



NASA INFORMAL EDUCATION: COMPETITIVE PROGRAM FOR SCIENCE MUSEUMS, PLANETARIUMS AND NASA VISITOR CENTERS PLUS OTHER OPPORTUNITIES (CP4SMPVC+)

FY 2014 ANNUAL PERFORMANCE REPORT

FUNDING SOURCE:
OFFICE OF EDUCATION
STEM EDUCATION AND ACCOUNTABILITY PROJECTS
(SEAP)

LINE OF BUSINESS:
INSTITUTIONAL ENGAGEMENT (IE)

MANAGING ORGANIZATION:
JET PROPULSION LABORATORY
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ACTIVITY DESCRIPTION

The program is authorized by P.L. (Public Law) 109-155 SEC. 616. MUSEUMS: *The Administrator may provide grants to, and enter into cooperative agreements with, museums and planetariums to enable them to enhance programs related to space exploration, aeronautics, space science, earth science, or microgravity.* NASA satisfies this Congressional guidance through the selected award portfolio. (Ref: NASA Authorization Act of 2005, Section 616. <http://www.gpo.gov/fdsys/pkg/BILLS-109s1281enr/pdf/BILLS-109s1281enr.pdf>)

Between 2008 and 2014 four competitive NASA Research Announcements (NRAs) primarily for museums, planetariums, and NASA Visitor Centers created a flagship investment in informal education grants that NASA Education monitors until they expire. In FY 2014, NASA established a criteria-and evidence-based investment called STEM Education and Accountability Projects or SEAP. SEAP aligns and restructures several NASA Education activities to meet the goals established by NASA's most current strategic plan as well as the Federal STEM Education 5-Year Strategic Plan, including competitive opportunities for NASA Visitor Centers, museums, planetariums and other informal education institutions.

On January 9, 2013, NASA issued a revised solicitation (NNH13ZHA001N), *Competitive Program for Science Museums, Planetariums, and NASA Visitor Centers Plus Other Opportunities (CP4SMPVC+)*, estimating it would operate through two fiscal years, 2013 and 2014. Ten projects, including four NASA Visitor Centers, were selected to receive FY13 funds. In FY 2014, NASA selected twelve additional 2013 proposals for funding rather than open a new competition. FY 2014 SEAP funds were used to support final selections made under the NNH13ZHA001N solicitation (catalog of Federal Domestic Assistance (CFDA) Number: 43.008).

The lists of ten FY 2013 and twelve FY 2014 selected projects with short abstracts are available at: <http://go.nasa.gov/18U8PAO>

- [Download list of eighteen FY 2012 grants with short abstracts](#)
- [Download list of nine FY 2010 grants with short abstracts](#)
- [Download list of nine FY 2009 grants with short abstracts](#)
- [Download list of thirteen FY 2008 grants with short abstracts](#)

ACTIVITY GOALS

The basic goal of the 2013 CP4SMPVC+ solicitation was to further NASA 2011 Strategic Plan Goal 6: Share NASA with the public, educators, and students to provide opportunities to participate in our Mission, foster innovation, and contribute to a strong national economy. A primary (but not the only) sub-goal of this solicitation is to achieve NASA's flagship investment in Outcome 6.2: Promote STEM literacy through strategic partnerships with formal and informal organizations.

Specific project-level objectives may include but are not limited to:

- Promote life-long learning in America by students, educators, families, and retirees, using NASA-themed STEM and missions via non-formal and informal education.
- Encourage, inspire and engage large and diverse audiences via NASA's contributions to everyday life within the Congressionally defined technical areas (NASA-themed space exploration, aeronautics, space science, earth science, or microgravity, or combinations of these themes).
- Improve understanding of NASA's missions, contributions to STEM disciplines, and STEM careers, including by faculty in pre-K-12 and higher education settings.
- Link and engage providers of informal and formal education, including institutions of higher education, particularly HBCUs, Tribal Colleges, and other minority-serving institutions, using NASA content through pilot projects that enable educators, parents, retirees, or community leaders to carry the NASA content back to their households, school, after-school groups, summer camps, 4-H communities, etc.

In 2014 NASA released its new Strategic Plan, which included a new Strategic Objective for the Office of Education:

Strategic Objective 2.4: Advance the Nation's STEM education and workforce pipeline by working collaboratively with other agencies to engage students, teachers, and faculty in NASA's missions and unique assets.

