 regional offices, science centers, and laboratories reach hundreds of teachers and students via hands-on science experiences inside and outside of the classroom; professional development opportunities through the National Science Teachers Association; internships; graduate and undergraduate programs; and resource materials. All NMFS education activities support both the NMFS and NOAA mission and are driven by and meet one or more of the nine education outcomes under the goals of the NOAA strategic plan: 1) An environmentally literate public supported by a continuum of lifelong formal and informal education and outreach opportunities in ocean, coals, Great Lakes, weather, and climate sciences, and 2) A future workforce, reflecting the diversity of the Nation, skilled in science, technology, engineering, mathematics, and other disciplines critical to NOAA's mission.
1.2. Provide the Web address for the education investment, if one exists.	
1.3. Provide contact information for up to two managers/directors of the education investment.	Contact *Name:* **Molly Harrison** *E-mail:* Molly.Harrison@noaa.gov *Office Phone:* 301-713-0196 x190
	Contact (secondary)
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Evidence based instructional practices - K-12 Engage agency staff in outreach efforts Use of social media/social network tools Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Professional development design and implementation Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Design efforts for minority, high needs, or underserved populations

	Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public	X	
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		X
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		X
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		X
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other		

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology			X
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	X		

Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work			X
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale			X

2.4. What services or products are part of the education investment? (check all that apply)	Instructional material development Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) Internship (short-term STEM employment) STEM competition Engagement in authentic STEM experience (including research) STEM learning program (i.e., after-school, weekend, or summer program) Training or professional development Other

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers Informal STEM educators Adult learners (other than educators, education leaders, education researchers, or policy makers) Other	Pre-K-20 learners Elementary school (K-5) aged learners Middle school (6-8) aged learners High school (9-12) aged learners Undergraduate school (13-16) aged learners Graduate school (17-20) aged learners K-12 classroom teachers In-service elementary (K-5) In-service middle school (6-8) In-service high school (9-12)

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)**?**	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	600	1000	1200
PreK-12 teachers and staff	75	110	130
Undergraduate students, Graduate students	100	120	145
Postsecondary faculty and staff	na	na	na
Informal educators and staff	na	na	na
Non-faculty STEM professionals	na	na	na
Parents or families	na	na	na
Adult learners	na	na	na
Other general public	na	na	na

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	na	na	na
Postsecondary intuitions	na	na	na
Informal education institutions and organizations	na	na	na

2.9. Does the education investment primarily or entirely fund Minority Institutions ?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship			
Professional development	1	2	days
Instructional materials	1	5	days
STEM learning program (i.e., summer, weekend, after-school program)	1	14	days
Student or teacher research experience	1	8	weeks
Tutoring, mentoring, or other learner support			
Research grant			

Other	

2.11. Is the education investment targeted to a geographic region? (check all that apply)

[X] National scope or not targeted to a geographic region [ ] Regional	**List regions** Northeast Southeast Northwest Southwest Alaska Hawaii

If all regions are covered, then only "National scope" needs to be selected.

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science - Biological science Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Other Other Contractors to develop education materials
3.2. How is external funding allocated? (check all that apply)	Non-competitive (grants or contracts) Other
3.3. Would it require legislative action to change the direction of the education	No

investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	I thought it was around a lot longer?
3.4. In what fiscal year was the investment initially funded?	2008 NRC report indicates FY2007 $1.1 mil

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
2.242	2.242	2.313	2.618

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

Not Applicable

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions)	Type of MI
Minority institution (MI)	All types of Minority Institutions
Local education agency	
State education agency	
School district or school	
Informal education institution or organization	
Professional society	
Federal agency	
Other	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs ⓘ are measured? (check all that apply)	Number of learners (any age) served Number of educators served Number of materials distributed or downloaded from websites Other
4.2. What outcome ⓘ measures have been tracked or monitored? (check all that apply)	Learner performance (e.g., attendance, test scores, pass rates, achieving selected performance levels, or grade point average) Other

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes ⓘ?

Measurement instrument 1	evaluator-developed instruments
Measurement instrument 2	self-developed instruments
Measurement instrument 3	na

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

	Independent	Internal	No

Are these project evals?

