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Army Educational Outreach Program

Junior Solar Sprint (JSS)



2017 Annual Program Evaluation Report

PART 3: Appendices

April 2018



1 | AEOP Consortium Contacts

U.S. Army Contacts

Matthew Willis, Ph.D.

Director, Laboratory Management
Office of the Assistant Secretary of the Army
Acquisition, Logistics, and Technology
matthew.p.willis.civ@mail.mil

Andrea Simmons

Army Educational Outreach Program (AEOP) Director
Office of the Assistant Secretary of the Army
Army for Research and Technology
andrea.e.simmons.ctr@mail.mil

AEOP Cooperative Agreement Manager

Louie Lopez

AEOP Cooperative Agreement Manager
U.S. Army Research, Development, and
Engineering Command (RDECOM)
louie.r.lopez.civ@mail.mil

Battelle Memorial Institute – Lead Organization

David Burns

Project Director, AEOP CA
Director of STEM Innovation Networks
burnsd@battelle.org

JSS Program Administrators

Sue King

JSS Program Director
Technology Student Association
sking@tsaweb.org

Roseanne White, Ph.D.

Principal Investigator
Technology Student Association
rwhite@tsaweb.org

Evaluation Team Contacts – Purdue University

Carla C. Johnson, Ed.D.

Evaluation Director, AEOP CA
carlacjohnson@purdue.edu

Toni A. Sondergeld, Ph.D.

Assistant Director, AEOP CA
tonisondergeld@metriks.com

Janet B. Walton, Ph.D.

Assistant Director, AEOP CA
walton25@purdue.edu

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3 | Appendix A – FY17 JSS Evaluation Plan

Questionnaires

As per the approved FY17 AEOP APP (continuation of Virginia Tech evaluation plan), the external evaluation of JSS included two post-program questionnaires:

1. AEOP Youth Questionnaire to be completed by student participants of the National TSA Conference JSS event and the three local Army-sponsored JSS events; and
2. AEOP Mentor Questionnaire to be completed by competition advisors, chaperones, or event organizers who supported students as they prepared for or participated in National TSA Conference JSS event and the three local Army-sponsored JSS events.

Questionnaires were the primary method of data collection for AEOP evaluation and collected information about participants' experiences with and perceptions of program resources, structures, and activities; potential benefits to participants; and strengths and areas of improvement for programs.

The questionnaires are aligned with:

- Army's strategic plan and AEOP Priorities 1 (STEM Literate Citizenry), 2 (STEM Savvy Educators) and 3 (Sustainable Infrastructure);
- Federal guidance for evaluation of Federal STEM investments (e.g., inclusive of implementation and outcomes evaluation, and outcomes of STEM-specific competencies, transferrable competencies, attitudes about/identifying with STEM, future engagement in STEM-related activities, and educational/career pathways);
- Best practices and published assessment tools in STEM education, STEM informal/outreach, and the evaluation/ research communities;
- AEOP's vision to improve the quality of the data collected, focusing on changes in intended student outcomes and contributions of AEOPs like CQL effecting those changes.

The use of common questionnaires and sets of items that are appropriate across programs will allow for comparisons across AEOP programs and, if administered in successive years, longitudinal studies of students as they advance through pipelines within the AEOP. Because the questionnaires incorporate batteries of items from existing tools that have been validated in published research, external comparisons may also be possible.

All AEOPs are expected to administer the Youth and Mentor questionnaires provided for their program. Both the Youth and Mentor questionnaires have two versions, an "advanced" version (JSHS and apprenticeship programs) or a "basic" version (all other programs). The same basic set of items are used in both, with slightly modified items and/or additional items used in the advanced version. Additionally, the surveys are customized to gather information specific structures, resources, and activities of programs.

Focus Group Site Visits

The external evaluation of JSS includes site visits/onsite focus groups at the National TSA Conference JSS event.

Site visits provide the evaluation team with first-hand opportunities to speak with students and their mentors. We are able to observe the AEOPs in action. The information gleaned from these visits assists us in illustrating and more deeply understanding the findings of other data collected (from questionnaires). In total, the evaluation findings are used to highlight program successes and inform program changes so that the AEOPs can be even better in the future.

Evaluation Activities during JSS Site Visits:

- One or two 45 minute focus group with 6-8 youth participants;
- One 45-minute focus group with 6-8 mentors;
- 30-60 minutes to observe your program (specifically, to see students engaged in program activities, preferably with their mentors); and
- 10-15 minute transitions between each evaluation activity for moving groups in and out and providing evaluators with time to organize paperwork and take nature breaks.
- Evaluators may also conduct rapid (3-5 minute) interviews with a random sampling of participants.

Obtaining Informed Assent/Consent: Prior to the Interview

Apprentice and mentor participants should be informed of the evaluation interview *before* it is conducted. This ensures that individuals do not feel pressured to participate. It would be ideal if Purdue University, the IPA, and/or site coordinators work together to invite apprentices and mentors to participate and provide them with evaluation policy forms:

- Attach the Purdue University evaluation policy for HSAP to the email
 - "AEOP Evaluation Policy(Parents).pdf"
 - "AEOP Evaluation Policy(Participants).pdf"
- Purdue University evaluators provide participants with a copy of the evaluation policy and will obtain verbal informed consent from participants just prior to conducting the focus group or interview.
Focus groups and interviews will be audio-recorded for transcription later.

Data Analyses

Quantitative and qualitative data were compiled and analyzed after all data collection concluded. Evaluators summarized quantitative data with descriptive statistics such as numbers of respondents, frequencies and proportions of responses, average response when responses categories are assigned to a 6-point scale (e.g., 1 = "Strongly Disagree" to 6 = "Strongly Agree"), and standard deviations. Emergent coding was used for the qualitative data to identify the most common themes in responses.

