


Orientation to ATE Survey 2014

January 22, 2014

EvaluATE

EVALUATION RESOURCE CENTER for advanced technological education



This material is based upon work supported by the National Science Foundation under grant number 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.



Introductions



Krystin Martens



Lori Wingate



Corey Smith



Mike Lesiecki











Krystin

EvaluATE @ **W** WESTERN MICHIGAN UNIVERSITY
EVALUATION RESOURCE CENTER for advanced technological education

MARICOPA COMMUNITY COLLEGES
NETWORKS



	Introductions & Housekeeping
	ATE Survey Overview
	Question Break
	ATE Survey Definitions
	Question Break
	Multitasking your ATE Project Data
	External Review of EvaluATE Materials
	Final Questions, Closing Remarks, and Survey



Materials




Krystin




- Slides
- Recording
- ← ATE Survey 2014 FAQs
- ← NSF Annual Report Components

Available from evalu-ate.org/events/jan_2014



Objectives



Krystin

By the end of the webinar, you will

1. Understand how and why the ATE annual survey is conducted.
2. Have a clear understanding of the survey questions and how to answer them.
3. Know how the data you provide for the survey can be used for other purposes.

ATE Survey Overview

What
Why
Who
How
When



**Lori
Wingate**

ATE Survey Overview:
What



What



Lori

- Web-based survey of ATE PIs
- Conducted annually since 2000
- Originally part of ATE program evaluation, now serves a monitoring function

ATE Survey ≠ Evaluation



What



Lori

Sections

1. Grant Characteristics and Practices
2. Materials Development
3. Professional Development
4. Program Improvement
5. Special Topics



What



Lori

2014 Special Topics questions:

- ATE-funded work at the secondary school level
- Evaluation to assess ATE impacts at the secondary level



ATE Survey Overview:

Why



Why



Lori

Provides NSF personnel with

- Data they can use to justify the program to Congress
- A unique perspective on the program, not available through other means
- A means for investigating issues of interest related to the ATE program



Why



Lori

Provides ATE project/center personnel with

- Information about how their efforts are situated within the broader program
- Data that can be used for evaluation and benchmarking

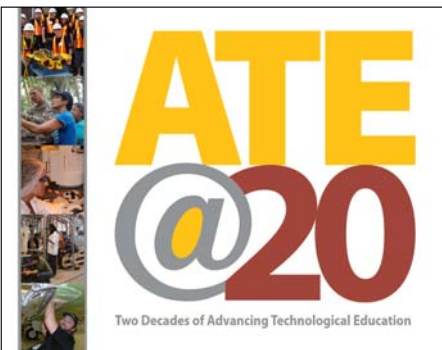


Why




Lori


Helps tell the story of the ATE program



Check out the blog
and book at
atecentral.net/ate20/




Why



Lori

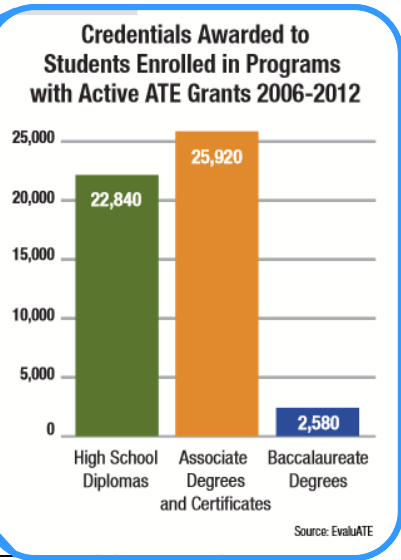
Helps tell the story



Credentials Awarded to Students Enrolled in Programs with Active ATE Grants 2006-2012

Credential Type	Count
High School Diplomas	22,840
Associate Degrees	25,920
Baccalaureate Degrees and Certificates	2,580

Source: EvaluATE



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Source: EvaluATE




Why




Lori

Can't you just use the information we provided in our NSF annual report?




ATE Survey v. NSF Annual Report




Lori

EvaluATE ATE Survey	Research.gov Annual Report
<ul style="list-style-type: none">- Tailored to ATE- Database of quantitative and qualitative data- Program-level reports	<ul style="list-style-type: none">- For all NSF grantees- Narrative PDF reports- Individual project-level reports

Corey will discuss the overlap of information needs later in the webinar.



ATE Survey Reports

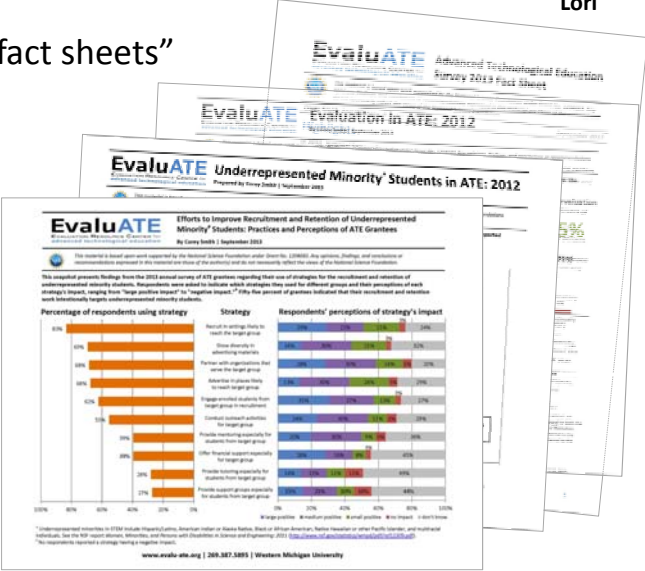


Lori

Annual “survey fact sheets”
(2003-present)

Data snapshots
(2009-present)

Briefing papers
(2006, 2010)



Evalu-ate.org
> Annual Survey
> Reports

ATE Survey Overview: Who




Who




Lori




- Sent to all ATE PIs, except those for planning grants (N=~250)




Who




Lori



96%
of ATE PIs completed the ATE survey in 2013




Who




Lori

For concurrent awards:

- *If second grant is a continuation of the first, complete the survey once, addressing both grants*
- If they are distinct projects, complete separate surveys for each award



Who



Lori

- 1. Grant Characteristics and Practices**
2. Materials Development
3. Professional Development
4. Program Improvement
- 5. Special Topics**

Completed by everyone



Who




Lori

1. Grant Characteristics and Practices
2. **Materials Development**
3. **Professional Development**
4. **Program Improvement**
5. Special Topics


Completed by grantees that spent at least 30% of your budget or at least \$100,000 on these activities
(New grantees may skip these sections)

ATE Survey Overview:

How





How




Lori

Copy-and-paste login information from invitation email




How



Lori

Start early, save often



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advanced technological education

ATE SURVEY 2014

Welcome, Lori Wingate

We strongly recommend that you read through the survey FAQs before beginning the survey http://evalu-ate.org/annual_survey

Thank you for participating in ATE Survey 2014

Your PI survey responsibilities include:

- Completing the survey
- Reassigning sections to others to answer, if desired
- Closing and submitting the survey

If you choose to delegate your PI survey responsibilities to a different person, you will not be able to assign sections, close the survey, or answer questions (unless the person you delegate assigns a section back to you).