Formative evaluation (including field testing)	X	X	
Summative evaluation	X	X	
Process or implementation evaluation		X	
Portfolio evaluation/review			X
Expert review (e.g., expert panel, NRC study)	X		
Other NRC report "NOAA's Education Program: Review and Critique": http://www.nas.edu/morenews/20100303b.html	X		

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)			X
Pre-post (no comparison group)		X	
Comparison group without matching		X	
Other			X

4.6 In what fiscal year was the most recent evaluation completed?	2010
4.7 Are evaluation reports available on line?	http://www.nas.edu/morenews/20100303b.html

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Program

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Accession #	**PRG_0273**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	NOAA Teacher at Sea Program
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Jennifer Hammond** *E-mail:* Jennifer.Hammond@noaa.gov *Office Phone:* 301-713-0353 x225
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	NOAA's Teacher at Sea (TAS) Program provides an authentic science research experience to kindergarten through college level teachers, from any subject area, by placing them on board research vessels to work side-by-side with NOAA researchers as part of the research team. By participating in the NOAA TAS program, teachers will understand how oceanic and atmospheric research is linked to National Education Science Standards and Ocean Literacy Principles, understand the education and training paths that lead to careers that support NOAA's mission, use NOAA data and resources in classroom activities, and use NOAA-related career information in classroom activities, when mentoring students and when working with colleagues. The overall outcome for the TAS program is to support NOAA's mission by building an understanding of earth system science research among teachers, and contribute to a workforce for science, technology, engineering, and math careers.
1.2. Provide the Web address for the education investment, if one exists.	http://teacheratsea.noaa.gov http://www.tas.noaa.gov
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Jennifer Hammond** *E-mail:* Jennifer.Hammond@noaa.gov *Office Phone:* 301-713-0353 x225
	Contact (secondary) *Name:* **Elizabeth McMahon** *E-mail:* elizabeth.mcmahon@noaa.gov *Office Phone:* 301-713-0353 x138
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Professional development design and implementation Promotional campaigns for education products Evaluation - Summative evaluation Evaluation - Process or implementation evaluation Engage agency staff in outreach efforts Alignment of materials to education standards Establish connection between the formal and informal education systems Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Non-federal companies or organizations Other

1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	STEM teaching and learning research Evaluation - Formative evaluation Tutoring or mentoring Design efforts for minority, high needs, or underserved populations Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators	X	
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other The primary objective of the program is that teachers will understand how oceanic and atmospheric research is linked to National Education Science Standards and Ocean Literacy Principles, understand the education and training paths that lead to careers that support NOAA's mission, use NOAA data and resources in classroom activities, and use NOAA-related career information in classroom activities, when mentoring students and when working with colleagues.		X

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or			X

education practices/materials/technology			
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	X ?		X
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work	Is this appropriate?		X
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale			X

2.4. What services or products are part of the education investment? (check all that apply)	Instructional material development Engagement in authentic STEM experience (including research) Training or professional development Institutional support for leadership, management, and administrative activities Other How is this done?

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
K-12 classroom teachers K-12 staff/leaders/administrators Post-secondary instructors Informal STEM educators Other	K-12 classroom teachers In-service elementary (K-5) In-service middle school (6-8) In-service high school (9-12) K-12 staff/leaders/administrators Elementary (K-5) Middle School (6-8) High School (9-12) Have Non-Education staff/leaders/admin that were not teachers been part of the investment? Post-secondary instructors Undergraduate (13-16) Graduate (17-20) Post Graduate

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)**?**	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
PreK-12 students	na	na	na
PreK-12 teachers and staff	20	240	240
Undergraduate students, Graduate students	na	na	na

Postsecondary faculty and staff	2	10	10
Informal educators and staff	na	na	na
Non-faculty STEM professionals	na	na	na
Parents or families	na	na	na
Adult learners	na	na	na
Other general public	0	0	0

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	na	na	na
Postsecondary intuitions	na	na	na
Informal education institutions and organizations	na	na	na

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship			
Professional development			
Instructional materials			
STEM learning program (i.e., summer, weekend, after-school program)			
Student or teacher research experience	2	4	weeks
Tutoring, mentoring, or other learner support			
Research grant			

Other	

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science - Earth, atmospheric, ocean, or planetary science Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Informal education institutions or organizations Other Other NOAA's Teacher at Sea Program leverages existing NOAA resources and platforms to support the research experience and covers teachers' travel costs related to the experience through invitational travel.
3.2. How is external funding allocated? (check all that apply)	Competitive (grants or contracts) Other Other

	A small portion of the budget each year goes through a competitive process.
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	No
3.4. In what fiscal year was the investment initially funded?	2004

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
0.189	0.600	0.600	0.600

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

Not Applicable

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions)	
Two-year institution of higher education or community college	
School district or school	
Informal education institution or organization	
Federal agency — which agencies?	
Federally funded research and development center, experimental station, or other federal STEM research facility (e.g. marine sanctuaries)	
Non-profit Organization — How have they contributed?	
Other	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs ⓘ are measured? (check all that apply)	Number of educators served Number of materials distributed or downloaded from websites Other Other Number of education products created - including lessons, photos, videos, blogs, logs, etc. Number of States where teachers are from Types of teachers partcipating - grades, subjects/courses Types of schools/students reached by participating teacher - racial information and free-reduced lunch information
4.2. What outcome ⓘ measures have been tracked or monitored? (check all that apply)	Educator improvement and performance in STEM education instruction Other

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes ⓘ?