Evaluators conducted inferential statistics to study any differences among participant groups (e.g., by gender or race/ethnicity) that could indicate inequities in the SEAP program. Statistical significance indicates whether a result is unlikely to be due to chance alone. Statistical significance was determined with t-tests, chi-square tests, and various non-parametric tests as appropriate, with significance defined at $p < 0.05$. Because statistical significance is sensitive to the number of respondents, it is more difficult to detect significant changes with small numbers of respondents. Practical significance, also known as effect size, indicates the magnitude of an effect, and is typically reported when differences are statistically

significant. The formula for effect sizes depends on the type of statistical test used, and is specified, along with generally accepted rules of thumb for interpretation, in the body of the report.

4 | Appendix B – Student Focus Group Protocol

Facilitator: My name is [evaluator] and I'd like to thank you for meeting with us today! We are really excited to learn more about your experiences in JSS. In case you have not been in an evaluation interview before, I'd like to give you some ground rules that I like to use in interviews. They seem to help the interview move forward and make everyone a little more comfortable:

1. What is shared in the interview stays in the room.
2. It is important for us to hear the positive and negative sides of all issues.
3. Only one person speaks at a time.
4. This is voluntary - you may choose not to answer any question, or stop participating at any time.
5. We will be audio recording the session for note-taking purposes only. Audio will be destroyed.
6. Do you have any questions before we begin?

Key Questions

1. Why did you choose to participate in JSS this year?

- How did you hear about JSS?
- Who did you hear about it from?

The Army Educational Outreach Program (AEOP) is a primary sponsor of JSS. We do these interviews to help the AEOP create reports and defend funding for the program. They need specific information to defend the money for the program.

2. We need to understand more about how JSS is teaching students about STEM career opportunities in the Army and Department of Defense.

- During JSS, did you learn anything about STEM careers in the Army or Department of Defense?
- How did you learn about them (e.g., field trips, invited speakers, other activities, etc.)?
- Are you interested in pursuing a career in STEM with the Army or Department of Defense?

3. The AEOP sponsors a wide range of national STEM outreach programs other than JSS. You are definitely eligible to participate in some of these programs and we need to know if you learned about them during JSS.

- During JSS, did you learn about any of the outreach programs that the AEOP sponsors? (SMART, NDSEG, HSAP, etc.)
- How did you learn about them?
- Do you think that you will try to participate in any of those programs?

4. Tell us about your experiences in JSS this year.

- What, specifically do you think you got out of participating in JSS?
- How do your experiences in JSS compare to your school experiences in STEM?
- What would you say was the biggest benefit you gained from participating in HSAP?

5. Do you have any suggestions for improving JSS for other students in the future?

6. Last Chance - Have we missed anything? Tell us anything you want us to know that we didn't ask about.

5 | Appendix C – Mentor Focus Group Protocol

Facilitator: My name is [evaluator] and I'd like to thank you for meeting with us today! We are really excited to learn more about your experiences in JSS. In case you haven't been in a focus group before, I'd like to give you some ground rules that I like to use in focus groups. They seem to help the group move forward and make everyone a little more comfortable:

1. What is shared in the room stays in the room.
2. Only one person speaks at a time.
3. If you disagree please do so respectfully.
4. It is important for us to hear the positive and negative sides of all issues.
5. We will be audio recording the session for note-taking purposes only. Audio will be destroyed.
6. Do you have any questions about participating in the focus group?

1. When you think about JSS, what kind of value does this program add?

- How do you think students benefit from participating in JSS?
- Can you think of a particular student or group of students that benefit the most from JSS?
- How have you benefited from participating in JSS?

One of the primary sponsors of the JSS program is the Army Educational Outreach Program (AEOP). The AEOP needs specific information to create reports and defend funding for its outreach programs.

2. We need to understand more about how JSS is helping students know more about STEM career opportunities in the Department of Defense, especially civilian positions.

- Have you seen any efforts by JSS to educate participants about the Army, DoD, or careers in the DoD?
- What strategies seem to be the most effective for JSS students?
- Do you have any suggestions for helping JSS teach students about careers in the DoD?

The AEOP sponsors a wide range of national STEM outreach programs that these students qualify for.

3. The AEOP needs to know if JSS is teaching students about the other STEM outreach programs that it sponsors.

- First, are you aware of the other programs offered by the AEOP? (e.g., REAP, CQL, SMART, etc)
- Have you seen any efforts at JSS to educate adults or students about the other AEOP programs?
- What seems to work the best? The worst?
- Any suggestions for helping the AEOP educate these students about the other programs?

4. The AEOP is trying to make sure that its programs become more effective at reaching adult and youth participants from underserved and underrepresented groups (racial/ethnic groups, low SES, etc.).

- Have you seen any efforts by JSS to help engage underserved or underrepresented groups of adults and youth?
- What strategies seem to work the best? The worst?
- Any suggestions for helping JSS reach new populations of adult and youth participants?