Towards the end of FY 2014, NASA also released its Annual Performance Strategic Objectives and Performance Goals to align with the 2014 Strategic Plan.

The projects selected for CP4SMPVC 2014 funds were submitted via the 2013 CP4SMPVC NRA, which directed proposals to align with the outcomes in the 2011 NASA Strategic Plan. Since a new set of Strategic Objectives, Annual Performance Strategic Objectives, and Performance Goals were established during FY14, this report also references these in addressing FY 2014 activity benefits and contribution to APIs.

Forty-eight CP4SMPVC+ grants/cooperative agreements at 43 institutions in 30 states including 7 NASA Visitor Centers were active in FY2014.

ACTIVITY BENEFIT TO PERFORMANCE GOALS

Performance goals are listed here from two sources:

- (1) Programmatic Goals and Objectives coming from the Outcomes and Objectives from the 2011 NASA Strategic Plan since that was what the NRA in 2013 asked for and the grants that were issued in FY 2014 (and FY 2013) had to respond to.
- (2) NASA FY2014 Annual Performance Strategic Objectives and Performance goals, stemming from the 2014 NASA Strategic Plan issued during FY 2014.

2013 NRA OUTCOMES IN FY 2014 FROM 2011 NASA STRATEGIC PLAN

PROJECT BENEFIT TO OUTCOME 6.2

The 2013 CP4SMPVC+ NRA instructed proposers to address Outcome 6.2 from the 2011 NASA Strategic Plan: *Promote STEM literacy through strategic partnerships with formal and informal organizations*. It also addressed outcomes 6.3 and 6.4 of the NASA education strategic coordination framework: *Engage the public in NASA's missions by providing new pathways for participation and inform, engage, and inspire the public by sharing NASA's missions, challenges, and results*.

The CP4SMPVC+ funding opportunity supports NASA's education goal to promote STEM literacy through strategic partnerships with formal and informal organizations by encouraging such partnerships in proposals submitted to the NASA Research Announcement (NRA). The CP4SMPVC community is encouraged to network with each other and explore partnership opportunities. The CP4SMPVC+ opportunity is uniquely positioned amongst NASA's competitive grant and cooperative agreement broad agency announcements because all NASA missions in exploration, aeronautics, science or space operations are eligible for support. CP4SMPVC+ also contributes to informal education more broadly by making NASA's remarkable resources—facilities, missions, data, images, and employees, including internationally known engineers and scientists—more broadly known. CP4SMPVC+ grants are expected to encourage inquiry-based or hands-on education or learning focused on NASA's contributions to the STEM disciplines.

2014 ANNUAL PERFORMANCE STRATEGIC OBJECTIVES AND PERFORMANCE GOALS, STEMMING FROM 2014 NASA STRATEGIC PLAN

Strategic Objective 2.4: Advance the Nation's STEM education and workforce pipeline by working collaboratively with other agencies to engage students, teachers, and faculty in NASA's missions and unique assets.

PROJECT BENEFIT TO PERFORMANCE GOAL 2.4.2: Continue to support STEM educators through the delivery of NASA education content and engagement in educator professional development opportunities.

CP4SMPVC projects often include an educator professional development (EPD) component, for K-12 educators, for informal educators, or for both. In FY2014, 13 (of 48 active) projects conducted 18 different implementations of EPD, resulting in a total of 177 activities. Descriptions of example projects that include educator professional development can be found in the "Activity Partners" section below.

PROJECT BENEFIT TO Performance Goal 2.4.4: Continue to provide opportunities for learners to engage in STEM education through NASA-unique content provided to informal education institutions designed to inspire and educate the public.

CP4SMPVC projects often include educational exhibits and public-at-large activities. In FY2014, 29 (of 48 active) projects conducted 68 different implementations of exhibits and/or public-at-large activities, resulting in a total of 3505 activities. Descriptions of example projects that include such activities can be found in the “Activity Partners” section below.

PROJECT BENEFIT TO Performance Goal 2.4.5: Continue to provide opportunities for learners to engage in STEM education engagement activities that capitalize on NASA-unique assets and content.