Measurement instrument 1	evaluator-developed survey instrument
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

	Independent	Internal	No
Formative evaluation (including field testing)			
Summative evaluation	X		
Process or implementation evaluation		X	
Portfolio evaluation/review			
Expert review (e.g., expert panel, NRC study)	X		
Other			

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			
Matched comparison groups (quasi-experimental)			
Pre-post (no comparison group)	X		
Comparison group without matching			
Other			

4.6 In what fiscal year was the most recent evaluation completed?	2010
4.7 Are evaluation reports available on line?	http://teacheratsea.noaa.gov/highlights/Evaluation%20Report%20of%20the%20NOAA%20Teacher%20at%20Sea%20Program.pdf http://www.nas.edu/morenews/20100303b.html

Federal Academic Collaboration Tools

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Program

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Accession #	PRG_0218
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Climate Communications and Education
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.
Program Editor	*Name:* **Frank Niepold** *E-mail:* frank.niepold@noaa.gov *Office Phone:* (301) 734-1244
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The CommEd program supports the NOAA's Education mission to "advance environmental literacy and promote a diverse workforce in ocean, coastal, great lakes, weather, and climate sciences, encouraging stewardship and increasing informed decision making for the nation." Climate Education produces and distributes a range of products, conducts programs, and collaborates in partnerships designed to help NOAA fulfill its climate goal. The CommEd Program helps lead the U.S. Global Change Research Program's (USGCRP) Interagency effort to develop climate education and communication strategies for climate communication, education and engagement. The CommEd Program is leads the developments of the Climate Literacy guide, climate education strategies that are aligned with national education standards, and to develop and conduct professional development programs that promote teaching of these standards. The programs serve educators, docents, television meteorologists, and other climate communicators, to increase their climate science knowledge and improve their effectiveness in promoting climate literacy.
1.2. Provide the Web address for the education investment, if one exists.	http://www.climate.noaa.gov http://climate.gov http://cleanet.org
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Frank Niepold** *E-mail:* frank.niepold@noaa.gov *Office Phone:* (301) 734-1244
	Contact (secondary)
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Instructional material development Instructional material implementation Professional development design and implementation Promotional campaigns for education products Evidence based instructional practices - K-12 Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Engage agency staff in outreach efforts Alignment of materials to education standards Development of logic models or theories of action Establish connection between the formal and informal education systems

	Leverage funding from federal and non-federal entities Scale up effective efforts Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Non-federal companies or organizations Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Professional development design and implementation Evidence based instructional practices - K-12 Evidence based instructional practices - Higher education Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Engage agency staff in outreach efforts Use of social media/social network tools Alignment of materials to education standards Establish and maintain partnerships with - Schools or school systems Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

This investment funds many education activities. Is the Primary objective of the investment Pre/In service educator education?

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public	?x	X
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators	X	
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		X
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		X
Other		

The "learning" option seems to relate to more of the activities described in the investment description. But I may be wrong.

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology		X	
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)		X	
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.		X	
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work	X		
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale		X	

2.4. What services or products are part of the education investment? (check all that apply)	Instructional material development Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) Engagement in authentic STEM experience (including research) Training or professional development Education research to improve STEM teaching and learning Assessment implementation Assessment development Other

2.5. **Who are the target audiences or beneficiaries of this investment?** (check all that apply)

Audience or Beneficiary Type	Participant Level
K-12 classroom teachers K-12 staff/leaders/administrators Post-secondary instructors Informal STEM educators Informal STEM education leaders/program developers Policy makers Adult learners (other than educators, education leaders, education researchers, or policy makers) Other	K-12 classroom teachers In-service middle school (6-8) In-service high school (9-12) K-12 staff/leaders/administrators Middle School (6-8) High School (9-12) Post-secondary instructors Undergraduate (13-16)

2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)**?**	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

How is this number calculated?

	FY 2008	FY 2009	FY 2010
PreK-12 students	?	?	?
PreK-12 teachers and staff	205997	50700	54995
Undergraduate students, Graduate students	47	44	38
Postsecondary faculty and staff	?	?	?
Informal educators and staff	750	1220	765
Non-faculty STEM professionals	40	50	230
Parents or families	?	?	?
Adult learners	?	100	250967
Other general public	?	?	?

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	?	?	?
Postsecondary intuitions	?	?	?
Informal education institutions and organizations	?	?	?

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship			
Professional development	1	2	days
Instructional materials	1	10	days
STEM learning program (i.e., summer, weekend, after-school program)			
Student or teacher research experience			
Tutoring, mentoring, or other learner support			
Research grant			

Other	

2.11. Is the education investment targeted to a geographic region? (check all that apply)

National scope or not targeted to a geographic region	

2.12. What STEM fields does the education investment focus on? (check all that apply)	STEM (no specific subject or field required) Science (no specific subject or field required) Science - Physical sciences (including physics, chemistry, astronomy, materials science) Science - Biological science Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Other

Remove these, if the ~~not~~ areas below (e.g. physical sci) are the focus.