5. What suggestions do you have for improving JSS?

6. Last Chance - Have we missed anything? Tell us anything you want us to know that we didn't ask about.



6 | Appendix D – Student Participant Questionnaire

Contact Information	
Please verify the following information:	
*First Name:	<input type="text"/>
*Last Name:	<input type="text"/>
*Email Address:	<input type="text"/>
<i>All fields with an asterisk (*) are required.</i>	

*1. Do you agree to participate in this survey? (required)(*Required)	
<i>Select one.</i>	
<input type="radio"/> Yes, I agree to participate in this survey	
<input type="radio"/> No, I do not wish to participate in this survey	Go to end of chapter

2. What grade will you start in the fall? (select one)	
<i>Select one.</i>	
<input type="radio"/> 4th	
<input type="radio"/> 5th	
<input type="radio"/> 6th	
<input type="radio"/> 7th	
<input type="radio"/> 8th	
<input type="radio"/> 9th	
<input type="radio"/> Choose not to report	
<input type="radio"/> Other, (specify)::	<input type="text"/>

3. What is your gender?
<i>Select one.</i>

<input type="radio"/>	Male
<input type="radio"/>	Female
<input type="radio"/>	Choose not to report

4. What is your race or ethnicity?

Select one.

<input type="radio"/>	Hispanic or Latino
<input type="radio"/>	Asian
<input type="radio"/>	Black or African American
<input type="radio"/>	Native American or Alaska Native
<input type="radio"/>	Native Hawaiian or Other Pacific Islander
<input type="radio"/>	White
<input type="radio"/>	Choose not to report
<input type="radio"/>	Other race or ethnicity, (specify)::
	<input type="text"/>

5. Which best describes the location of your school?

Select one.

<input type="radio"/>	Frontier or tribal school
<input type="radio"/>	Rural (country)
<input type="radio"/>	Suburban
<input type="radio"/>	Urban (city)

6. What kind of school do you attend?

Select one.

<input type="radio"/>	Public school
<input type="radio"/>	Private school
<input type="radio"/>	Home school
<input type="radio"/>	Online school
<input type="radio"/>	Department of Defense (DoDDS or DoDEA) school
<input type="radio"/>	I am not sure

7. At which of the following JSS sites did you participate? (Select ONE)
<i>Select one.</i>

<input type="radio"/>	Alabama
<input type="radio"/>	Arizona
<input type="radio"/>	California
<input type="radio"/>	Colorado
<input type="radio"/>	Delaware
<input type="radio"/>	Florida
<input type="radio"/>	Georgia
<input type="radio"/>	Idaho
<input type="radio"/>	Illinois
<input type="radio"/>	Kansas
<input type="radio"/>	Kentucky
<input type="radio"/>	Louisiana
<input type="radio"/>	Maryland
<input type="radio"/>	Mississippi
<input type="radio"/>	Missouri
<input type="radio"/>	Montana
<input type="radio"/>	New Hampshire
<input type="radio"/>	New Jersey
<input type="radio"/>	New Mexico
<input type="radio"/>	New York
<input type="radio"/>	North Carolina
<input type="radio"/>	North Dakota
<input type="radio"/>	Ohio
<input type="radio"/>	Oklahoma
<input type="radio"/>	Oregon
<input type="radio"/>	Pennsylvania
<input type="radio"/>	Rhode Island
<input type="radio"/>	South Carolina
<input type="radio"/>	Tennessee
<input type="radio"/>	Texas
<input type="radio"/>	Utah

<input type="radio"/>	Virginia
<input type="radio"/>	Washington
<input type="radio"/>	West Virginia

8. Have you participated in any of the following AEOP programs previously and if so, how many times?

Select one per row.

	<i>I have not participated in this program</i>	<i>Once</i>	<i>Twice</i>	<i>Three or more times</i>
Gains in the Education of Mathematics and Science (GEMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Solar Sprint (JSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eCybermission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Science & Humanities Symposium (JSHS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Camp Invention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How often did you do each of the following in STEM classes at school?

Select one per row.

	<i>Not at all</i>	<i>At least once</i>	<i>A few times</i>	<i>Most days</i>	<i>Every day</i>
Learn about science, technology, engineering, or mathematics (STEM) topics that are new to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply STEM learning to real-life situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about new discoveries in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about different careers that use STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with scientists or engineers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with other students about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How often did you do each of the following in JSS this year?

Select one per row.

	<i>Not at all</i>	<i>At least once</i>	<i>A few times</i>	<i>Most days</i>	<i>Every day</i>
Learn about science, technology, engineering, or mathematics (STEM) topics that are new to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply STEM learning to real-life situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about new discoveries in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about different careers that use STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with scientists or engineers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with other students about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How often did you do each of the following in STEM classes at school?

Select one per row.

	<i>Not at all</i>	<i>At least once</i>	<i>A few times</i>	<i>Most days</i>	<i>Every day</i>
Use laboratory procedures and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in hands-on STEM activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify questions or problems to investigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design an investigation or experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out an investigation or experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine or analyze data or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come up with conclusions from an investigation or experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come up with explanations or solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build or make a computer model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How often did you do each of the following while preparing for and participating in JSS this year?

Select one per row.

	<i>Not at all</i>	<i>At least once</i>	<i>A few times</i>	<i>Most days</i>	<i>Every day</i>
Use laboratory procedures and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in hands-on STEM activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify questions or problems to investigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design an investigation or experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out an investigation or experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine or analyze data or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come up with conclusions from an investigation or experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come up with creative explanations or solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build or make a computer model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How much did each of the following resources help you learn about JSS and other Army Educational Outreach Programs (AEOPs)?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
The Technology Student Association (TSA) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Army Educational Outreach Program (AEOP) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook, Twitter, Pinterest or other social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The AEOP brochure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My JSS mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speakers who I heard during JSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My participation in JSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How much did each of the following resources help you learn about STEM careers in the Army or Department of Defense (DoD)?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
The Technology Student Association (TSA) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Army Educational Outreach Program (AEOP) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook, Twitter, Pinterest or other social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The AEOP brochure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My JSS mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speakers I heard during JSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My participation in JSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How HAPPY were you with the following JSS program parts?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Applying or registering for the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with the JSS host site organizers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The location(s) of JSS's competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The STEM topics discussed in JSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The help my teacher or mentor gave me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials I was given to use (examples: workbooks, online resources, etc.) used during program activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guest speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How USEFUL were the following JSS resources provided at the AEOP website?