CP4SMPVC projects often include STEM engagement components for K-12 students. In FY 2014, 23 (of 48 active) projects conducted 83 different implementations of student hands-on activities, resulting in a total of 5132 activities. Descriptions of example projects that include student hands-on activities can be found in the “Activity Partners” section below.

ACTIVITY ACCOMPLISHMENTS

Forty-eight CP4SMPVC+ grants/cooperative agreements were active in FY 2014. Projects ranged from development of a major traveling, interactive exhibit about living in space to a career ladder program for high school. Grantee organizations included science centers, museums, children’s museums, planetariums, Challenger Learning Centers, aquariums, and federal and non-federal NASA Visitor Centers. Partner organizations include local K-12 schools and districts, universities, youth-serving organizations, other museums, NASA Centers and Visitor Centers Challenger Centers, Space Grants, industry and institutes, and astronomical societies. Six of the projects awarded in FY2014 had start dates in FY 2014. The 18 projects completed in FY 2014 included 4 from FY2008 cohort, 5 from FY2009 cohort, 5 from FY 2010 cohort, and 4 from FY 2012 cohort.

The 2013 CP4SMPVC+ NASA Research Announcement NNH13ZHA001N received Sixty-seven (67) eligible proposals from 31 states, the District of Columbia, and Puerto Rico. Participating organizations included museums, planetariums, NASA Visitor Centers, Challenger Centers, aquariums, and other institutions of informal education. Experts external to NASA reviewed these 67. NASA’s Office of Education, Office of Communications, and Mission Directorates also collaborated to solicit and review these grant applications. In FY 2013, 10 awards were made. In FY 2014, 12 more awards were made from the remaining proposals to the 2013 solicitation. All awards could request a maximum five-year period of performance, but due to no cost extension options, some grants can operate as long as seven years.

Management Objective: Administer and implement process to select additional proposals submitted in response to NNH13ZHA001N, to be funded with FY2014 funds.

Accomplishment: Twelve projects proposed under the FY2013 solicitation, including 3 NASA Visitor Centers, were selected for funding with FY2014 funds. The solicitation and selection information is available on NSPIRES at <http://go.nasa.gov/18U8PAO>.

Management Objective: Develop and host 2014 Reverse Site Visit to promote communication, collaboration, and partnerships among NASA Education and Communication projects, and promotes professional competency.

Accomplishment: The 2014 Reverse Site Visit was held at the Education Training Facility, Marshall Space Flight Center/US Space and Rocket Center, Huntsville, AL. Participants (some via phone) included representatives from eight NASA Centers, six NASA Visitor Centers, 37 team members from five award cohorts (2008-2013), two officials from the NASA Shared Services Center, and representatives from NASA's Office of Diversity and Equal Opportunity (ODEO), three Mission Directorates, the MSFC Office of the Inspector General (OIG), NASA Education Technologies Services (NETS), artifacts and exhibits, and the Museum Alliance, as well as the National Science Foundation (NSF) and the Center for the Advancement of Informal Science Education (CAISE). Highlights of the visit included tornado warnings, a presentation by Dr. Kimberly Robinson, MSFC Project Integration Manager for the Space Launch System, and a practitioners behind-the-scenes tour of US Space and Rocket Center led by the managers of education, exhibits, programs, and SpaceCamp. This gathering promoted communication, collaboration, and partnerships among NASA Education and Communication projects, and promotes professional competency through:

- Raising awareness of resources, roles, and expertise within the community
- Building grantees' and Technical Officers' knowledge of guidelines and requirements for managing NASA STEM Informal Education projects, with a special focus on reporting and accountability
- Building grantees' knowledge of commonalities amongst projects
- Broadening community knowledge of best-practices and resources for museum-related informal education projects

Management Objective: Continue community building with awardees through regular communications, technical assistance, and professional development.

Accomplishment: All CP4SMPVC+ awardees are members of the NASA Museum Alliance and as such received regular communications about NASA activities and opportunities. In addition, JPL provided a clearinghouse for technical assistance ranging from content resources to grant questions (the latter were usually referred to the grantees' Technical Officer). The Museum Alliance provided 30 virtual professional development opportunities with subject matter experts from across NASA's mission directorates and support offices. The CP4SMP management staff at JPL provided professional development webinars on grant topics including use of the NASA logo, grant closeout processes, and reporting requirements. JPL also convened a gathering of opportunity at the 2014 Association of Science-Technology Centers conference and conducted a panel session for awardees and prospective proposers to future solicitations, if any.