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Federally funded research and development centers, experimental stations, other federal STEM research facilities (e.g., marine sanctuaries) Informal education institutions or organizations Other
3.2. How is external funding allocated? (check all that apply)	Not Applicable
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	No
3.4. In what fiscal year was the investment initially funded?	2008

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
1.259	1.26	1.649	2.76

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not readily available enter Don't Know; Don't know will probably be the response for the vast majority of the education investments.)

	Name	Amount (million)	Don't know
Federal agency 1			
Federal agency 2			
Federal agency 3			
Federal agency 4			

	Name	Amount (million)	Don't know
Non-federal group 1			
Non-federal group 2			
Non-federal group 3			
Non-federal group 4			

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Professional society Other Other The Climate Communications and Education program has	

worked to define climate literacy by engaging a large cross section of the education and science community to come to a common definition. This process began with a NOAA Office of Education grant to AAAS Project 2061 to conduct a three-day workshop in April of 2007. At this workshop, we used the AAAS Project 2061 work of the last 15 years to begin the process of defining climate literacy. Science for All Americans served as the basis for much of this work, but at the time of its development the climate science of that day was not as robust. To address this, NOAA worked with AAAS Project 2061 on the development of the Atlas for Science Literacy, Volume 2 and then on the AAAS Communicating and Learning About Global Climate Change guide in 2008. Since 2008, NOAA and AAAS Project 2061 continue to partner on numerous projects funded by NOAA (other offices than CPO) and other agencies.	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs are measured? (check all that apply)	Number of educators served Number of adults served Number of materials distributed or downloaded from websites Other
4.2. What outcome measures have been tracked or monitored? (check all that apply)	

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes?

Measurement instrument 1	
Measurement instrument 2	
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

	Independent	Internal	No
Formative evaluation (including field testing)	X		
Summative evaluation			X
Process or implementation evaluation			X
Portfolio evaluation/review			X
Expert review (e.g., expert panel, NRC study)	X		
Other NRC report "NOAA's Education Program: Review and Critique". The URL for this report is: http://www.nas.edu/morenews/20100303b.html	X		

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)			X
Pre-post (no comparison group)			X
Comparison group without matching			X
Other			

4.6 In what fiscal year was the most recent	2011

evaluation completed?	
4.7 Are evaluation reports available on line?	No

Federal Academic Collaboration Tools

Michael Feder [logout]

Program

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Accession #	PRG_0207
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	NOAA Bay Watershed Education and Training (B-WET)
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.429, 11.457, 11.463, 11.473, 11.469
Program Editor	*Name:* **Bronwen Rice** *E-mail:* bronwen.rice@noaa.gov *Office Phone:* 202-482-6797
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The Bay Watershed Education and Training (B-WET) Program provides grants to promote locally relevant, environmentally-related STEM education opportunities to students in grades K through 12, as well as related professional development for educators. These projects emphasize meaningful watershed educational experiences: sustained, hands-on, experiential activities that are aligned with academic learning standards and respond to regional education and environmental priorities. B-WET is a national program, but administered locally through regional NOAA entities working closely with communities to ensure the program meets the needs of constituents. The B-WET program helps carry out NOAA's strategic vision to prepare the nation to adapt to ecosystem changes that impact the economy, human health and prosperity.
1.2. Provide the Web address for the education investment, if one exists.	http://www.oesd.noaa.gov/BWET/
1.3. Provide contact information for up to two managers/directors of the education investment.	Contact *Name:* **Bronwen Rice** *E-mail:* bronwen.rice@noaa.gov *Office Phone:* 202-482-6797
	Contact (secondary) *Name:* **Seaberry Nachbar** *E-mail:* seaberry.nachbar@noaa.gov *Office Phone:* 831-647-4204
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Professional development design and implementation Evidence based instructional practices - K-12 Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Run STEM competitions Design efforts for minority, high needs, or underserved populations Alignment of materials to education standards Development of logic models or theories of action Establish connection between the formal and informal education systems Leverage funding from federal and non-federal entities

	Scale up effective efforts Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems Establish and maintain partnerships with - Non-federal companies or organizations Request for proposals development Peer-review best practices Conduct proposal merit review section process Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	STEM teaching and learning research Evidence based instructional practices - K-12 Evidence based instructional practices - Higher education Evidence based instructional practices - Informal education Evidence based instructional practices - Teacher professional development Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Engage agency staff in outreach efforts Use of social media/social network tools Design efforts for minority, high needs, or underserved populations Establish connection between the formal and informal education systems Peer review best practices Other Other Leverage funding from federal and non-federal entities Scale up effective efforts (tried to check this above but check mark won't save)