You will still be able to view survey responses for your grant.

Go to Survey Questions

Delegate PI Survey Responsibilities

Logout

Select to view or answer the questions yourself OR to delegate certain sections to someone else.

EvaluATE
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advanced technological education

ATE SURVEY 2014

Welcome, Lori Wingate

We strongly recommend that you read through the survey FAQs before beginning the survey http://evalu-ate.org/annual_survey

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You will still be able to view survey responses for your grant.

Go to Survey Questions


Delegate PI Survey Responsibilities

Logout

Select to have someone else complete the entire survey



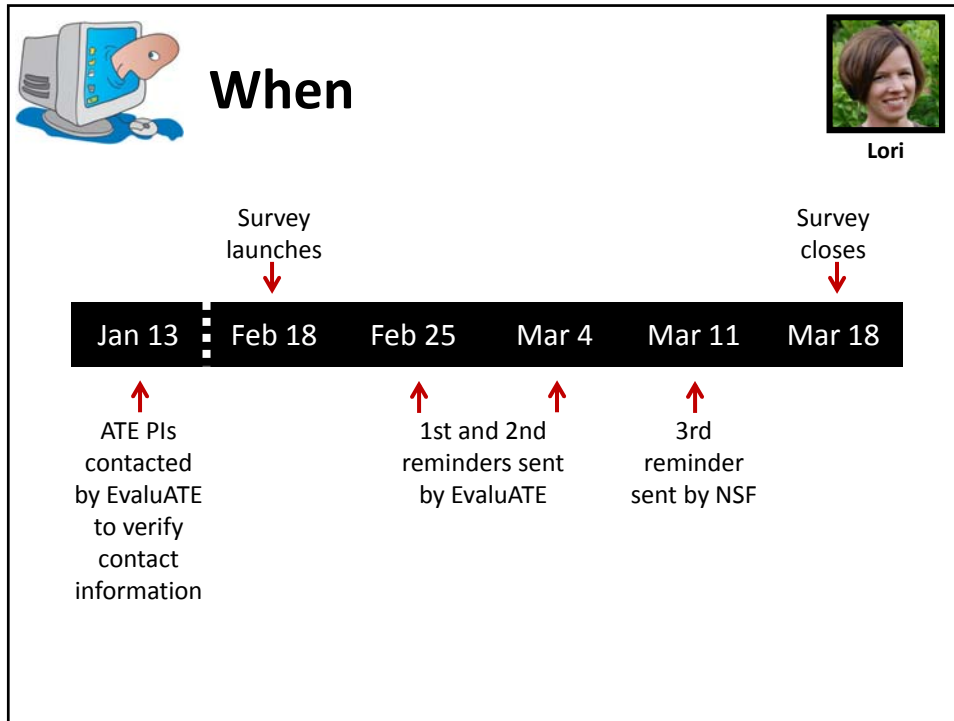
Who



Lori

Section 1: Grantee Characteristics	View	Start	Delegate
Section 2: Materials Development	View	Start	Delegate
Section 3: Professional Development	View	Start	Delegate
Section 4: Program Improvement	View	Start	Delegate
Section 5: Special Topics	View	Start	Delegate

ATE Survey Overview: When



When

Lori

Survey launches

Survey closes

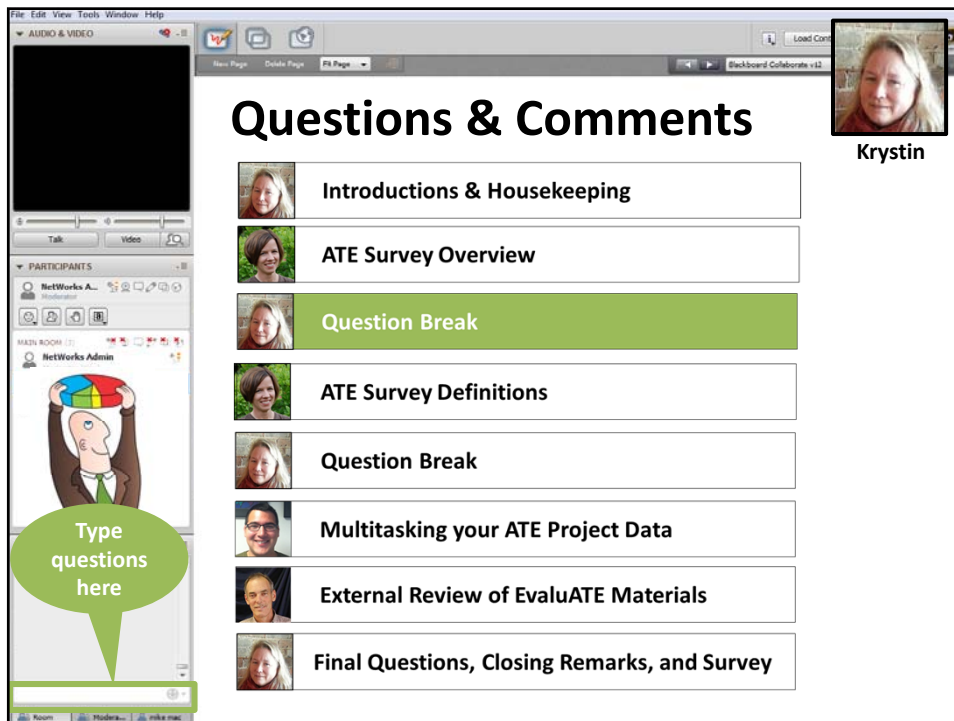
Jan 13 | Feb 18 | Feb 25 | Mar 4 | Mar 11 | Mar 18

ATE PIs contacted by EvaluATE to verify contact information

1st and 2nd reminders sent by EvaluATE

3rd reminder sent by NSF

The slide features a central horizontal timeline with dates: Jan 13, Feb 18, Feb 25, Mar 4, Mar 11, and Mar 18. Above the timeline, 'Survey launches' is marked with a red arrow pointing to Feb 18, and 'Survey closes' is marked with a red arrow pointing to Mar 18. Below the timeline, three red arrows point upwards to specific dates: one to Jan 13 with the text 'ATE PIs contacted by EvaluATE to verify contact information', one to Feb 25 with '1st and 2nd reminders sent by EvaluATE', and one to Mar 11 with '3rd reminder sent by NSF'. A cartoon computer monitor with a face is in the top left, and a photo of Lori is in the top right.