ACTIVITY CONTRIBUTION TO ANNUAL PERFORMANCE INDICATORS (APIs)

APIED-14-6: 250,000 educators participate in NASA-supported professional development, research, and internships that use NASA-unique STEM content.

CP4SMPVC Contribution: 4225 formal and informal educators participated in CP4SMPVC grants' educator professional development activities in FY 2014.

APIED-14-5: Maintain the NASA Museum Alliance and/or other STEM education strategic partnerships in no fewer than 30 states, U.S. territories, and/or the District of Columbia.

Museum Alliance Contribution: Professionals at 574 organizations in all 50 states, Puerto Rico, and the District of Columbia were partners in the NASA Museum Alliance in FY2014.

APIED-14-8: One million elementary and secondary students participate in NASA STEM engagement activities.

CP4SMPVC Contribution: 122,859 K-12 students participated in CP4SMPVC grants' student hands-on and exhibit related activities in FY 2014.

ACTIVITY IMPROVEMENTS MADE IN THE PAST YEAR

Management Objective: Create a public database-driven CP4SMPVC+ website to give transparency into the awards, including award amount, cohort, description, status, and accomplishments.

Accomplishment: The CP4SMPVC website debuted in December 2013

(<https://informal.jpl.nasa.gov/museum/CP4SMP>), and contains project descriptions, product information and availability, accomplishments, and award summary information. In collaboration with the NSF-funded Center for the Advancement of Informal Science Education, all CP4SMPVC project descriptions were included in their informal.science.org database of project, research, and evaluation resources for the informal STEM education community.

Management Objective: Improve data collection for OEPM through development of a clear and complete spreadsheet designed to make reporting more efficient. Save staff time in analyzing narrative progress reports to collect numerical data. Facilitate upload to OEPM when that functionality is available in OEPM.

Accomplishment: The CP4SMPVC+ management team at JPL created a comprehensive and clear spreadsheet to collect data required for OEPM from all active awardees. This tool was distributed and explained at the awardees gathering at ASTC 2014 and all active awardees are now using it.

ACTIVITY PARTNERS AND ROLE OF PARTNERS IN ACTIVITY EXECUTION

Fifteen grants from five cohorts (2008-2013) were active for all of FY 2014. Eighteen awards completed or expired during FY 2014. Fifteen awards had start dates during FY 2014 (from both the FY 2013 and FY 2014 funding cohorts).

Highlights from a sample of awardees' annual progress reports include educator professional development, student and family programs, public programs, exhibits and show openings listed by award number and institution below.

NNX09AL70G (FY 2008 Cohort) Denver Museum of Nature and Science. The goal of *Methods of Increasing Awareness of Comparative Planetology and Climate Science with SOS in Museum Settings* was to investigate the value of Science on a Sphere (SOS) presentations for visitors – their reactions, perceived messages relating to climate literacy, and their understanding of various types of data visualizations – in light of the particular way that DMNS has created and implemented programming regarding the Sphere. This work was conducted as part of a NASA grant, and is intended to become part of the literature of the SOS network. Two different types of content – about Earth, and about comparative planetology – were used in three different modes: Auto-run (visitors viewed SOS on their own), Facilitated (a volunteer encountered individual visitor groups and engaged them in a discussion for as long as the visitors remained), and Shows (a more-formal presentation, announced on the PA system, lasting about 18-20 minutes, with seating). Following their experiences with SOS, a minimum of 50 visitor groups were interviewed in each of six conditions, yielding a total sample of 378 visitor groups. The evaluation reports have been posted on informal.science.org, and findings from the work were presented at the 2014 Science on a Sphere User Group conference, 2014 National Science Teachers Association Conference Middle School Share-A-Thon, and the 2014 Association of Science and Technology Centers conference.

200 trained "Museum Galaxy Guides" facilitated the SOS about 75% of the time during normal Museum operating hours. During FY 2014, over 366,000 visitors are estimated to have seen the exhibit in one of the three modes. To date, DMNS has held a total of 3 three-day teacher professional development workshops for teachers, featuring SOS as a presentation tool to facilitate discussions on planetary exploration and global change.