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

No

2.2. What are the primary and secondary objectives of the education investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public	X	
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		X
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education		
STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		
Institutional Capacity: Support advancement and development of STEM personnel, programs, and		

infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		X
STEM System Reform: Improve STEM education through a focus on education system reform		X
Education Research and Development: Develop evidence-based STEM education models and practices		
Other Provide outdoor, place-based, experiential education opportunities for K-12 students and teachers, incorporating coastal, ocean, Great Lakes, weather and climate science. (Ideally, this would be the primary objective)		X

2.3. We are interested in where this STEM education investment falls on the R & D continuum. The STEM education R & D continuum can be conceived as being composed of five categories: Basic/foundational education research; Disciplinary education research; Small scale program implementation, Building capacity of people or organizations; and Large scale development. Some education investments may fall squarely in one of these categories or cut across various categories. **Please identify where your education investment primarily falls on the R & D continuum, and what other categories it also covers.** (Check one per row)

	Primary Approach	Secondary Approach	Not a Primary or Secondary Approach
Basic/Foundational Education Research: Research on STEM learning, teaching, or education practices/materials/technology			X
Disciplinary Education Research and Development: Research and development interwoven to improve STEM learning and teaching, within a single STEM discipline or across specific disciplines (e.g. learning trajectories research)			X
Small-Scale Implementation: STEM education projects, techniques, models, resources, and/or technologies used with a relatively small group of learners or educators in one or several (<10) classrooms, museums, schools, etc.	X		
Building Capacity of People or Organizations: Development of human and institutional capacity to develop, test, adapt and implement effective STEM education work	X		
Large Scale Deployment: STEM education projects, techniques, models, resources, and/or technologies implemented at the state, regional, or national scale	X		

why are both checked?

2.4. What services or products are part of the education investment? (check all that apply)	Direct classroom instruction to students Instructional material development Online education resource sites (e.g., online digital libraries) Internship (short-term STEM employment) Engagement in authentic STEM experience (including research) STEM learning program (i.e., after-school, weekend, or summer program) Tutoring, mentoring, or other learner support Training or professional development Institutional support for leadership, management, and administrative activities Other Other Building capacity in evaluation, multicultural education, grant development.

2.5. Who are the target audiences or beneficiaries of this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Pre-K-20 learners K-12 classroom teachers K-12 staff/leaders/administrators Informal STEM educators Adult learners (other than educators, education leaders, education researchers, or policy makers) Other	Pre-K-20 learners Elementary school (K-5) aged learners Middle school (6-8) aged learners High school (9-12) aged learners K-12 classroom teachers Pre-service elementary school (K-5) Pre-service middle school (6-8) Pre-service high school (9-12) In-service elementary (K-5) In-service middle school (6-8)

Do any grantees do pre-service ed? or is it just an option?

	In-service high school (9-12) K-12 staff/leaders/administrators Elementary (K-5) Middle School (6-8) High School (9-12) Do any grantees focus on staff/leaders/admin? or is it just an option?
2.6. Does the education investment primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)	No
2.7. Is this effort limited to any of the following (check all that apply)?	No

2.8. How many students, educators, researchers, or other individuals are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

0 = none
? = don't know
na = not applicable

Estimates from grantees that are rolled up?

	FY 2008	FY 2009	FY 2010
PreK-12 students	124000	143100	150500
PreK-12 teachers and staff	4800	4300	4400
Undergraduate students, Graduate students	na	na	na
Postsecondary faculty and staff	na	na	na
Informal educators and staff	?	?	?
Non-faculty STEM professionals	?	?	?
Parents or families	?	?	?
Adult learners	1700	1800	2000
Other general public	?	?	?

How many institutions are served by the education investment each year? (Provide information for all years where data are available and only in the categories in which numbers served are tracked; select Don't know if the numbers served in a particular category are tracked but you do not have access to that information)

	FY 2008	FY 2009	FY 2010
PreK-12 schools	?	?	?
Postsecondary intuitions	?	?	?
Informal education institutions and organizations	?	?	?

2.9. Does the education investment primarily or entirely fund Minority Institutions?	No

2.10. What is the length of the education experience? (provide information on all that apply)

	From	To	Unit of Duration
Scholarship or fellowship			
Professional development			
Instructional materials			
STEM learning program (i.e., summer, weekend, after-school program)			

Student or teacher research experience			
Tutoring, mentoring, or other learner support			
Research grant			

Other	B-WET funds a variety of experiences, including STEM learning and professional development, through grants with a duration of one to three years. There is a great deal of variation in the length of the education experiences implemented through these projects, since this is determined by the grantees. Generally this is on the order of months to years.

2.11. Is the education investment targeted to a geographic region? (check all that apply)

Regional	**List regions** B-WET serves the coastal United States, and currently operates in six priority watershed regions: California, Chesapeake Bay, Gulf of Mexico, Hawai'i, New England, and the Pacific Northwest.

