

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION
Washington, DC 20546

NASA Announcement

For High Impact / Broad Implementation STEM Education Partnerships

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A. EXECUTIVE SUMMARY OF KEY INFORMATION

The NASA Headquarters Office of Education, in cooperation with the Agency's four Mission Directorates, nine Center education offices, and the Jet Propulsion Laboratory (JPL) education office, announces this competition **to partner with NASA on a no-exchange-of-funds basis**. NASA seeks to complement its education activities by partnering with organizations to leverage resources, reach wider and more diverse audiences, and achieve mutually beneficial objectives. **Please read this Announcement in its entirety before responding.**

- **Eligibility:** All categories of domestic entities, including U.S. Federal government agencies, are eligible to respond to this Announcement. International entities are also eligible to respond, subject to current U.S. Government laws, regulations, and policies.
- **Limit on Number of Responses:** Eligible organizations may submit only one (1) Response at a time. Respondents may submit additional Responses after receiving notification from NASA on the outcome of the initial Response.
- **Selection Notification:** NASA estimates it will provide an organization with the results of NASA's review within approximately 12 months of the date of a submission.
- **Informational Teleconferences:** NASA will periodically conduct informational teleconferences while this Announcement remains open. Details will be posted to the Announcement Web site on NASA Solicitation and Proposal Integrated Review and Evaluation System (NSPIRES). Teleconference notification will be sent via the NASA Express listserv. To subscribe, go to <http://www.nasa.gov/education/express>.
- **Inquiries:** Submit general inquiries about this Announcement via email or fax to: Mary Sladek, Director, STEM Education and Accountability (SEA) Program NASA Headquarters Office of Education at NASAEdPartners@nasa.gov or 202-358-7097 (FAX).

For questions about Responses submitted or pending in NSPIRES contact: Althia Harris, NASA Research and Education Support Service (NRESS) aharris@nasaprs.com or 202-479-9030 x310.

B. COMPETITION OVERVIEW

B.1 Statement of Purpose

NASA Headquarters (HQ) Office of Education, in cooperation with the Agency's four Mission Directorates, nine Center education offices, and the Jet Propulsion Laboratory (JPL) education office, announces this opportunity to **partner with NASA on a no-exchange-of-funds basis**. NASA seeks to complement its education activities by partnering with organizations to leverage resources, reach wider and more diverse audiences, and achieve mutually beneficial objectives. **Appendix 1** explains NASA's role in STEM education.

B.2 Eligibility

All categories of domestic entities, including U.S. Federal government agencies, are eligible to respond to this Announcement. International entities are also eligible to respond to this Announcement, subject to current U.S. Government laws, regulations, and policies.

B.3 High Impact / Broad Implementation Partnerships

This competition calls for high impact / broad implementation partnerships. A high impact / broad implementation partnership has a clear vision with measurable outcomes, leverages the core capabilities of each organization, expands the impact of NASA's education activities, and furthers the mission of each partnering organization.

High impact partnerships: 1) engage large numbers of people within the target audience in the partnership activities; and 2) align to one or more of NASA's performance goals for education (see **C.5 NASA Performance Goals for Education**). Broad implementation partnerships expand the reach of an education activity that has a documented record of success. The focus of the expanded reach may include geography, age, socio-economic status, race and ethnicity, gender, disability and/or learning setting, among others. Depending on the focus of the expanded reach, broad implementation partnerships may not reach large numbers of people.

B.4 Announcement Priorities

This Announcement places a priority on the following types of partnerships:

Youth Service Organizations (YSOs). YSOs often have large geographic networks which offer pathways for engaging and exciting youth in NASA-themed Science, Technology, Engineering, and Mathematics (STEM) education experiences. NASA and the partner work collaboratively to engage learners by connecting existing community-based networks with NASA-themed STEM content.

NASA-Themed STEM Challenges. STEM challenges actively engage students in their own learning. NASA welcomes partnership activities that will engage measurable numbers of students in NASA-themed STEM challenges.

Engage Underrepresented Groups in STEM. NASA seeks partnerships that increase participation in NASA-based STEM activities among groups that have been traditionally underrepresented in STEM.

Digital Learning. Digital learning is any instructional practice that effectively uses technology to strengthen students' learning experiences. NASA is interested in digital learning tools and applications that expand geographic reach, particularly into rural and underserved communities. NASA welcomes partnership requests to foster the development / use of digital learning tools that use NASA content to reach, engage and inspire today's youth.