NNX10AD89G (FY 2009 Cohort) The Challenger Learning Center of Alaska. The 4-year project *Climate Change: NASA's Eyes on the Arctic* was designed with the goal of increasing rural Alaskan communities' interest and understanding of current climate change indicators, climate change research conducted in Alaska, and the role of NASA and Alaskan universities within this research. The Challenger Learning Center of Alaska, the University of Alaska Museum of the North, and the Anchorage Museum collaborated with great success to increase awareness of climate change research and the observable transformations taking place in the Arctic. The multi-disciplinary outreach program targeted K-12 students, teachers and underserved communities, and engaged over a thousand students who live in isolated communities located across the vast state of Alaska.. The project completed in FY 2014, and was selected by the National Science Teachers Association for their "NSTA TV" series.

http://www.websedge.com/videos/nsta_tv/#/eyes_on_the_arctic

NNX10AD93G (FY 2009 Cohort) Museum of Science and Industry, Chicago.

Mission to Mars: An Urban/Rural Collaborative to Inspire NASA's Next Generation was created by the Museum of Science and Industry in Chicago to inspire underserved populations to achieve their full potential in STEM careers. Through March 2014 it has reached over 3,800 middle school students throughout Illinois. Said one teacher "My students had a wonderful experience! In fact, the whole day was awesome! One of my students stated, 'People treat you differently when they know you are smart.' This child has made it his 'life's goal' to now be a scientist! He was one of my most struggling students. The program ignited a spark that will never go out." Students are not only participating in hands-on activities that model what NASA scientists and engineers do every day, but they are also learning collaboration and career-based skills in order to enter the 21st century workforce.

NNX10AD95G (FY 2009 Cohort) North Carolina Museum of Natural Science. NASA funds have been instrumental to the Museum's success. Its visitation skyrocketed once the *Nature Research Center* was open, positioning the Museum as the top cultural destination in the entire state in 2012 and the second most attended cultural destination in the state in 2013. It boasts an annual attendance of over 1 million onsite visitors and serves an additional 30,000 through offsite outreach. In 2013, the Museum was named by the Institute of Museum and Library Sciences as a Finalist for its prestigious National Medal for Museum and Library Service and in 2014, the Museum won the National Medal and was acknowledged during a ceremony at the White House by First Lady Michelle Obama. Portions of the exhibits in the Nature Research Center were funded through CP4SMPVC.

NNX10AK14G (FY 2009 Cohort) Arizona-Sonora Desert Museum. The *Laurel Clark Earth Camp Experience* project team delivered 3 successive years of teacher professional development to 3 cohorts of 16-18 teachers, ending on February 28, 2014. Forty-two total teachers completed a year-long professional development program. The team incorporated additional and improved field experiences throughout the project and new opportunities to learn and practice with equipment, software and other technology. Seven teachers organized Earth Clubs at their schools, which continued for at least one academic year.

Teen Earth Camp successfully engaged 132 middle school and high school students over four years. Routinely high satisfaction rates from both youth and parents remained the best evidence for successful implementation of this activity. Reaching under-served students continued to be a valuable component of the program.

NNX10AK17G (FY 2010 Cohort) Pacific Science Center.

NASA Now: Using Current Data, Planetarium Technology and Youth Career Development to Connect People to the Universe uses live interpretation and new planetarium technology to increase awareness, knowledge and understanding of NASA missions and STEM careers among schoolchildren, teens and the general public. The first project goal is to create and deliver live planetarium shows both on- and off-site to schoolchildren and the general public that showcase NASA missions and data, as well as careers in physics, astronomy, aerospace engineering and related fields. The second goal is to engage underrepresented high school students through a long-term youth development program "Discovery Corps Track for Each and Space Science Achievement" focused on Earth and space science that provides first-hand knowledge of science and careers within the NASA enterprise along with corresponding educational pathways. In FY 2014, 40 teens participated and received direct financial support. To date, Pacific Science Center has developed two new live planetarium shows *Gravity and Black Holes* and *Human Space Flight* that have been shown on site, and have also been modified for use in an outreach setting in inflatable domes. In FY 2014, over 52,000 students, teachers, and

members of the general public viewed these shows. Information on the project was presented at the 2013 Association of Science and Technology Centers conference, the 2014 Astronomical Society of the Pacific Conference, and the 2014 Live Interactive Planetarium Shows conference.