Select one per row.

	<i>Did not use</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Official Technology Student Association Competition Rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Competition Rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build A Car resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Outline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JSS Host Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calendar of Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Think about the teacher or mentor you worked with in JSS. Answer the following either yes or no if each statement applied to your experience in JSS.

Select one per row.

	<i>Yes - my teacher or mentor did this</i>	<i>No - my teacher or mentor did not do this</i>
Helped me become aware of STEM in my everyday life	<input type="radio"/>	<input type="radio"/>
Helped me understand how I can use STEM to improve my community	<input type="radio"/>	<input type="radio"/>
Used more than one way to help me learn	<input type="radio"/>	<input type="radio"/>
Gave me extra help when I needed it	<input type="radio"/>	<input type="radio"/>
Encouraged me to share ideas with others who have different backgrounds or viewpoints than I do	<input type="radio"/>	<input type="radio"/>
Allowed me to work on a team project or activity	<input type="radio"/>	<input type="radio"/>
Helped me learn or practice STEM skills	<input type="radio"/>	<input type="radio"/>
Gave me feedback to help me improve in STEM	<input type="radio"/>	<input type="radio"/>
Talked to me about the schooling I need for a STEM career	<input type="radio"/>	<input type="radio"/>
Recommended Army Educational Outreach Programs that match my interests	<input type="radio"/>	<input type="radio"/>
Discussed STEM careers with the DoD or government	<input type="radio"/>	<input type="radio"/>

18. As a result of your JSS experience, how much did you LEARN in the following areas?

Select one per row.

	<i>No new learning</i>	<i>Learned a little</i>	<i>Learned more than a little</i>	<i>Learned a lot</i>
New knowledge of a STEM topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research on a STEM topic or field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to conduct research in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How scientists and engineers work on real problems in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What research work is like in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Answer the items below while thinking about how much you learned during JSS. Mark for each item how much you learned in JSS about each one.

Select one per row.

	<i>No new learning</i>	<i>Learned a little</i>	<i>Learned more than a little</i>	<i>Learned a lot</i>
How to ask a question that could be answered with scientific experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use knowledge and creativity to suggest a potential guess (hypothesis) for the outcome of an experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use knowledge and creativity to suggest a solution to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to make a model of an object or system showing its parts and how they work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to design procedures for an experiment that are appropriate for the question to be answered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to identify the limitations of the procedures used for data collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to carry out procedures for an experiment and recording data accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use computer models of objects or systems to test cause and effect relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to organizing data in charts or graphs to find patterns and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to consider different interpretations of data when deciding how the data answer a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to consider different interpretations of data to decide if a solution to a problem works as planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to support an explanation for an observation with data from experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to support an explanation with relevant scientific, mathematical, and/or engineering knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How to identify the strengths and limitations of explanations in terms of how well they describe or predict observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to defend an argument that conveys how an explanation best describes an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to identifying the strengths and limitations of solutions in terms of how well they meet design criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to identify the strengths and limitations of data, interpretations, or arguments presented in technical or scientific texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to combine information from technical or scientific texts and other media to support your explanation of an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to communicate about my experiments and explanations in different ways (through talking, writing, graphics, or mathematics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to combine information from technical or scientific texts and other media to support my solution to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Answer the items below while thinking about how much you learned during JSS. Mark for each item how much you learned in JSS about each one.

Select one per row.

	<i>No new learning</i>	<i>Learned a little</i>	<i>Learned more than a little</i>	<i>Learned a lot</i>
How to stick with an assignment or task until it is finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to make changes when things do not go as planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to include others' ideas when making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to communicate well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to build relationships with professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to connect a topic or idea with my personal values or beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Answer the items below while thinking about how much you learned during JSS. Mark for each item how much you learned in JSS about each one.

Select one per row.

	<i>No new learning</i>	<i>Learned a little</i>	<i>Learned more than a little</i>	<i>Learned a lot</i>
I am interested in a new STEM topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am thinking about pursuing a STEM career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I accomplished something in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more prepared for challenging STEM activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am thinking creatively about a STEM project or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in connecting with mentors who work in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. AS A RESULT OF competing in JSS, are you MORE or LESS likely to want to do the following things outside of school?

Select one per row.

	<i>Much less likely</i>	<i>Less likely</i>	<i>About the same before and after</i>	<i>More likely</i>	<i>Much more likely</i>
Watch or read about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play or work with a mechanical or electrical device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on solving mathematical or scientific puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a computer to design or program something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with friends or family about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor or teach other students about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with a community service project related to STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a STEM camp, club, or competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take an elective (not required) STEM class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a STEM project or experiment in a university or professional setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How far do you want to go in school?

Select one.

<input type="radio"/>	Graduate from high school
<input type="radio"/>	Go to a trade or vocational school
<input type="radio"/>	Go to college for a little while
<input type="radio"/>	Finish college (get a Bachelor's degree)
<input type="radio"/>	Get more education after college

24. How interested are you in participating in the following programs in the future?

Select one per row.