Questions & Comments

Krystin

- Introductions & Housekeeping
- ATE Survey Overview
- Question Break
- ATE Survey Definitions
- Question Break
- Multitasking your ATE Project Data
- External Review of EvaluATE Materials
- Final Questions, Closing Remarks, and Survey

Type questions here

The slide shows a screenshot of a Blackboard Collaborate session. The main content area is titled 'Questions & Comments' and lists eight topics, each with a small profile picture of Krystin. The topics are: 'Introductions & Housekeeping', 'ATE Survey Overview', 'Question Break' (highlighted in green), 'ATE Survey Definitions', 'Question Break', 'Multitasking your ATE Project Data', 'External Review of EvaluATE Materials', and 'Final Questions, Closing Remarks, and Survey'. On the left side of the screenshot, there is a 'PARTICIPANTS' list and a 'MAIN ROOM' section with a cartoon character holding a colorful ball. A green speech bubble with the text 'Type questions here' is positioned over the main room area. A photo of Krystin is in the top right corner.



Lori
Wingate

Survey Definitions

Collaboration
Materials
Professional Development
Students and Programs



ATE Survey Definitions: Collaboration




Collaboration




Lori

“
 Collaboration is a relationship with another institution, business, or group that provides money or other support to your project or center. *Collaborators are not funded by the grant.*
”






Collaboration




Lori

For each type of collaborating organization listed below, report the number of different organizations you collaborated with in 2013.

- Business/industry
- Within your host institution
- Other education institutions
- Public agencies
- Other ATE projects/centers
- Other (specify): _____




Collaboration




Lori

Examples

<ul style="list-style-type: none"> ✓ Someone serving on an advisory board whose time is compensated by his/her employer ✓ Donation of time to give presentation/workshop ✓ Donation of space or materials 	<ul style="list-style-type: none"> ✗ One-time provision of advice ✗ Paid consulting services ✗ Use of space or materials regularly available to grant staff
--	--





Calculating value of collaboration




Lori

A person's time:

$$\begin{array}{r}
 \text{Estimated daily rate} \\
 \times \text{Number of days} \\
 \text{contributed} \\
 \hline
 = \text{Value of} \\
 \text{collaboration}
 \end{array}$$





Calculating value of collaboration




Lori


Equipment:
Cost of purchasing
comparable equipment
= Value of collaboration



ATE Survey Definitions:
Materials

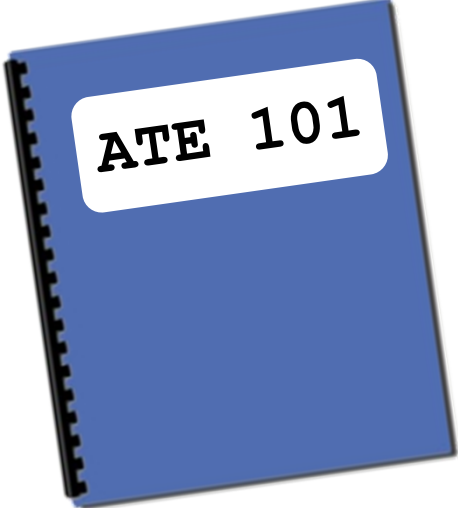



Materials




Lori

“ This section of the survey focuses strictly on materials developed for national dissemination to serve instructional purposes... ”

Materials




Lori


For all materials you reported above, indicate the number directed at each type of audience.

Target Audience	Type of Material		
	Course	Module	Activity
Secondary school			
2-year college			
4-year college			
Business/industry training or education program			

Stand-alone collection of instructional content and activities to achieve desired educational outcomes



Materials




Lori


For all materials you reported above, indicate the number directed at each type of audience.

Target Audience	Type of Material		
	Course	Module	Activity
Secondary school		↑	
2-year college			
4-year college			
Business/industry training or education program			

Self-contained collection of content and activities designed to achieve a set of specific objectives



Materials




Lori


For all materials you reported above, indicate the number directed at each type of audience.

Target Audience	Type of Material		
	Course	Module	Activity
Secondary school			↑
2-year college			
4-year college			
Business/industry training or education program			

An instructional exercise designed to achieve a discrete learning outcome or a test to measure achievement or progress toward that outcome



Materials



Lori

Examples

<p><input checked="" type="checkbox"/> Course curriculum</p> <p><input checked="" type="checkbox"/> Lab manuals</p> <p><input checked="" type="checkbox"/> Multimedia resources</p> <p><input checked="" type="checkbox"/> Problem-based scenarios</p> <p><input checked="" type="checkbox"/> Simulation applications</p>	<p><input type="checkbox"/> Newsletters</p> <p><input type="checkbox"/> Brochures</p> <p><input type="checkbox"/> Advertisements</p> <p><input type="checkbox"/> Posters</p> <p><input type="checkbox"/> Conference giveaways</p>
---	---

ATE Survey Definitions:

Professional Development



Professional Development



Lori

“ professional development provided to secondary school teachers, college faculty, and preservice teachers to enhance their disciplinary capabilities, teaching skills, vitality, and understanding of current technologies and practices in areas that directly impact technician education ”




Professional Development




Lori

→ training and support educators to improve their teaching





Professional Development




Lori

Report the number of participants in your 2013 professional development activities that are associated with each education level.

Professional Development Activity	Total Number of Participants			
	Secondary Level	Associate Level	Baccalaureate Level	Other
Short presentations to raise awareness				
Instructional activities of less than a day				
Instructional activities of at least one day but less than one week				
Instructional activities that last from one to several weeks				
A long-term periodic instructional activity				

If possible, capture demographic information at registration or in-person



Professional Development



Lori

Report the number of participants in your 2013 professional development activities that are associated with each education level.

Professional Development Activity	EXAMPLES:	
Short presentations to raise awareness	<input checked="" type="checkbox"/> Conference presentation	<input type="checkbox"/> Poster
Instructional activities of less than a day	<input checked="" type="checkbox"/> 90-minute webinar	<input type="checkbox"/> Videos (with no evidence of engagement)
Instructional activities of at least one day but less than one week	<input checked="" type="checkbox"/> Two-day workshop	<input type="checkbox"/> Booth at a conference
Instructional activities that last from one to several weeks	<input checked="" type="checkbox"/> Multi-week summer institute	<input type="checkbox"/> Speaker series
A long-term periodic instructional activity	<input checked="" type="checkbox"/> Coaching	<input type="checkbox"/> Informal mentoring

ATE Survey Definitions:

Students and Programs

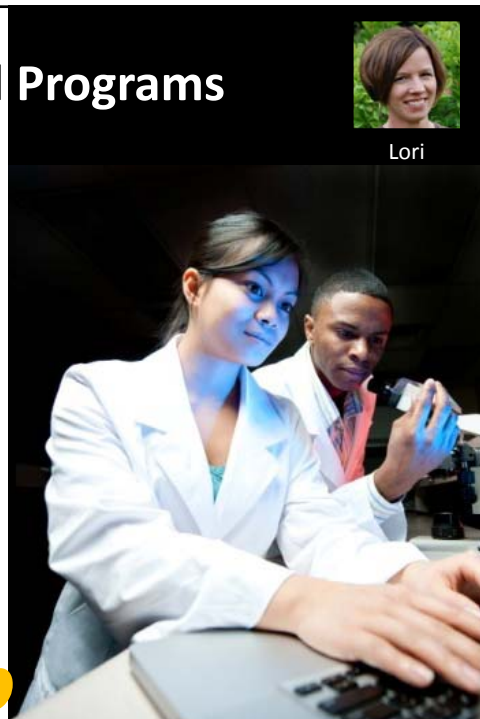



Students and Programs




Lori

Program Improvement:
“Development or improvement of technician education programs for secondary students, college students, or persons employed in technician positions in business or industry”







Students and Programs




Program:

“A sequence of classes, laboratories, and/or work-based experiences that lead students to a **degree, certification, or occupational competency point.**”






Students and Programs



	Education Level of Participating Students				Contract Training
	Secondary	Associate	Baccalaureate	Post Baccalaureate	
Total number of locations where the ATE-supported programs were offered					
Total number of individual students who took at least 1 course in 1 of your ATE-supported programs (if a student took more than 1 course, count that person only once)					




Students and Programs




Lori



Students to count: Anyone who enrolled in a course offered through a program that was the focus of an ATE-funded program improvement effort




Example




Lori


Wind Energy Technology Certificate

CIS 110	PC Operating Systems
DRFT 105	Blueprint Reading
DRFT 110	Analytical Apps Tech Careers I
DRFT 112	Analytical Apps Tech Career II
ELT 102	Applied Electricity
ELT 120	Electrical Machines
ELT 122	Wind Turbine Ops/Maint/Repair
ELT 126	Power Generation & Dist
ELT 222	Programmable Control
ELT 228	Adv Program Control & Data Acq
HVAC 104	Intro to Renewable Energy
MSM 110	Safety for Alt Energy Tech
MSM 120	Basic Fluid Power
MSM 250	Wind Turbine Mechanical System



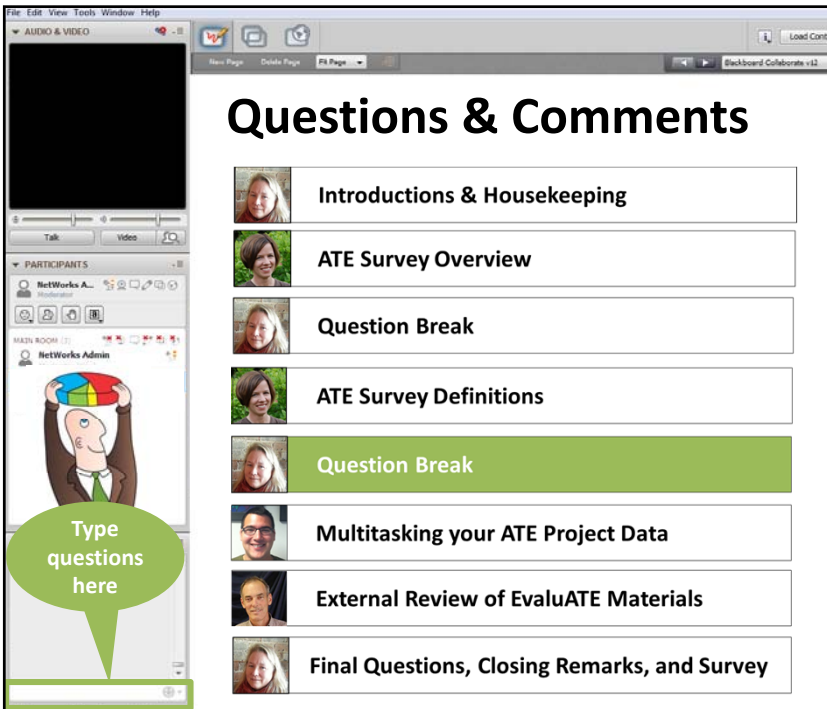



Quiz Time!



Lori


Should these be reported on the ATE Survey?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Free use of local university's simulation lab		
A full-page ad promoting degree program placed in an education-focused periodical		
A workshop on how to write a good NSF proposal		
Students enrolled in an English composition course that is also required for Nano Tech AA degree		
Users of a digital library system		


Krystin

Questions & Comments


- Introductions & Housekeeping
- ATE Survey Overview
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- Multitasking your ATE Project Data
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- Final Questions, Closing Remarks, and Survey



Type questions here




Multitasking Your ATE Project Data



**Corey
Smith**




Multitasking Your ATE Project Data




Corey

Can't you just use the information we provided in our NSF annual report?





Multitasking Your ATE Project Data



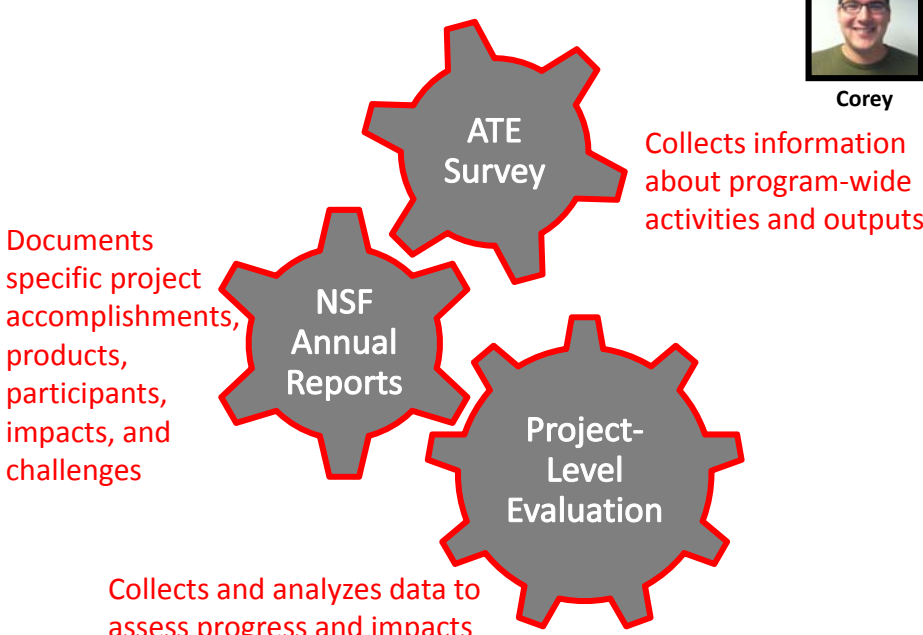
Corey

Project data is needed for:

- ATE survey
- NSF annual reports
- Project-level evaluation



Corey

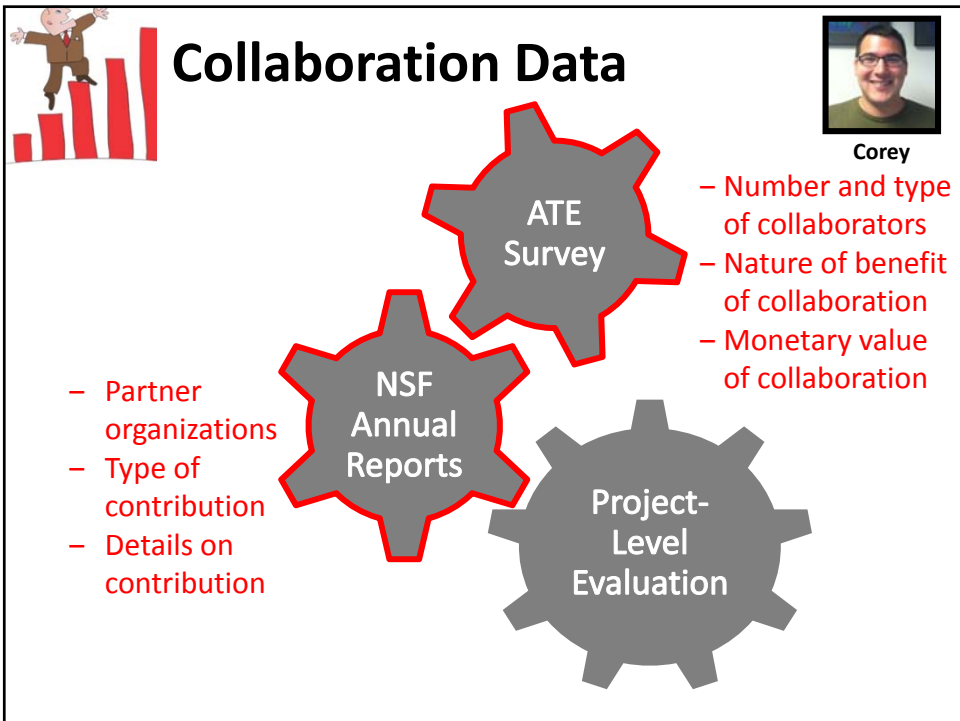


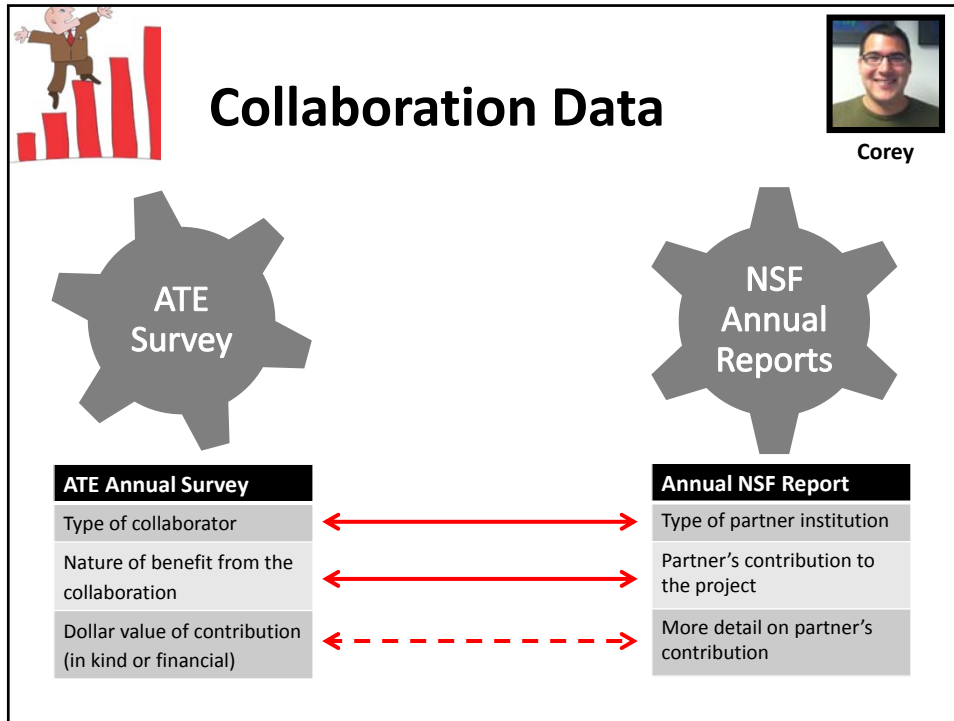
Documents specific project accomplishments, products, participants, impacts, and challenges

Collects information about program-wide activities and outputs

Collects and analyzes data to assess progress and impacts


Example 1: Collaboration






Example 2:

Student Gender Data




Student Gender Data




Corey

“ NSF values the advancement of scientific knowledge and activities that contribute to achievement of societally relevant outcomes. Such outcomes include, but are not limited to: full participation of **women**, persons with disabilities, and underrepresented minorities in STEM. **”**

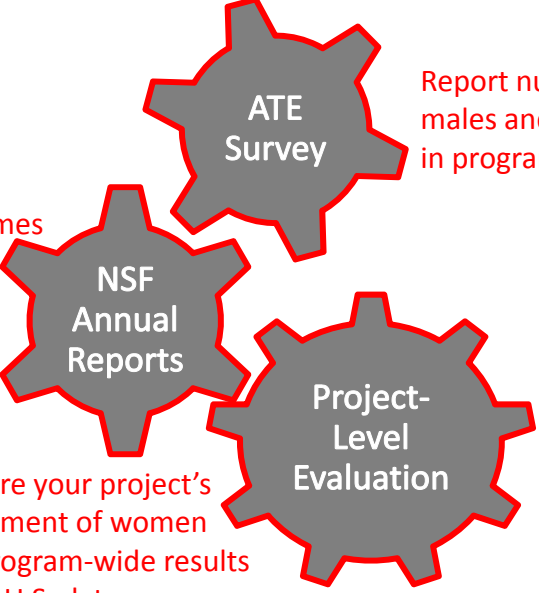
—ATE Program Solicitation



Student Gender Data




Corey




Report number males and females in program

Describe key outcomes (Enhance narrative with hard data)

Compare your project's involvement of women with program-wide results and/or U.S. data