NNX12AK99G (FY 2012 Cohort) Girlstart. Over the course of 48 months—from fall 2012 to fall 2016—*Girlstart* seeks to develop new, robust, NASA-rich curriculum for its nationally-replicated Girlstart Summer Camp program, as well as year-long curriculum for its recognized Girlstart After School program. During FY 2014, 1133 elementary and middle school girls participated in the afterschool program using curriculum developed in the first year of the project.

Girlstart also completed phase one of an impact research study to assess the impact of Girlstart After School on girls' academic progress and advanced STEM course selection. Participant test scores show that Girlstart girls are doing better than non-participant peers (both math and science). In spring 2013, 76% of Austin ISD Girlstart After School girls passed the 5th grade science test, while only 41% of comparison group members (and 64% of all students, both boys and girls, at our partner schools) passed. Over a two-year period, 71% of Austin ISD Girlstart participants passed the 5th grade science test, while only 48% of comparison group members (and 62% of all students) passed. In math, 85% of Girlstart participants passed, compared to 70% of comparison group members (and 73% of all students at AISD partner schools). Professional development programs reached over 800 teachers including 85 pre-service students who experienced an internship through the project. Study results are included in the Afterschool Alliance Report "Examining the impact of afterschool STEM programs", July 2014, p.17 <http://www.afterschoolalliance.org/ExaminingtheImpactofAfterschoolSTEMPrograms.pdf>

Girlstart also conducted hands-on activities and exhibitions at STEM Saturdays and science extravaganzas held at Girlstart and additional community locations, reaching over 11,000 people. Throughout year 2 Girlstart shared its STEM Studio and Mini-Planetarium with the Austin community, the first publicly-accessible, permanent planetarium in the region.

NNX12AL36A (FY 2012 Cohort) U. S. Space and Rocket Center. 465 fifth-grade students attended Native American Heritage Day on Nov 26, 2013. This Ultimate Field Trip (UFT) was sponsored by NASA Marshall Space Flight Center and the USSRC. All student groups attended a cultural demonstration performed by Native American Little Big Mountain, which included traditional music and dance and emphasized the importance of Native American heritage. NASA Marshall Space Flight Center employees with Native American heritage shared personal stories of family, individual interests and educational goals. The UFT also included a guided tour with a museum docent or crew trainer of the U.S. Space & Rocket Center, a MARS meal, space-themed simulators, and participation in the newest USSRC STEM program - Math Exploration – which is a newly-designed interactive math adventure featuring Math Exploration Data Collection Sheets.

REFERENCES

NASA Authorization Act of 2005, Section 616

<http://www.gpo.gov/fdsys/pkg/BILLS-109s1281enr/pdf/BILLS-109s1281enr.pdf>

NASA Strategic Plan 2011

http://www.nasa.gov/pdf/516579main_NASA2011StrategicPlan.pdf

2013 Competitive Program for Science Museums, Planetariums and NASA Visitor Centers Plus Other Opportunities (CP4SMP+) Solicitation NNH13ZHA001N

<http://nspires.nasaprs.com/external/solicitations/summary.do?method=init&solId={37764C2A-F415-01DF-1B30-F1971BE7F8BE}&path=closedPast>

NASA Strategic Plan 2014

https://www.nasa.gov/sites/default/files/files/FY2014_NASA_SP_508c.pdf

NASA FY 2014 Annual Performance Report (Strategic Goal 2.4 Performance Measures and APIs start p. #168)

http://www.nasa.gov/sites/default/files/files/NASA_FY14_APR-FY16_APP_Complete.pdf

STEM Education and Accountability Projects

<http://www.nasa.gov/offices/education/about/seap-overview.html>

CP4SMPVC Activity Website

<https://informal.jpl.nasa.gov/museum/CP4SMP>

informal.science.org NASA Project Descriptions

http://informal.science.org/search/informal-commons?search=&search_url=http%3A%2F%2Fapi.informal.science.org%2Fsearch%2Fjson%3FresourceType%3DProject%2BDescriptions%26sortDescendingBy%3DbeginDate%26fundingSource%3DNASA#topSearch

Afterschool Alliance Report “Examining the impact of afterschool STEM programs”, July 2014

<http://www.afterschoolalliance.org/ExaminingtheImpactofAfterschoolSTEMPrograms.pdf>