	<i>I've never heard of this program</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Camp Invention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eCYBERMISSION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Solar Sprint (JSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gains in the Education of Mathematics and Science (GEMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Science & Humanities Symposium (JSHS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science & Engineering Apprenticeship Program (SEAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research & Engineering Apprenticeship Program (REAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Apprenticeship Program (HSAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Qualified Leaders (CQL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEMS Near Peer Mentor Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Research Apprenticeship Program (URAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Mathematics, and Research for Transformation (SMART) College Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Defense Science & Engineering Graduate (NDSEG) Fellowship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How many jobs/careers in STEM did you learn about during JSS?
<i>Select one.</i>

<input type="radio"/>	None
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5 or more

26. How many Army or Department of Defense (DoD) STEM jobs/careers did you learn about during JSS?

Select one.

<input type="radio"/>	None
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5 or more

27. How much do you agree or disagree with the following statements about Department of Defense (DoD) researchers and research:

Select one per row.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
DoD researchers improve science and engineering fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD researchers create new, cutting edge technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD researchers solve real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD research is important to most people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Please tell us about how much you agree with the following statements:

Select one per row.

	<i>Disagree - This did not happen</i>	<i>Disagree - This happened but not because of JSS</i>	<i>Agree - Felt this way before JSS</i>	<i>Agree - JSS helped grow my interest</i>
I am more confident in my STEM knowledge, skills, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in participating in STEM activities outside of school requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more aware of other AEOPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in participating in other AEOPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in taking STEM classes in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in earning a STEM degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in pursuing a career in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more aware of Army or DoD STEM research and careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a greater appreciation of Army or DoD STEM research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in pursuing a STEM career with the Army or DoD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. What are the three most important ways that JSS has helped you?

	Benefit #1:	<input type="text"/>
	Benefit #2:	<input type="text"/>
	Benefit #3:	<input type="text"/>

30. What are the three ways that we could make JSS better?

	Improvement #1:	<input type="text"/>
	Improvement #2:	<input type="text"/>
	Improvement #3:	<input type="text"/>

31. Please tell us about your overall satisfaction with your JSS experience.

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>



7 | Appendix E – Mentor Questionnaire

Contact Information		
Please verify the following information:		
*First Name:	<input type="text"/>	
*Last Name:	<input type="text"/>	
*Email Address:	<input type="text"/>	
<i>All fields with an asterisk (*) are required.</i>		

*1. Do you agree to participate in this survey? (required)(*Required)		
<i>Select one.</i>		
<input type="radio"/>	Yes, I agree to participate in this survey	(Go to question number 2.)
<input type="radio"/>	No, I do not wish to participate in this survey	Go to end of chapter

3. Please provide your email address: (optional)
<input type="text"/>

4. What is your gender?		
<i>Select one.</i>		
<input type="radio"/>	Male	
<input type="radio"/>	Female	
<input type="radio"/>	Choose not to report	

5. What is your race or ethnicity?		
<i>Select one.</i>		

<input type="radio"/>	Hispanic or Latino
<input type="radio"/>	Asian
<input type="radio"/>	Black or African American
<input type="radio"/>	Native American or Alaska Native
<input type="radio"/>	Native Hawaiian or Other Pacific Islander
<input type="radio"/>	White
<input type="radio"/>	Choose not to report
<input type="radio"/>	Other race or ethnicity, (specify):: <input type="text"/>

6. Which of the following BEST describes the organization you work for? (select ONE)	
<i>Select one.</i>	
<input type="radio"/>	No organization
<input type="radio"/>	School or district (K-12)
<input type="radio"/>	State educational agency
<input type="radio"/>	Institution of higher education (vocational school, junior college, college, or university)
<input type="radio"/>	Private Industry
<input type="radio"/>	Department of Defense or other government agency
<input type="radio"/>	Non-profit
<input type="radio"/>	Other, (specify): <input type="text"/>

7. Which of the following BEST describes your current occupation (select ONE)	
<i>Select one.</i>	

<input type="radio"/> Teacher	(Go to question number 8.)
<input type="radio"/> Other school staff	(Go to question number 8.)
<input type="radio"/> University educator	(Go to question number 13.)
<input type="radio"/> Scientist, Engineer, or Mathematician in training (undergraduate or graduate student, etc.)	(Go to question number 13.)
<input type="radio"/> Scientist, Engineer, or Mathematics professional	(Go to question number 13.)
<input type="radio"/> Other, (specify):: <input type="text"/>	(Go to question number 13.)

8. What grade level(s) do you teach (select all that apply)?	
<i>Select all that apply.</i>	
<input type="checkbox"/>	Upper elementary
<input type="checkbox"/>	Middle school
<input type="checkbox"/>	High school

9. Which best describes the location of your school?	
<i>Select one.</i>	
<input type="radio"/>	Frontier or tribal school
<input type="radio"/>	Rural (country)
<input type="radio"/>	Suburban
<input type="radio"/>	Urban (city)

10. At what kind of school did you teach while participating in JSS?	
<i>Select one.</i>	

<input type="radio"/>	Public school
<input type="radio"/>	Private school
<input type="radio"/>	Home school
<input type="radio"/>	Online school
<input type="radio"/>	Department of Defense school (DoDDS, DoDEA)

11. Do you work at a "Title-I" school?	
<i>Select one.</i>	
<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	I am not sure

12. Which of the following subjects do you teach? (select ALL that apply)

Select all that apply.

<input type="checkbox"/>	Upper elementary
<input type="checkbox"/>	Physical science (physics, chemistry, astronomy, materials science, etc.)
<input type="checkbox"/>	Biological science
<input type="checkbox"/>	Earth, atmospheric, or oceanic science
<input type="checkbox"/>	Environmental science
<input type="checkbox"/>	Computer science
<input type="checkbox"/>	Technology
<input type="checkbox"/>	Engineering
<input type="checkbox"/>	Mathematics or statistics
<input type="checkbox"/>	Medical, health, or behavioral science
<input type="checkbox"/>	Social Science (psychology, sociology, anthropology)
<input type="checkbox"/>	Other, (specify):: <input type="text"/>

13. Which of the following best describes your primary area of research?

Select one.