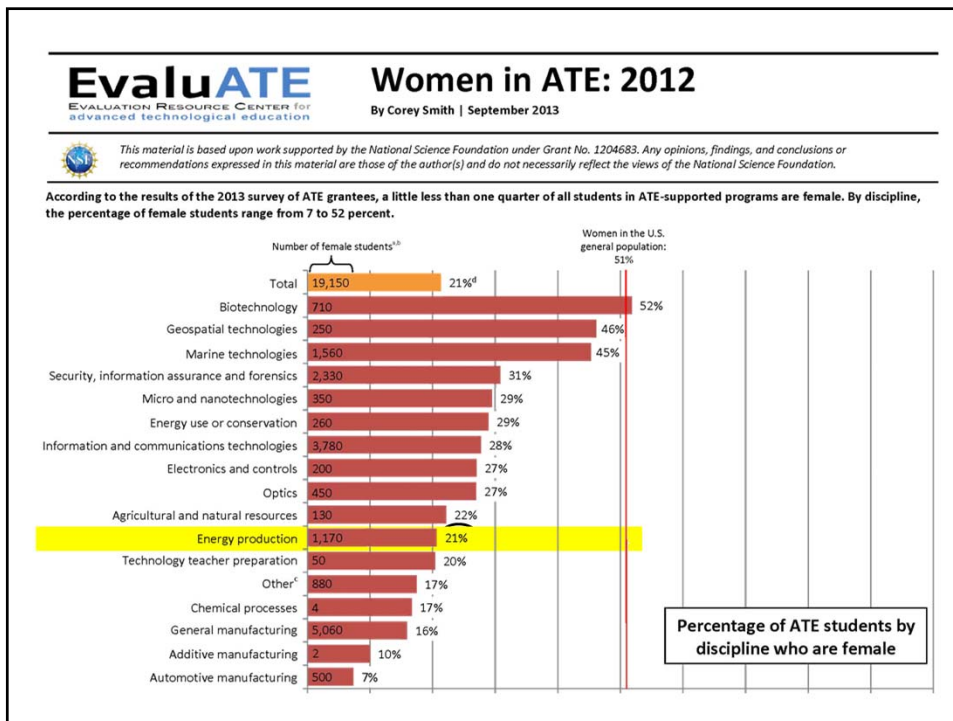


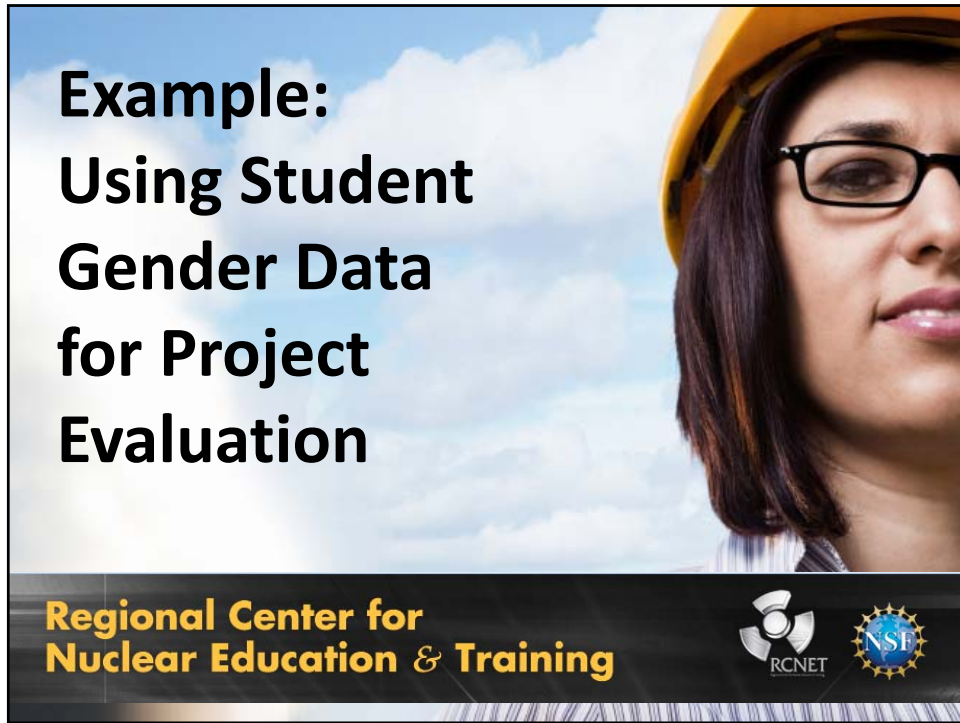
Student Gender Data



Corey

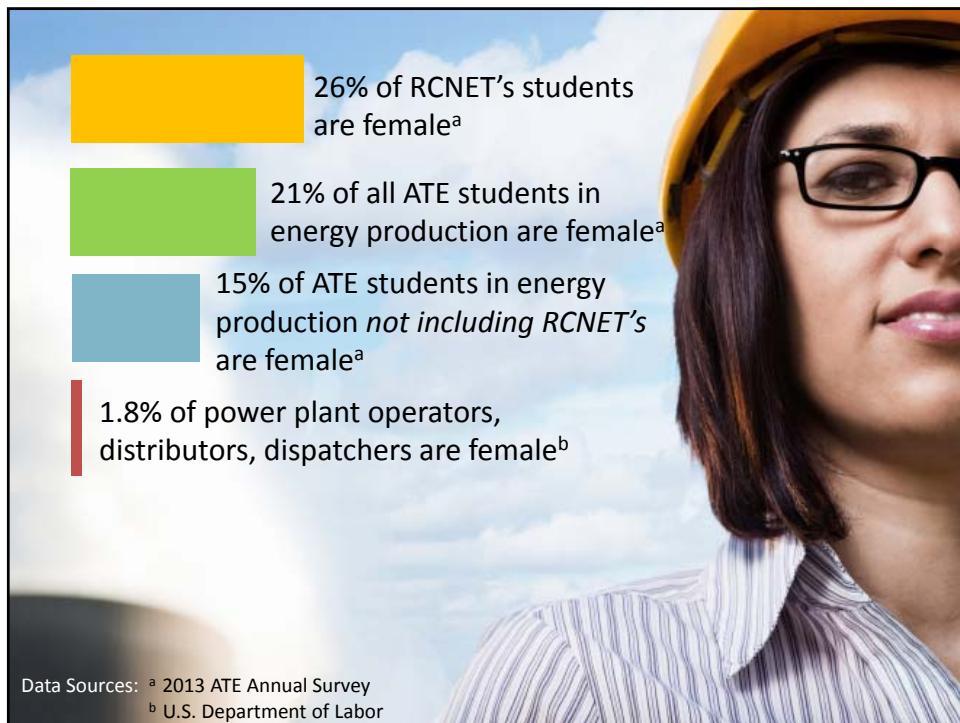


	Education Level of Participating Students				Contract Training
	Secondary	Associate	Baccalaureate	Post Baccalaureate	
Female					
Male					









Example: Using Student Gender Data for Project Evaluation


**Regional Center for
Nuclear Education & Training**




-  26% of RCNET's students are female^a
-  21% of all ATE students in energy production are female^a
-  15% of ATE students in energy production *not including RCNET's* are female^a
-  1.8% of power plant operators, distributors, dispatchers are female^b

Data Sources: ^a 2013 ATE Annual Survey
^b U.S. Department of Labor

NSF Annual Reports & ATE Survey: More ways to multitask your data



Multitasking Your ATE Project Data




Corey


Research.gov
Annual Report: **Accomplishments** Products Participants Impact Changes/Problems Special Requirements

EvaluATE *Examples of Relevant Data Points:*
Annual Survey:


- Number of students enrolled, by education level and demographics
- Number of courses developed/modified with grant funds
- Number and education level of professional development participants



Multitasking Your ATE Project Data




Corey



Annual Report:
Accomplishments
Products
Participants
Impact
Changes/
Problems
Special
Requirements

EvaluATE *Examples of Relevant Data Points:*
 Annual Survey:


- Number of instructional materials published commercially
- Number of instructional materials in use locally, at partner institutions, and elsewhere
- Number of institutions using material(s)



Multitasking Your ATE Project Data

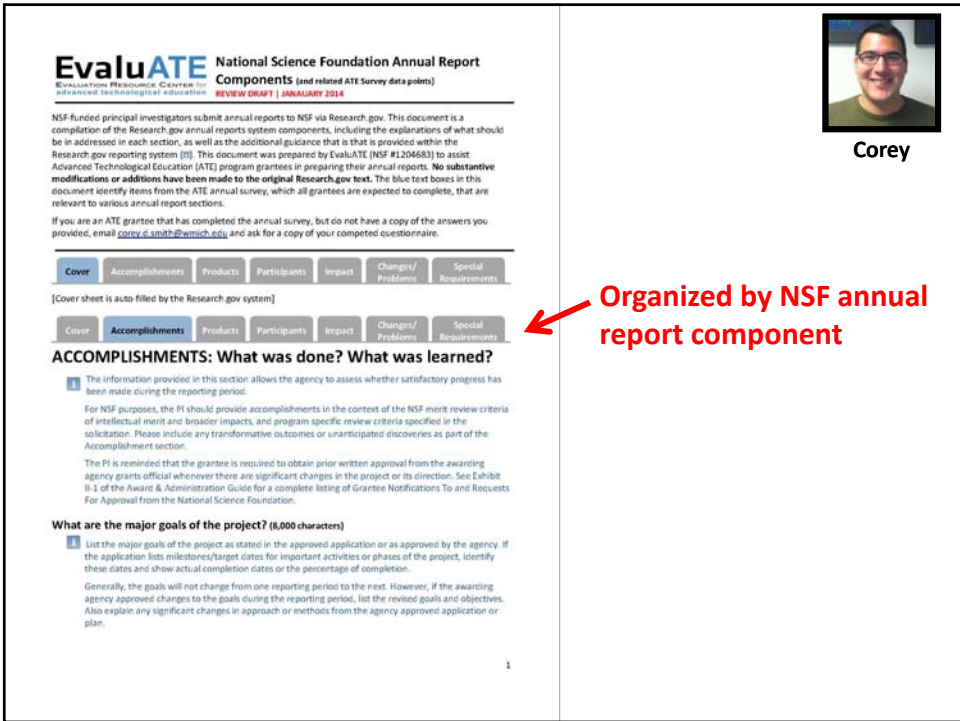
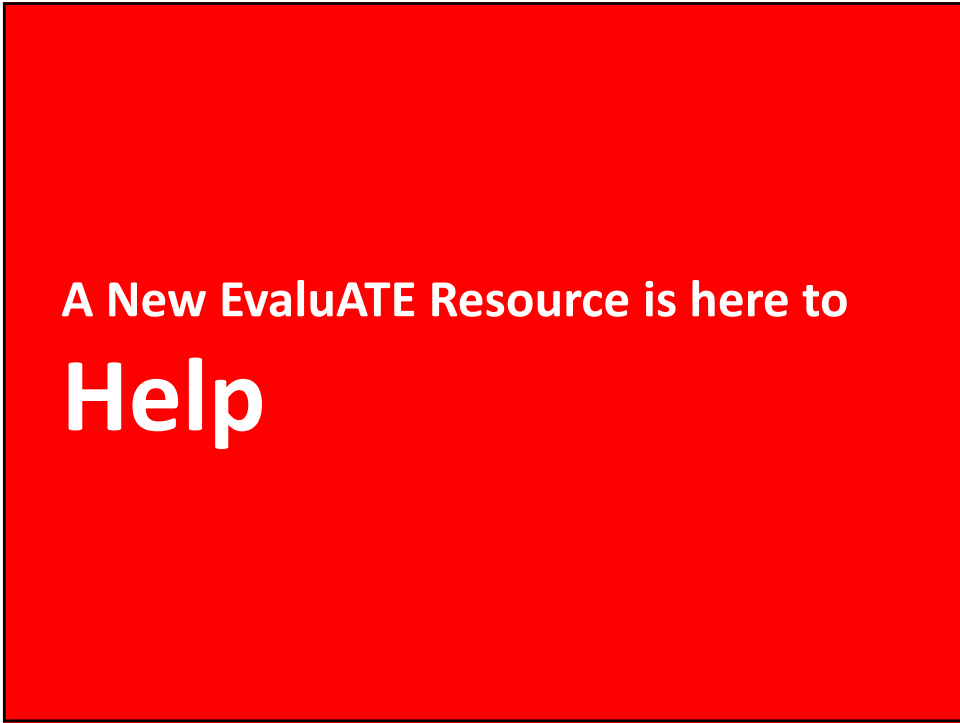


Corey


Annual Report:
Accomplishments
Products
Participants
Impact
Changes/
Problems
Special
Requirements

EvaluATE *Examples of Relevant Data Points:*
 Annual Survey:

- Type of collaborator
- Dollar value of contribution
- Nature of benefit from the collaboration



EvaluATE National Science Foundation Annual Report
Components (and related ATE Survey data points)
REVIEW DRAFT | JANUARY 2014

NSF funded principal investigators submit annual reports to NSF via Research.gov. This document is a compilation of the Research.gov annual reports system components, including the explanations of what should be in addressed in each section, as well as the additional guidance that is that is provided within the Research.gov reporting system (R). This document was prepared by EvaluATE (NSF #1204683) to assist Advanced Technological Education (ATE) program grantees in preparing their annual reports. No substantive modifications or additions have been made to the original Research.gov text. The blue text boxes in this document identify items from the ATE annual survey, which all grantees are expected to complete, that are relevant to various annual report sections.

If you are an ATE grantee that has completed the annual survey, but do not have a copy of the answers you provided, email corey.a.smith@wmich.edu and ask for a copy of your completed questionnaire.

Cover Accomplishments Products Participants Impact Changes/Problems Special Requirements

[Cover sheet is auto filled by the Research.gov system]

Cover Accomplishments Products Participants Impact Changes/Problems Special Requirements

ACCOMPLISHMENTS: What was done? What was learned?

1 The information provided in this section allows the agency to assess whether satisfactory progress has been made during the reporting period.

For NSF purposes, the PI should provide accomplishments in the context of the NSF merit review criteria of intellectual merit and broader impacts, and program specific review criteria specified in the solicitation. Please include any transformative outcomes or unanticipated discoveries as part of the Accomplishment section.