Table 1. CP4SMPVC Awards Active in 2014, by Cohort

Cohort	No. of Awards Active in 2014	No. of Awards Completed in 2014
2008	5	4
2009	6	5
2010	7	5
2012	14	4
2013	11	0
2014	5	0
Total	48	18

Table 2. Collective Reach of CP4SMPVC Grantees during FY 2014, to Direct Participants

Target Audience	Direct Participants
Educators	4,225
Elementary and secondary students	83,194
General public	797,581
Total	885,000 +

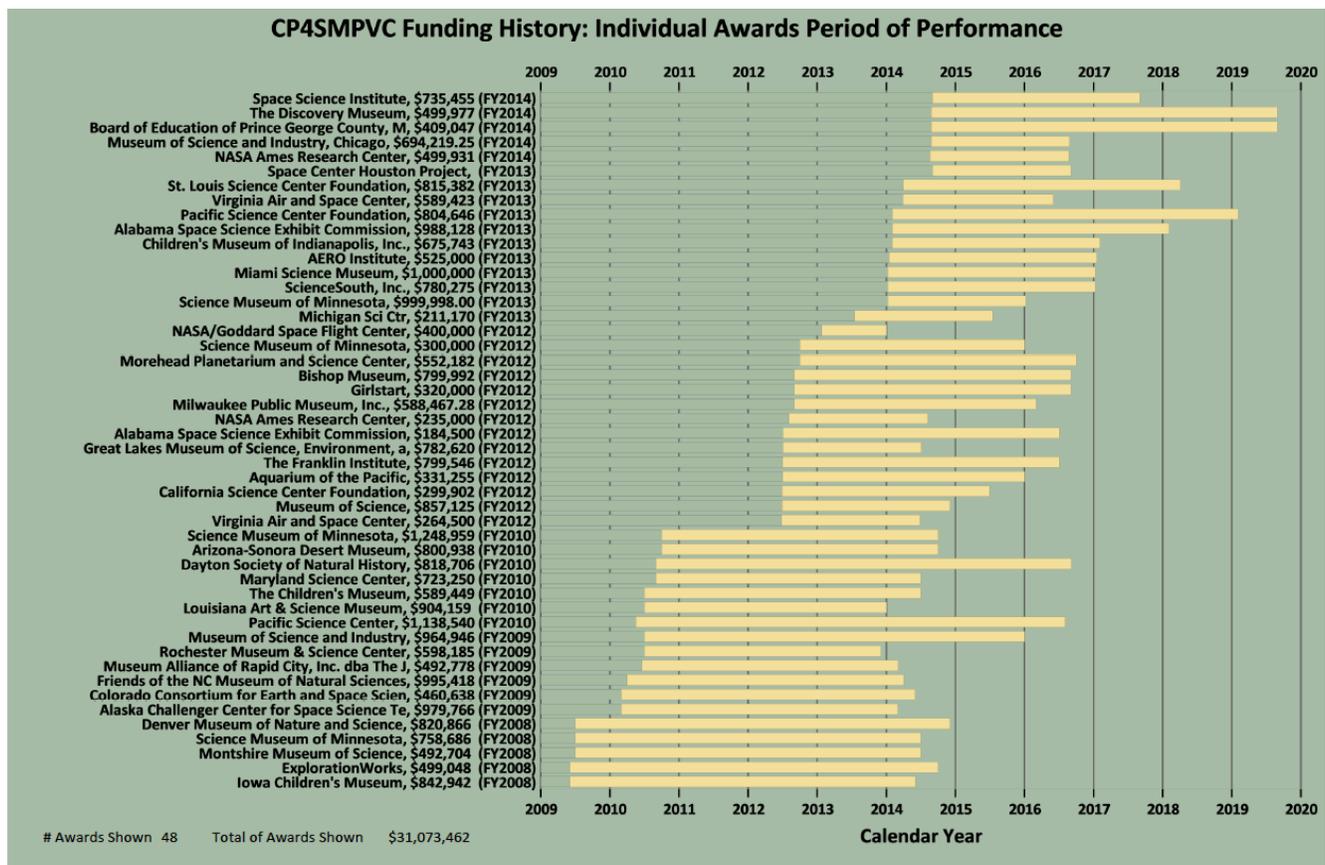


Figure 1. CP4SMPVC Active Awards in 2014, showing period of performance