Partnership selection is not always contingent on alignment with one of these Announcement priorities. NASA is receptive to other creative ideas. Creative ideas could include, for example, investigations or application of science, technology, engineering, arts, math and design (STEAMD); performing or other creative arts; or other activities that are culturally-relevant to and focused on targeted populations, such as women, ethnic minorities, and persons with disabilities. The thoroughness of the Response and its perceived ability to advance NASA's strategic objective for education (see **C.3 NASA's Strategic Objective for Education**) carry substantial weight in the selection process. **Appendix 2** offers examples of activities **that are not responsive to or not a priority for this Announcement.**

B.5 Response Evaluation Criteria

This Announcement is competitive. NASA will share Responses with NASA employees and NASA support contractors for review and evaluation purposes. When a Response includes requests for NASA resources beyond those that NASA Education manages (see **Appendix 3: NASA Education Assets Generally Available for Partnerships**), NASA Education is not obligated to, but may choose to, share Responses with affected NASA organizations. NASA will evaluate announcement-compliant Responses against the following criteria:

- **NASA Education Mission:** Does the Respondent's mission, vision, and/or values complement NASA's Education Mission? (See **C.1 NASA Mission and NASA Education Mission.**)
- **Requested Partnership Activities:** Will the requested partnership activities help advance the Nation's STEM education and workforce pipeline? Are the intended outcomes reasonable, feasible, and measurable? Do the proposed partnership activities leverage each organization's core capabilities? Does the requested partnership meet the Announcement's descriptions for high impact and/or broad implementation?
- **Benefits to NASA and to Partner:** Are the requested NASA assets commensurate with the benefit NASA will realize towards achievement of its strategic goal for education? Does the Response describe a substantive benefit to the Partner?
- **Timeline:** Does the timeline appear reasonable? Does the timeline include major milestones, including evaluation and data collection milestones?
- **Assessment:** Does the Response include a substantive plan for measuring success of requested partnership activities?
- **Viability:** Does the Respondent demonstrate the experience and appear to have the financial resources needed to fulfill its proposed responsibilities within stated timeline?

B.6 Partnership Mechanism: Nonreimbursable Space Act Agreement

NASA may negotiate nonreimbursable Space Act Agreements (SAA) with one or more Respondents in accordance with the Space Act Agreements Guide.¹ A nonreimbursable SAA involves NASA and its partner in a mutually beneficial activity that furthers NASA's mission as well as the mission of the partner organization. Each partner bears the cost of its participation and there is no exchange of funds between the partners. The SAA defines the full roles and responsibilities of both partners consistent with NASA's authority under the Space Act (51 U.S.C. §§ 20113). **SAAs are not grants, cooperative agreements, or contracts.**

Nonreimbursable SAAs, the subject of this Announcement, provide access to some of the Agency's assets to accomplish a partnership's goal(s). NASA Education assets may include the time and effort of personnel, content, and facilities. **Appendix 3** provides examples of NASA Education assets generally available for partnerships.

Under a nonreimbursable SAA, the respective contributions of NASA and the partner must be fair and reasonable under the circumstances. NASA and the partner perform activities for which each is particularly suited. Each partner has a vested interest in the end results. The partner's contribution must provide an adequate *quid pro quo* when compared to the NASA resources to be committed, NASA program risks, and corresponding benefits to NASA.

B.7 Selection Factors

NASA takes a variety of factors into account in deciding whether or not to select a Response. Selection factors include, but are not limited to, resource availability, a positive evaluation of a Response, cost to NASA, and adequate *quid pro quo*.

Once a Response has been selected, NASA will enter into negotiations with the Respondent. Selection **does not** guarantee that NASA and Respondent will execute a SAA.

C. EDUCATION AT NASA

C.1 NASA Mission and NASA Education Mission

NASA Mission: Drive advances in science, technology, aeronautics, and space exploration to enhance knowledge, education, innovation, economic vitality, and stewardship of Earth.

NASA Education Mission: Advance high-quality STEM education using NASA's unique capabilities.

C.2 NASA's Strategic Objective for Education

The HQ Office of Education, Mission Directorates, and Center and JPL education offices, work together to achieve **NASA 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."**

¹ Space Act Agreements Guide: http://nodis3.gsfc.nasa.gov/NPD_attachments/NAII_1050_1C.pdf

Prospective Respondents should review the 2014 or most recent NASA Strategic Plan before responding to this Announcement:

http://science.nasa.gov/media/medialibrary/2014/04/18/FY2014_NASA_StrategicPlan_508c.pdf.

NASA Strategic Plans are updated regularly, often at the same time a new NASA budget is released. Respondents should verify that 2014 is the most recent NASA Strategic Plan before submitting their Responses by visiting:

<http://www.nasa.gov/news/budget/index.html>.