The PI is reminded that the grantee is required to obtain prior written approval from the awarding agency grants official whenever there are significant changes in the project or its direction. See Exhibit B-1 of the Award & Administration Guide for a complete listing of Grantee Notifications To and Requests For Approval from the National Science Foundation.

What are the major goals of the project? (8,000 characters)

1 List the major goals of the project as stated in the approved application or as approved by the agency. If the application lists milestones/target dates for important activities or phases of the project, identify these dates and show actual completion dates or the percentage of completion.

Generally, the goals will not change from one reporting period to the next. However, if the awarding agency approved changes to the goals during the reporting period, list the revised goals and objectives. Also explain any significant changes in approach or methods from the agency approved application or plan.

1



Corey

Organized by NSF annual report component



NSF-funded principal investigators submit annual reports to NSF via Research.gov. This document is a compilation of the Research.gov annual reports system components, including the explanations of what should be in addressed in each section, as well as the additional guidance that is that is provided within the Research.gov reporting system [1]. This document was prepared by EvaluATE (NSF #1204683) to assist Advanced Technological Education (ATE) program grantees in preparing their annual reports. **No substantive modifications or additions have been made to the original Research.gov text.** The blue text boxes in this document identify items from the ATE annual survey, which all grantees are expected to complete, that are relevant to various annual report sections.

If you are an ATE grantee that has completed the annual survey, but do not have a copy of the answers you provided, email corey.c.simp@wvtech.edu and ask for a copy of your completed questionnaire.

Cover
Accomplishments
Products
Participants
Impact
Changes/ Problems
Special Requirements

[Cover sheet is auto-filled by the Research.gov system]

Cover
Accomplishments
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Corey

Organized by NSF annual report component

Includes verbatim text from Research.gov system. Including:

- Main headings/prompts
- Additional guidance/explanation

What other organizations have been involved as partners?

Type of partner institution (select one)

- Academic institution
- Other nonprofits
- Industrial or commercial firms
- State or local government
- School or school systems
- Other

Partner's contribution to the project (select all that apply)

- Financial support
- In-kind support (e.g., partner makes software, computers, equipment, etc., available to project staff)
- Facilities (e.g., project staff use the partner's facilities for project activities)
- Collaborative research (e.g., partner's staff work with project staff on the project)
- Personnel exchanges (e.g., project staff and/or partner's staff use each other's facilities, work at each other's site)

More detail on partner's contribution


Have other collaborators or contacts been involved?

1 Some significant collaborators or contacts within the recipient's organization may not be covered by "What people have worked on the project?" Likewise, some significant collaborators or contacts outside the recipient's organization may not be covered under "What other organizations have been involved as partners?"

For example, has there been any:

- collaborations with others within the recipient's organization; especially interdepartmental or interdisciplinary collaborations;
- collaborations or contact with others outside the organization; and
- collaborations or contacts with others outside the United States or with an international organization.

It is likely that many recipients will have no other collaborators or contacts to report.



Corey

EvaluATE | Relevant Data from ATE Survey:

Section 1, Questions 23-25

- Type of collaborator
- Dollar value of contribution
- Nature of benefit from the collaboration

Identifies questions on the ATE survey that are related to the report section

EvaluATE National Science Foundation Annual Report
EVALUATION RESOURCE CENTER for
 advanced technological education
Components (and related ATE Survey data points)
REVIEW DRAFT | JANUARY 2014

NSF-funded principal investigators submit annual reports to NSF via Research.gov. This document is a compilation of the Research.gov annual reports system components, including the explanations of what should be in addressed in each section, as well as the additional guidance that is that is provided within the Research.gov reporting system [1]. This document was prepared by EvaluATE (NSF #1204683) to assist Advanced Technological Education (ATE) program grantees in preparing their annual reports. **No substantive modifications or additions have been made to the original Research.gov text.** The blue text boxes in this document identify items from the ATE annual survey, which all grantees are expected to complete, that are relevant to various annual report sections.

If you are an ATE grantee that has completed the annual survey, but do not have a copy of the answers you provided, email corey.c.simp@wvtech.edu and ask for a copy of your completed questionnaire.

Cover | Accomplishments | Products | Participants | Impact | Changes/ Problems | Special Requirements

[Cover sheet is auto filled by the Research.gov system]

Cover | **Accomplishments** | Products | Participants | Impact | Changes/ Problems | Special Requirements

ACCOMPLISHMENTS: What was done? What was learned?

1 The information provided in this section allows the agency to assess whether satisfactory progress has been made during the reporting period.

For NSF purposes, the PI should provide accomplishments in the context of the NSF merit review criteria of intellectual merit and broader impacts, and program specific review criteria specified in the solicitation. Please include any transformative outcomes or unanticipated discoveries as part of the Accomplishment section.


The PI is reminded that the grantee is required to obtain prior written approval from the awarding agency grants official whenever there are significant changes in the project or its direction. See Exhibit B-1 of the Award & Administration Guide for a complete listing of Grantee Notifications to and Requests for Approval from the National Science Foundation.

What are the major goals of the project? (8,000 characters)

1 List the major goals of the project as stated in the approved application or as approved by the agency if the application lists milestones/target dates for important activities or phases of the project, identify these dates and show actual completion dates or the percentage of completion.


Generally, the goals will not change from one reporting period to the next. However, if the awarding agency approved changes to the goals during the reporting period, list the revised goals and objectives. Also explain any significant changes in approach or methods from the agency approved application or plan.

1



Corey

We want your feedback!



**Mike
Lesiecki**

External Review of EvaluATE Materials

The screenshot shows a Blackboard Collaborate webinar interface. On the left, there is a 'PARTICIPANTS' sidebar with a video feed area and a 'Type questions here' callout bubble. The main content area is titled 'Questions & Comments' and features a list of topics, each with a small profile picture of a participant:

- Introductions & Housekeeping
- ATE Survey Overview
- Question Break
- ATE Survey Definitions
- Question Break
- Multitasking your ATE Project Data
- External Review of EvaluATE Materials
- Final Questions, Closing Remarks, and Survey

A participant named 'Krystin' is visible in the top right corner of the interface.

Right-Sizing Evaluation for ATE Small Grants
March 19, 2014

EvaluATE EVALUATION RESOURCE CENTER for advanced technological education

MENTOR CONNECT

The slide features an image of three fishbowls of different sizes, each containing a goldfish. The smallest fish is in the smallest bowl, the largest fish is in the largest bowl, and a medium-sized fish is in the medium-sized bowl, illustrating the concept of 'right-sizing'.

An invitation from a partner ATE project....



Krystin

Formative Assessment for ATE (FAS4ATE)

project is seeking an ATE PI-Evaluator team to test a logic model development process

Candidate qualities:

- Projects in the first year of funding
- Eager to collaborate to develop a project logic model and link it to evaluation
- Comfortable with showcasing this work in a webinar

To learn more, contact

Amy Gullickson:

amy.gullickson@unimelb.edu.au

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