<input type="radio"/>	Physical science (physics, chemistry, astronomy, materials science, etc.)
<input type="radio"/>	Biological science
<input type="radio"/>	Earth, atmospheric, or oceanic science
<input type="radio"/>	Environmental science
<input type="radio"/>	Computer science
<input type="radio"/>	Technology
<input type="radio"/>	Engineering
<input type="radio"/>	Mathematics or statistics
<input type="radio"/>	Medical, health, or behavioral science
<input type="radio"/>	Social Science (psychology, sociology, anthropology)
<input type="radio"/>	Other, (specify):: <input type="text"/>

14. At which of the following JSS sites did you participate? (Select ONE)

Select one.

<input type="radio"/>	Alabama
<input type="radio"/>	Arizona
<input type="radio"/>	California
<input type="radio"/>	Colorado
<input type="radio"/>	Connecticut
<input type="radio"/>	Delaware
<input type="radio"/>	Florida
<input type="radio"/>	Georgia
<input type="radio"/>	Idaho
<input type="radio"/>	Kansas
<input type="radio"/>	Kentucky
<input type="radio"/>	Louisiana
<input type="radio"/>	Maryland
<input type="radio"/>	Mississippi
<input type="radio"/>	Missouri
<input type="radio"/>	Montana
<input type="radio"/>	New Hampshire
<input type="radio"/>	New Jersey
<input type="radio"/>	New Mexico
<input type="radio"/>	New York
<input type="radio"/>	North Carolina
<input type="radio"/>	North Dakota
<input type="radio"/>	Ohio
<input type="radio"/>	Oklahoma
<input type="radio"/>	Oregon
<input type="radio"/>	Pennsylvania
<input type="radio"/>	Rhode Island
<input type="radio"/>	South Carolina
<input type="radio"/>	Tennessee
<input type="radio"/>	Texas
<input type="radio"/>	Utah

<input type="radio"/>	Virginia
<input type="radio"/>	Washington
<input type="radio"/>	West Virginia

15. Which of the following BEST describes your role during JSS?	
<i>Select one.</i>	
<input type="radio"/>	Competition advisor
<input type="radio"/>	Event or site host/director
<input type="radio"/>	Other, (specify):: <input type="text"/>

16. How many JSS students did you work with this year?	
<input type="text"/>	students.

17. How did you learn about JSS? (Check all that apply)

Select all that apply.

<input type="checkbox"/>	Technology Student Association (TSA) website
<input type="checkbox"/>	Army Educational Outreach Program (AEOP) website
<input type="checkbox"/>	AEOP on Facebook, Twitter, Pinterest, or other social media
<input type="checkbox"/>	A STEM conference or STEM education conference
<input type="checkbox"/>	An email or newsletter from school, university, or a professional organization
<input type="checkbox"/>	Past JSS participant
<input type="checkbox"/>	A student
<input type="checkbox"/>	A colleague
<input type="checkbox"/>	My supervisor or superior
<input type="checkbox"/>	A JSS site host or director
<input type="checkbox"/>	Workplace communications
<input type="checkbox"/>	Someone who works with the Department of Defense (Army, Navy, Air Force)
<input type="checkbox"/>	Other, (specify):: <input type="text"/>

18. How many times have YOU PARTICIPATED in any of the following Army Educational Outreach Programs (AEOPs) in any capacity? If you have heard of an AEOP but never participated select "Never." If you have not heard of an AEOP select "Never heard of it."

Select one per row.

	<i>Never</i>	<i>Once</i>	<i>Twice</i>	<i>Three or more times</i>	<i>I've never heard of this program</i>
Camp Invention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eCYBERMISSION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Solar Sprint (JSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
West Point Bridge Design Contest (WPBDC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Science & Humanities Symposium (JSHS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gains in the Education of Mathematics and Science (GEMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEMS Near Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science & Engineering Apprenticeship Program (SEAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research & Engineering Apprenticeship Program (REAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Apprenticeship Program (HSAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Qualified Leaders (CQL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Research Apprenticeship Program (URAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Mathematics, and Research for Transformation (SMART) College Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Defense Science & Engineering Graduate (NDSEG) Fellowship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. How SATISFIED were you with the following JSS features?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Application or registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with Technology Student Association (TSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with JSS site coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical location(s) of JSS's activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for instruction or mentorship during program activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stipends (payment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited speakers or "career" events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field trips or laboratory tours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How USEFUL were the following JSS resources provided at jrsolarsprint.org?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Official Technology Student Association Competition Rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Competition Rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build A Car resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Outline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JSS Host Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calendar of Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Which resources were MOST USEFUL for you in JSS?