2.12. What STEM fields does the education investment focus on? (check all that apply)	Science - Biological science Science - Earth, atmospheric, ocean, or planetary science Science - Environmental science Other

Section 3: Education Funding Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

3.1. What type of organization or individual is funded to implement the projects or activities under this education investment (e.g., conducts research, develops curricular resources, provides mentoring, or implements professional development)? (check all that apply)	Federally funded research and development centers, experimental stations, other federal STEM research facilities (e.g., marine sanctuaries) Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institutions of higher education or community colleges State systems of higher education State education agency or state government School districts or school Informal education institutions or organizations Grants to STEM professionals or companies (e.g., education researchers, evaluation companies, non-federal STEM research labs) Other Other Indian tribal governments
3.2. How is external funding allocated? (check all that apply)	Competitive (grants or contracts) Other
3.3. Would it require legislative action to change the direction of the education investment (OSTP is interested in knowing whether the education unit is tightly constrained by congressional legislation)?	Yes
3.4. In what fiscal year was the investment initially funded?	2002

3.5. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual in millions)	FY 2009 (actual in millions)	FY 2010 (actual in millions)	FY 2011 (planned in millions)
9.55	9.7	9.7	0

3.6. In FY 2010, did other federal agencies (or subagencies) or non-federal groups contribute funding to this investment? (If you are aware of the amount that other agencies or groups contributed, please include that information. If this information is not

readily available enter Don't Know; Don t know will probably be the response for the vast majority of the education investments.)

	Name	Amount (million)	Don't know
Federal agency 1			
Federal agency 2			
Federal agency 3			
Federal agency 4			

	Name	Amount (million)	Don't know
Non-federal group 1	Grantee match (non-federal sources)	4.85	
Non-federal group 2			
Non-federal group 3			
Non-federal group 4			

3.7. Are partnerships required or encouraged (e.g., investments where the proposal-review process is set up to rate applicants that include partnerships higher than applicants that do not include partnerships)?	Encouraged

3.8. If partnerships are required or encouraged, what type of groups do the funded organizations partner with? (check all that apply)

Four-year institutions of higher education (bachelor- and/or graduate-degree-granting institutions) Two-year institution of higher education or community college State systems of higher education Local education agency State education agency School district or school Informal education institution or organization Federal agency Federally funded research and development center, experimental station, or other federal STEM research facility (e.g. marine sanctuaries) Industry Non-profit Organization Other	

Section 4: Evaluation Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

4.1. What outputs ① are measured? (check all that apply)	Number of learners (any age) served Number of educators served Number of adults served Number of K-12 schools served Number of school districts served Number institutions of higher education served Number of contact hours by audience Hours of tutoring, mentoring, or other service provided Other Other Number of education projects integrating coastal, ocean, Great Lakes, weather and climate science.
4.2. What outcome ① measures have been tracked or monitored? (check all that apply)	Learner performance (e.g., attendance, test scores, pass rates, achieving selected performance levels, or grade point average) Educator improvement and performance in STEM education instruction Number or percent of qualified educators teaching STEM education Number or percent of institutions with expanded institutional capacity for STEM education (increase in classes, educators, research opportunities for learners, infrastructure, etc.)

	Other

4.3. What measurement instruments (e.g., SAT scores, dropout rates, standardized educator observation instruments, self- or evaluator-developed instruments) are used to measure outcomes ?

Measurement instrument 1	instruments developed through the required evaluation components of funded projects
Measurement instrument 2	semi-annual and final progress and evaluation reports submitted by grantees
Measurement instrument 3	

4.4. What type of evaluation has this investment undergone since FY 2005? (check all that apply)

Are these Grantee lvl evals?

	Independent	Internal	No
Formative evaluation (including field testing)	X		
Summative evaluation	X		
Process or implementation evaluation	X	X	
Portfolio evaluation/review		X	
Expert review (e.g., expert panel, NRC study)	X		
Other All grantees are required to perform formative and/or summative evaluations of their projects, preferably through engagement with external evaluators. They are also required to submit final reports to NOAA.	X	X	

4.5. What evaluation designs have been used in the evaluations of this investment since FY 2005? (check all that apply)

	Independent	Internal	No
Randomized (experimental)			X
Matched comparison groups (quasi-experimental)	X		
Pre-post (no comparison group)	X	X	
Comparison group without matching	X	X	
Other Grantees design their own evaluation plans in consultation with an external or internal evaluator. Depending on the nature of the project, evaluation plans may include any of the evaluation designs listed in Q4.5	X	X	

4.6 In what fiscal year was the most recent evaluation completed?	2010
4.7 Are evaluation reports available on line?	http://http://www.nas.edu/morenews/20100303b.html http://http://chesapeakebay.noaa.gov/images/stories/pdf/Full_Report_NOAA_Chesapeake_B-WET_Evaluation.pdf http://http://sanctuaries.noaa.gov/news/bwet/docs/ca_bwet07.pdf