C.3 NASA Education Leadership and Coordination

The HQ Office of Education provides executive leadership for education across the Agency. The Aeronautics Research Mission Directorate, Human Exploration and Operations Mission Directorate, Science Mission Directorate, and Space Technology Mission Directorate conduct the Agency's research and development efforts. Mission Directorates embed education activities into their programs and flight missions. HQ Office of Education and Mission Directorates work at the Agency level to support the growth of NASA's and the Nation's STEM workforce. Center and JPL education offices work regionally to engage communities in NASA STEM education. Center and JPL education offices also manage national education activities in coordination with the HQ Office of Education, Mission Directorates, and other Centers. For the locations of NASA Centers and JPL, see

http://www.nasa.gov/sites/default/files/files/NASA_Education_Geographic_Regions_July-2014.pdf. **Appendix 4** contains an overview of each Mission Directorate. For NASA's organizational structure see http://www.nasa.gov/about/org_index.html.

Agency education coordination occurs through the Education Coordinating Council (ECC). The ECC determines NASA's strategic direction for education and monitors performance of education activities to ensure successful outcomes and efficient use of Agency resources. ECC membership includes representatives from the HQ Office of Education, Mission Directorates, Center and JPL education offices, and other NASA offices.

NASA Education aligns with the Federal Committee on Science, Technology, Engineering, and Mathematics (CoSTEM) to improve STEM education across the United States and has representatives on all five CoSTEM priority area working groups².

C.4 Cultivate Inclusion

Federal STEM efforts emphasize inclusion of diverse individuals in STEM education. NASA strives to increase its impact in areas of greatest national need by providing access to groups underrepresented in STEM. These include, but are not limited to, minorities, women and girls, persons with low socioeconomic backgrounds, persons with disabilities and persons in underserved rural and urban areas. NASA prefers Responses that describe a deliberate effort to include underrepresented groups, regardless of the primary target audience.

² See the Federal Science, Technology, Engineering, and Mathematics (STEM) Education 5-Year Strategic Plan: http://www.whitehouse.gov/sites/default/files/microsites/ostp/stem_stratplan_2013.pdf

C.5 NASA Performance Goals for Education

NASA has performance goals and annual performance indicators (APIs) for its education and other strategic objectives. **Appendix 5** lists performance goals and APIs for NASA's strategic objective for education. NASA monitors its education investments by collecting data. NASA prefers Responses that indicate alignment to NASA's performance standards and practices.

D. SUBMISSION INSTRUCTIONS

D.1 Pre-Submission Consultation

Respondents shall discuss desired partnership activities with NASA (a pre-Submission Consultation) prior to NSPIRES submission. Responses submitted by organizations not participating in a pre-submission consultation may be disqualified.

The purpose of the pre-submission consultation is to help a prospective Respondent determine whether or not to respond to this Announcement. Preparing and submitting a Response can be time-consuming, particularly for organizations unfamiliar with NSPIRES. Consultation with NASA offices may prevent an unnecessary submission. In some cases, the desired NASA assets may not be available in the timeframe required, which may be learned through the pre-submission consultation. A prospective Respondent also may find that the desired collaborative activities may be accomplished without a SAA.

Review **Appendix 3: NASA Education Assets Generally Available for Partnerships**.

To initiate a pre-submission consultation about education assets select from the Center or JPL education office(s) listed at:

<http://www.nasa.gov/offices/education/contacts/cdirect.html#VQJWkULQBbw>. To help identify the appropriate NASA POC(s), **Appendix 3** also includes an overview of the STEM expertise represented at the NASA Centers and JPL. If the requested NASA assets for the proposed collaboration fall within **Appendix 4: Overview and Points of Contact for NASA Mission Directorates and Office of Communications**, then initiate a pre-submission consultation with the appropriate POC(s) listed [there](#). **Positive feedback during the pre-submission consultation does not guarantee a Response will be selected (see also B.7 Selection Factors).**

Send an email to one or more NASA POC(s) with the following information:

- I.A brief (1-5 sentences) description of the desired partnership activities and possible end results.
- II.A brief statement (1-3 sentences) regarding alignment of the proposed activities with this announcement, focused particularly on whether the activities may align to one or more of the NASA education activities described in **Appendix 1: Educator Professional Development; Institutional Engagement; Internships, Fellowships, and Scholarships; or STEM Engagement**.
- III.A brief (1-3 sentences) explanation of how the proposed activities benefit the Respondent.
- IV.A sentence identifying the general or target audience(s) for the proposed activities. Be as specific as possible and include age range, grade level, educational setting, and any other descriptive characteristics.
- V.Identification of the NASA assets requested.

In the unlikely event if after reaching out to NASA you do not receive a Response from NASA **within 2 weeks**, please forward a copy of your initial email to NASAEdPartners@nasa.gov for guidance.