22. What resources could be IMPROVED OR ADDED to better support you in JSS?

23. The list below describes mentoring strategies that are effective ways to establish the relevance of learning activities for students. From the list below, please indicate which strategies you used when working with your student(s) in JSS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Become familiar with my student(s) background and interests at the beginning of the JSS experience	<input type="radio"/>	<input type="radio"/>
Giving students real-life problems to investigate or solve	<input type="radio"/>	<input type="radio"/>
Selecting readings or activities that relate to students' backgrounds	<input type="radio"/>	<input type="radio"/>
Encouraging students to suggest new readings, activities, or projects	<input type="radio"/>	<input type="radio"/>
Helping students become aware of the role(s) that STEM plays in their everyday lives	<input type="radio"/>	<input type="radio"/>
Helping students understand how STEM can help them improve their own community	<input type="radio"/>	<input type="radio"/>
Asking students to relate real-life events or activities to topics covered in JSS	<input type="radio"/>	<input type="radio"/>

24. The list below describes mentoring strategies that are effective ways to support the diverse needs of students as learners. From the list below, please indicate which strategies you used when working with your student(s) in JSS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Identify the different learning styles that my student (s) may have at the beginning of the JSS experience	<input type="radio"/>	<input type="radio"/>
Interact with students and other personnel the same way regardless of their background	<input type="radio"/>	<input type="radio"/>
Use a variety of teaching and/or mentoring activities to meet the needs of all students	<input type="radio"/>	<input type="radio"/>
Integrating ideas from education literature to teach/mentor students from groups underrepresented in STEM	<input type="radio"/>	<input type="radio"/>
Providing extra readings, activities, or learning support for students who lack essential background knowledge or skills	<input type="radio"/>	<input type="radio"/>
Directing students to other individuals or programs for additional support as needed	<input type="radio"/>	<input type="radio"/>
Highlighting under-representation of women and racial and ethnic minority populations in STEM and/or their contributions in STEM	<input type="radio"/>	<input type="radio"/>

25. The list below describes mentoring strategies that are effective ways to support students development of collaboration and interpersonal skills. From the list below, please indicate which strategies you used when working with your student(s) in JSS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Having my student(s) tell other people about their backgrounds and interests	<input type="radio"/>	<input type="radio"/>
Having my student(s) explain difficult ideas to others	<input type="radio"/>	<input type="radio"/>
Having my student(s) listen to the ideas of others with an open mind	<input type="radio"/>	<input type="radio"/>
Having my student(s) exchange ideas with others whose backgrounds or viewpoints are different from their own	<input type="radio"/>	<input type="radio"/>
Having my student(s) give and receive constructive feedback with others	<input type="radio"/>	<input type="radio"/>
Having students work on collaborative activities or projects as a member of a team	<input type="radio"/>	<input type="radio"/>
Allowing my student(s) to resolve conflicts and reach agreement within their team	<input type="radio"/>	<input type="radio"/>

26. The list below describes mentoring strategies that are effective ways to support students' engagement in "authentic" STEM activities. From the list below, please indicate which strategies you used when working with your student(s) in JSS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Teaching (or assigning readings) about specific STEM subject matter	<input type="radio"/>	<input type="radio"/>
Having my student(s) search for and review technical research to support their work	<input type="radio"/>	<input type="radio"/>
Demonstrating laboratory/field techniques, procedures, and tools for my student(s)	<input type="radio"/>	<input type="radio"/>
Supervising my student(s) while they practice STEM research skills	<input type="radio"/>	<input type="radio"/>
Providing my student(s) with constructive feedback to improve their STEM competencies	<input type="radio"/>	<input type="radio"/>
Allowing students to work independently to improve their self-management abilities	<input type="radio"/>	<input type="radio"/>
Encouraging students to learn collaboratively (team projects, team meetings, journal clubs, etc.)	<input type="radio"/>	<input type="radio"/>
Encouraging students to seek support from other team members	<input type="radio"/>	<input type="radio"/>

27. This list describes mentoring strategies that are effective ways to support students' STEM educational and career pathways. The list also includes items that reflect AEOP and Army priorities. From this list, please indicate which strategies you used when working with your student(s) in JSS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Asking my student(s) about their educational and/or career goals	<input type="radio"/>	<input type="radio"/>
Recommending extracurricular programs that align with students' goals	<input type="radio"/>	<input type="radio"/>
Recommending Army Educational Outreach Programs that align with students' goals	<input type="radio"/>	<input type="radio"/>
Providing guidance about educational pathways that will prepare my student(s) for a STEM career	<input type="radio"/>	<input type="radio"/>
Discussing STEM career opportunities within the DoD or other government agencies	<input type="radio"/>	<input type="radio"/>
Discussing STEM career opportunities in private industry or academia	<input type="radio"/>	<input type="radio"/>
Discussing the economic, political, ethical, and/or social context of a STEM career	<input type="radio"/>	<input type="radio"/>
Recommending student and professional organizations in STEM to my student(s)	<input type="radio"/>	<input type="radio"/>
Helping students build a professional network in a STEM field	<input type="radio"/>	<input type="radio"/>
Helping my student(s) with their resume, application, personal statement, and/or interview preparations	<input type="radio"/>	<input type="radio"/>

28. How useful were each of the following in your efforts to expose student(s) to Army Educational Outreach Programs (AEOPs) during JSS?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
The Junior Solar Sprint website (jrsolarsprint.org)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology Student Association (TSA) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Educational Outreach Program (AEOP) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP on Facebook, Twitter, Pinterest or other social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP brochure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It Starts Here! Magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JSS Program administrator or site coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited speakers or "career" events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in JSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How USEFUL were each of the following in your efforts to expose your student(s) to Department of Defense (DoD) STEM careers during JSS.

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
The Junior Solar Sprint website (jrsolarsprint.org)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology Student Association (TSA) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Educational Outreach Program (AEOP) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP on Facebook, Twitter, Pinterest or other social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP brochure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It Starts Here! Magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JSS Program administrator or site coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited speakers or “career” events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in JSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Which of the following AEOPs did YOU EXPLICITLY DISCUSS with your student(s) during JSS? (check ALL that apply)

Select one per row.