Federal Academic Collaboration Tools

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Program

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Accession #	**PRG_0204**
Section 1: Education Investment Background Information Please provide the requested background information on the education investment	
Investment Name	Educational Partnership Program with Minority Serving Institutions
Agency	Commerce
Sub Agency	NOAA
Investment ID	
Catalog of Federal Domestic Assistance (CFDA) #	11.481
Program Editor	*Name:* **Audrey Trotman** *E-mail:* audrey.trotman@noaa.gov *Office Phone:* 301-713-9437 x 155
1.1. Please give a brief description of the education investment and its objectives. *(Maximum 1000 characters)*	The Educational Partnership Program (EPP) with Minority Serving Institutions (MSI) is a competitive educational program, with national scope. EPP is designed as a partnership with MSIs to educate, train and graduate students in NOAA mission STEM fields. The primary objective of the program is to increase the number of students from underrepresented communities who are trained and graduate in NOAA mission sciences, at MSIs. EPP has four components: Cooperative Science Centers, Undergraduate Scholarships, Graduate Scholarships, and Environmental Entrepreneurship – creating a robust pipeline with the primary focus on higher education. EPP provides financial assistance to support academic training, collaborative research, experiential learning, and entrepreneurship opportunities in the application of NOAA science and technology. EPP creates collaborative partnerships among MSIs and NOAA, reaching untapped diverse talent, for the future NOAA workforce and related natural resource entities.
1.2. Provide the Web address for the education investment, if one exists.	http://www.epp.noaa.gov http://www.epp.noaa.gov/epp_student_statistics_page.html
1.3. Provide contact information for up to two managers/directors of the education investment.	**Contact** *Name:* **Audrey Trotman** *E-mail:* audrey.trotman@noaa.gov *Office Phone:* 301-713-9437 x 155
	Contact (secondary) *Name:* **Chantell Haskins** *E-mail:* chantell.haskins@noaa.gov *Office Phone:* 301-713-9437 x 125
1.4. What core expertise could the education investment's staff share with other federal agency education staff? *(check all that apply)*	Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Process or implementation evaluation Tutoring or mentoring Run STEM competitions Design efforts for minority, high needs, or underserved populations Development of logic models or theories of action Leverage funding from federal and non-federal entities Scale up effective efforts Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Schools or school systems

	Establish and maintain partnerships with - Non-federal companies or organizations Establish and maintain partnerships with - Minority institutions Request for proposals development Peer-review best practices Conduct proposal merit review section process Other
1.5. What issues or topics would you like to learn more about through conversation with experts or groups of experts from your or other agencies? *(check all that apply)*	Evidence based instructional practices - Higher education Evaluation - Formative evaluation Evaluation - Summative evaluation Evaluation - Portfolio evaluation Evaluation - Evaluation of informal education Evaluation - Process or implementation evaluation Tutoring or mentoring Use of social media/social network tools Design efforts for minority, high needs, or underserved populations Development of logic models or theories of action Identify and connect to subject matter expertise Establish and maintain partnerships with - Other federal agencies Establish and maintain partnerships with - Non-federal companies or organizations Establish and maintain partnerships with - Minority institutions Request for proposals development Peer review best practices Conduct proposal merit review section process Other

Section 2: Descriptive Education Effort Information

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

2.1. Is this education investment designed to develop or train the STEM workforce of your agency or the STEM workforce in fields directly related to your agency's mission (e.g., aerospace engineering, national security science, nuclear regulatory science)? Workforce development programs include investments such as graduate scholarships, undergraduate internships, or institutional capacity building only when the investments are in fields or degrees tightly aligned to your agency's mission. We assume that nearly all postsecondary STEM education investments by mission agencies will be categorized as workforce investments. (If yes skip to Section 5: STEM workforce training investments)

Yes

Section 5: STEM workforce training investments (complete only if you answered "Yes" to Question 2.1)

Please respond to these questions with information pertaining to the education investment's STEM activities *only*.

5.1. What workforce needs does the investment PRIMARILY address?

Agency mission related workforce needs (STEM workforce employed in fields directly related to your agency's mission)

5.2. What are the primary and secondary objectives of the workforce investment? (Please select only one primary objective. You may select multiple secondary objectives if appropriate. The primary objective of the education investment characterizes the primary desired outcome, or is the basis for evaluating the education investment under ideal circumstances. A secondary objective is an objective that contributes to accomplishing the outcomes of the education investment and it may or may not be desirable to evaluate whether the secondary objective is being achieved.)

Is the Pre/In service teacher objective new? What aspect of EPP works with educators?

