

Outreach Evaluation

Question 1 – How coherent is the outreach plan? (21 pts)

A plan is an organized way to achieve a specific objective. Random activities, even *good* random activities do not constitute a plan. If a team’s “outreach plan” is simply a collection of visits and/or presentations with no apparent direction or purpose, their outreach efforts will never accomplish the good that they could.

An outreach plan should have two major components:

- The PLAN – a description of the team’s objectives and goals; what activities are planned for the upcoming year, and where and when the activities will take place; and
- The ACTIVITIES – what will the team do when they get there? What materials will they use? What materials will they refer to? What are the main points that they will make?

You will probably see different objectives for different audiences. For example, a team’s objective for presenting to the AIAA would probably be to communicate scientific findings; their objective for meeting with the Rotary Club would probably be different. All objectives, though, should be backed up by a set of planned activities which will allow the target audience to reach the objective.

Evaluator Questions:	3 pts	2 pts	1 pt	0 pts
Has the team defined the objective(s) for their outreach plan?	Exc ¹	Good	NW	Unr
Has the team defined the audience(s) for their outreach plan?	Exc	Good	NW	Unr
Are the plans appropriate for the audience(s) defined?	Exc	Good	NW	Unr
Are the plans appropriate for the objective(s) desired?	Exc	Good	NW	Unr
Have they identified their outreach milestones, do they have dates planned?	Exc	Good	NW	Unr
Are these plans backed up by anything? i.e., Are there letters of agreement between the team and any of the planned event coordinators? (a spreadsheet will be provided by the program coordinator with backup information)	Exc	Good	NW	Unr
Is the team integrating any of their activities with the teacher’s curriculum?	Exc	Good	NW	Unr

¹ The categories are: Excellent, Good, Needs Work and Unresponsive

In this area, this team receives _____ points (out of a possible 21).

Please comment

Question 2 – What will the outreach events or outreach materials look like? (12)

More is better – six meetings with six science classes is better than one meeting with one science class. Six meetings with six science classes, plus 2 presentations at the local library, plus one presentation at the planetarium is even better. Evidence that the team has formed a partnership with an institution (especially minority institutions) and that the team’s output will be integrated into the curriculum is also very powerful.

Evaluator Questions for Outreach Materials and/or Team Emphases:

	3 pts	2 pts	1 pt	0 pts
Will provide elementary and secondary schools with teaching tools and/or compelling experiences to motivate and inspire students and teachers.	Exc	Good	NW	Unr

Designed to motivate students and teachers to participate in NASA education and intern programs.	Exc	Good	NW	Unr
Develops long term mentoring relationships.	Exc	Good	NW	Unr
Creates linkage to other NASA educational programs	Exc	Good	NW	Unr

In this area, this team receives _____ points (out of a possible 12).

Please comment, especially if any other novel or interesting things are mentioned.

Question 3 – Outreach to Underrepresented Populations (10)

Since diversity is an important goal for our educational programs, we strongly encourage all flying teams to include or work with minority serving institutions in their outreach plans. For example, predominantly minority K-12 schools, a predominantly minority college or university, and women’s organizations.

Is the team reaching out to underrepresented	Exc	Good	NW	Unr
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populations to interest them in science, math, engineering and technology?				
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In this area, this team receives _____ points (out of a possible 10).

Please comment. If possible, list the outreach organization and highlight the activity.

SUMMARY Comments

What strengths do you see in this plan?

What weaknesses do you see in this plan? Are any of the weaknesses show-stoppers (that is, weaknesses so prominent that the proposal should not be accepted until/unless they are addressed)?

Are there any other comments that you would like us to communicate to the students?