Fellows' Project Deep Dive

Through the analysis of multiple data collection sources from year one, including the post-program survey and interview, as well as the End-of-Year Report, this data brief aims to address how ASAP is advancing its program objective of combining high-quality professional development with curriculum development time for teachers to implement pedagogical knowledge, and provide STEM resources to enable the creation of STEM ecosystems. This brief will have a focus on the STEM projects that Fellows implemented during the Fellowship. Additional evaluation questions that this brief aims to address include...

- To what extent are teachers delivering hands-on, minds-on STEM activities in their classrooms?

- To what extent have teachers implemented pedagogical knowledge in their classrooms?

- To what extent and in what ways have teachers implemented STEM resources (e.g., STEM materials, information from professional development) in their classrooms?

- To what extent was there variety in the types of projects fellows developed?

- To what extent did fellows' projects cover different elements of Science, Technology, Engineering, and Math (STEM) as well as interdisciplinary STEM and integration of STEM and non-STEM areas?

STEM Project Areas

There was **significant variability** in the areas fellows focused on for their project(s). The majority of fellows (approximately 80%) reported focusing on science. Following closely were the topics of engineering (68%), technology (61%), and mathematics (40%). Further, 40% of fellows reported that their project(s) were focused on the area of interdisciplinary STEM. Fellows had the option to indicate multiple foci for their project(s), and 85% of fellows indicated more than one area. For example, 15% reported their project focused on all five areas of science, engineering, technology, mathematics, and interdisciplinary STEM. Others reported focusing on different combinations of these areas (for example: "a focus on science and engineering, mathematics and technology, or engineering and mathematics").

STEM Project Types

Similar to the variability in project focus, there was also significant variability in the types of projects developed by fellows. Classroom activities made up most fellows' projects (80%). Following closely were

after-school activities (34%), school-wide projects (25%), and STEM nights (22%). Fellows had the option to categorize their projects under more than one type. For example, 39 fellows (9%) categorized their project as both a classroom activity and a school-wide project, and 35 individuals (8%) categorized their project as both a classroom activity and an after-school activity.

Table 7. Project Types

		n	Percent of Cases
Categories	Classroom activity	351	79.6%
	After-school activity	149	33.8%
	School-wide projects	112	25.4%
	STEM night	99	22.4%
	Contest or fair	50	11.3%
	Other	56	12.7%
Total		441	---[a]

STEM Project Completion & Sustainability Rates

The majority of fellows (86%) were able to complete their final project(s). Those who were not able to complete their final project(s), explained what kind of barriers contributed to their lack of completion. These barriers fell into one or more of six categories including, but not limited to, financial constraints, time/schedule-related barriers, and other miscellaneous factors.

Furthermore, of the small group of fellows who reported being unable to complete their final ASAP project(s), 68% reported an intent to implement their project(s), use ASAP-purchased materials, and/or the knowledge they gained via ASAP **in the following school year**. Thus, many fellows who were unable to complete their projects expressed an intent to implement STEM-related curricula, projects, and activities within their classrooms or schools during the following academic year.

In terms of project sustainability, of the fellows who were able to complete their year one project, **the vast majority (91%) indicated their project(s) were sustainable**. In other words, fellows would not require additional funding to continue using or implementing their projects.