	Primary Objective	Secondary Objective
Learning: Develop STEM skills, practices, or knowledge of students or the public		X
Engagement: Increase learners' engagement, interest in STEM and their perception of its value to their lives, or their ability or participate in STEM		X
Pre and In Service Educator/Education Leader Performance: Train or retain STEM educators (K-12 pre-service or in-service, post-secondary, and informal) and education leaders to improve the content knowledge and pedagogical skills of STEM educators		X
Post-Secondary STEM Degrees: Increase the number of students who enroll in STEM majors, complete STEM credentials or degree programs, or are prepared to enter STEM careers or advanced education	X	

STEM Careers: Prepare people to enter STEM workforce with training or certification (where STEM discipline specific knowledge and skill are the primary focus of the education investment; STEM educator training and development investments should select the Pre and In Service Educator/Education Leader Performance objective listed above)		X
Institutional Capacity: Support advancement and development of STEM personnel, programs, and infrastructure in educational institutions such as universities, informal education institutions, state education agencies, and local education agencies		X
STEM System Reform: Improve STEM education through a focus on education system reform		
Education Research and Development: Develop evidence-based STEM education models and practices		
Other The program is a true academe-federal partnership to develop future STEM talent in NOAA mission-STEM fields with NOAA scientists serving on graduate committees of EPP-Center supported students; as mentors and lecturers; and as Science Advisory Committee Members. EPP Students utilize NOAA facilities (Labs, boats, aircrafts, etc.) to develop technical skills and expertise as they earn degrees.		X

5.3. What services or products are part of the workforce investment? (check all that apply) what is the name of the competition?	Direct classroom instruction to students Instructional material development Online education resource sites (e.g., online digital libraries) Fellowship or scholarships (for educators or students) Internship (short-term STEM employment) Recognition awards STEM competition Engagement in authentic STEM experience (including research) STEM learning program (i.e., after-school, weekend, or summer program) Tutoring, mentoring, or other learner support Training or professional development – ? for teachers? Assessment implementation Assessment development Institutional support for leadership, management, and administrative activities Other
5.4. What STEM jobs or fields does the investment focus on?	STEM in support of the NOAA mission. SCIENCE: Physical sciences (including physics, chemistry, astronomy, materials science); Biological science; Earth, atmospheric, ocean, or planetary science; Environmental science; Computer science. Technology including Remote Sensing Technology. Engineering. Mathematics or Statistics
5.5. Does the education investment develop STEM skills or knowledge?	Yes

5.6. Which of the following target populations or groups primarily benefit from this investment? (check all that apply)

Audience or Beneficiary Type	Participant Level
Grades 6-20 aged learners K-12 Classroom Teachers K-12 staff/ leaders/ administrators Post-secondary deans/leaders/administrators Other	**Grades 6-20 aged learners** Middle (6-8) High school (9-12) Undergraduate (13-16) Graduate (17-20) **K-12 Classroom Teachers** Pre-service middle school (6-8) Pre-service high school (9-12) – at MSI? In-service middle school (6-8) In-service high school (9-12) **K-12 staff/ leaders/ administrators** Middle School (6-8) High School (9-12) – what support/training are they provided?

Post-secondary deans/leaders/administrators

Undergraduate (13-16)
Graduate (17-20)
Post Graduate

what training/support are they provided

5.7. Does the education effort primarily focus on underrepresented, underserved, or high needs groups in STEM fields (as opposed to targeting the entire population with importance attached to serving underrepresented groups)? (check all that apply)

Traditionally underrepresented or underserved groups (and not focused on a specific group; should not select any items below)

Other

5.8. Is this effort limited to any of the following? (check all that apply)	U.S. citizens
5.9. Would it require legislative action to change the direction of the investment (OSTP is interested in knowing whether the education investment is tightly constrained by congressional legislation)?	Yes
5.10. What is the duration of the workforce training experience that was produced by the education investment? (provide information on all that apply)	

From	To	Unit of Duration
2	5	years

5.11. In what fiscal year was the education investment initially funded?	2000

5.12. How much federal funding in millions of dollars was allocated to the education investment?

FY 2008 (actual)	FY 2009 (actual)	FY 2010 (actual)	FY 2011 (planned)
13.920000	14.984000	14.309000	14.323000

5.13. What impacts are measured? (check all that apply)

Number of learners (any age) served
Number of educators served
Number of degrees or certificates earned
Number of participants employed by your agency
Number of participants employed in STEM fields
Other

Other
Number of students from underrepresented communities trained and graduated in NOAA mission sciences

Number of collaborative research projects with NOAA Scientists
Number of peer-reviewed publications
Total dollar amount leveraged funding
Number of new degree programs
Number of new courses developed
Number of new faculty
Number of pre-baccalaureate (K-14) students supported
Number of K-12 teachers participated in NOAA STEM training programs offered by Science Centers

5.14. How many students and/or institutions were supported by this investment?

0 = none
? = don't know
na = not applicable

	FY 2008	FY 2009	FY 2010
Undergraduate Students	367	245	195
Graduate Students	225	208	195

Postsecondary institutions	41	41	37
Other K-12 Students and Teachers in NOAA STEM training provided by Science Centers	450	278	265