	<i>Yes - I discussed this program with my student(s)</i>	<i>No - I did not discuss this program with my student(s)</i>
Gains in the Education of Mathematics and Science (GEMS)	<input type="radio"/>	<input type="radio"/>
UNITE	<input type="radio"/>	<input type="radio"/>
Junior Science & Humanities Symposium (JSHS)	<input type="radio"/>	<input type="radio"/>
Science & Engineering Apprenticeship Program (SEAP)	<input type="radio"/>	<input type="radio"/>
Research & Engineering Apprenticeship Program (REAP)	<input type="radio"/>	<input type="radio"/>
High School Apprenticeship Program (HSAP)	<input type="radio"/>	<input type="radio"/>
College Qualified Leaders (CQL)	<input type="radio"/>	<input type="radio"/>
GEMS Near Peer Mentor Program	<input type="radio"/>	<input type="radio"/>
Undergraduate Research Apprenticeship Program (URAP)	<input type="radio"/>	<input type="radio"/>
Science Mathematics, and Research for Transformation (SMART) College Scholarship	<input type="radio"/>	<input type="radio"/>
National Defense Science & Engineering Graduate (NDSEG) Fellowship	<input type="radio"/>	<input type="radio"/>
I discussed AEOP with my student(s) but did not discuss any specific program	<input type="radio"/>	<input type="radio"/>

31. How much do you agree or disagree with the following statements about Department of Defense (DoD) researchers and research:

Select one per row.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
DoD researchers advance science and engineering fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD researchers develop new, cutting edge technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD researchers solve real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD research is valuable to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. How often did YOUR STUDENT(S) have opportunities to do each of the following in JSS?

Select one per row.

	<i>Not at all</i>	<i>At least once</i>	<i>A few times</i>	<i>Most days</i>	<i>Every day</i>
Learn new science, technology, engineering, or mathematics (STEM) topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply STEM knowledge to real-life situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about new discoveries in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about different careers that use STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with scientists or engineers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with other students about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use laboratory or field techniques, procedures, and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in hands-on STEM activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify questions or problems to investigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design an investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out an investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze data or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draw conclusions from an investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come up with creative explanations or solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build or make a computer model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. AS A RESULT OF THEIR JSS EXPERIENCE, how much did your student(s) GAIN in the following areas?

Select one per row.

	No gain	Small gain	Medium gain	Large gain
In depth knowledge of a STEM topic(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of research conducted in a STEM topic or field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of research processes, ethics, and rules for conduct in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of how professionals work on real problems in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of what everyday research work is like in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Which category best describes the focus of your student(s) JSS activities?

Select one.

<input type="radio"/>	Science
<input type="radio"/>	Technology
<input type="radio"/>	Engineering
<input type="radio"/>	Mathematics
<input type="radio"/>	Integrated STEM (more than one area)

35. AS A RESULT OF THEIR JSS EXPERIENCE, how much did your student(s) GAIN in their abilities to do each of the following?

Select one per row.

If answered, go to question number 37.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
Asking a question that can be answered with one or more scientific experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge and creativity to suggest a testable explanation (hypothesis) for an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a model of an object or system showing its parts and how they work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out procedures for an experiment and recording data accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computer models of objects or systems to test cause and effect relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing data in charts or graphs to find patterns and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering different interpretations of data when deciding how the data answer a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting an explanation for an observation with data from experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defending an argument that conveys how an explanation best describes an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating information from technical or scientific texts and other media to support your explanation of an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating about your experiments and explanations in different ways (through talking, writing, graphics, or mathematics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. AS A RESULT OF THEIR JSS EXPERIENCE, how much did your student(s) GAIN in their ability to do each of the following?

Select one per row.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
Defining a problem that can be solved by developing a new or improved object, process, or system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge and creativity to propose a testable solution for a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a model of an object or system to show its parts and how they work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out procedures for an experiment and recording data accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computer models of an object or system to investigate cause and effect relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering different interpretations of the data when deciding if a solution works as intended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing data in charts or graphs to find patterns and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting a solution for a problem with data from experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defend an argument that conveys how a solution best meets design criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating information from technical or scientific texts and other media to support your solution to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating information about your design experiments and solutions in different ways (through talking, writing, graphics, or math equations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. AS A RESULT OF THE JSS EXPERIENCE, how much did your student(s) GAIN (on average) in the skills/abilities listed below?

Select one per row.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
Sticking with a task until it is finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making changes when things do not go as planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including others' perspectives when making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to build relationships with professionals in a field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting a topic or field with their personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Which of the following statements describe YOUR STUDENT(S) after participating in the JSS program?

Select one per row.

	<i>Disagree - This did not happen</i>	<i>Disagree - This happened but not because of JSS</i>	<i>Agree - JSS contributed</i>	<i>Agree - JSS was primary reason</i>
More confident in STEM knowledge, skills, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in participating in STEM activities outside of school requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More aware of other AEOPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in participating in other AEOPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in taking STEM classes in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in earning a STEM degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in pursuing a career in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More aware of DoD STEM research and careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater appreciation of DoD STEM research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in pursuing a STEM career with the DoD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. What are the three most important strengths of JSS?

	Strength #1:	<input type="text"/>
	Strength #2:	<input type="text"/>
	Strength #3:	<input type="text"/>

40. What are the three ways JSS should be improved for future participants?

	Improvement #1:	<input type="text"/>
	Improvement #2:	<input type="text"/>
	Improvement #3:	<input type="text"/>

41. Please tell us about your overall satisfaction with your JSS experience.



8 | Appendix F – TSA’s Response to FY17 Evaluation