To ensure equitable competition of partners and to encourage creativity, the HQ Office of Education normally **does not** discuss desired partnership activities with prospective Respondents.

D.2 Proprietary Information

Responses should not include any proprietary information. Respondents including proprietary information do so at their own risk.

D.3 Administrative Limitations

Federal law prohibits NASA from entering into SAAs with persons/entities identified on the **System for Awards Management (SAM)** (<https://www.sam.gov>) as having been suspended or debarred from working with the Federal government. SAM is the centralized repository of persons/entities who are ineligible to do business with the Federal government. The SAM database protects public interest by ensuring that Federal programs are undertaken with integrity by responsible persons/entities. Prior to selection decisions, NASA will check SAM to ensure that none of the following persons/entities are listed in SAM as being ineligible to work with NASA due to suspension or debarment:

- 1) Respondent (e.g., Company Name);
- 2) Respondent's principals (defined in 2 C.F.R. § 180.995);
- 3) Respondent's Subcontractors or Consultants, if known; and
- 4) Respondent's Subcontractors' or Consultants' principals, if known (2 C.F.R. § 180.425).

Responding entities are required to have:

- 1) A **Data Universal Numbering System (DUNS) number**. A DUNS number is a 9-digit number created for an organization by Dun & Bradstreet. The DUNS number application form is at <http://fedgov.dnb.com/webform>.
- 2) A valid **Commercial And Government Entity (CAGE) code**. A CAGE Code is a five-character ID number used extensively within the Federal government. To request a CAGE code, visit: http://www.dlis.dla.mil/cage_welcome.asp.
- 3) A valid registration with the **System for Awards Management** (<https://www.sam.gov>). Entities without a CAGE Code will be assigned one during SAM registration. The SAM approval process can take several days (at a minimum). An organization's business primary POC should perform the SAM registration. Organizations new to NSPIRES should visit and register with SAM early in the response process.
- 4) A valid registration with **NASA Solicitation and Response Integrated Review and Evaluation System (NSPIRES)** (<http://nspires.nasaprs.com>). NASA will only accept Responses submitted via NSPIRES.

D.4 Response Content and Format via NSPIRES

An Authorized Organization Representative (AOR) must submit Responses electronically via NSPIRES. An AOR is an official with Respondent who is authorized to make such a

submission. Electronic submission by an AOR serves as the required original signature by an authorized official of Respondent.

Response submission via NSPIRES requires several coordinated actions. Respondents should become familiar with NSPIRES **well in advance** of submission. NSPIRES offers step-by-step NSPIRES video tutorials at <http://nspires.nasaprs.com/tutorials>. Additional help is available online at <http://nspires.nasaprs.com/external/help.do>. A Respondent’s difficulty in registering with or using NSPIRES is not, in and of itself, a sufficient reason for NASA to consider a Response that is submitted after the End Date.

Each Response shall be uploaded into NSPIRES as one Portable Document Format (PDF) file. **Please number all pages in the PDF file.** Review the NSPIRES User Guide: PDF Guidelines (http://nspires.nasaprs.com/tutorials/PDF_Guidelines.pdf) for detailed information on creating PDF documents.

Response Elements	Page Guideline
<p>Cover Pages. NSPIRES generates the Cover Pages from input provided by the Respondent. Cover Pages contain:</p> <ul style="list-style-type: none"> • Title: Short descriptive title. • Submission Information: Team Lead information, proposed start and end dates, and Respondent’s information. The proposed start date should be no sooner than 12 months from the date of submission. Note: NSPIRES uses term “Principal Investigator” for “Team Lead.” • Certifications Regarding Lobbying, Disbarment, Suspension, and Other Responsibility Matters: The Authorized Organization Representative (AOR) signature on the Cover Page automatically certifies that the Respondent has read, and is in compliance with, these certifications. No additional form is necessary. • Team Members: Name, institution, and contact information for each team member. Team members shall register themselves in NSPIRES and complete all required data. • Abstract (limit 4000 characters): Short summary of the proposed partnership activities and anticipated outcomes. Identify NASA assets requested and affected NASA organizations. 	<p>1 or more; NSPIRES will generate the necessary number of pages</p>
Submit one PDF file to NSPIRES that includes the following:	
<p>Description of Proposed Partnership including:</p> <ul style="list-style-type: none"> • Title: Short descriptive title. • NASA Education Mission: Summarize how the Respondent’s mission, vision, and/or values complement NASA’s Education Mission. • Requested Partnership Activities: Describe requested partnership activities. Discuss how they will help advance the Nation’s STEM education and workforce pipeline. Identify the target audience. Describe intended outcomes. Intended outcomes should be 	<p>5 pages (max.)</p>

<p>measurable. Describe how requested partnership activities meet the Announcement definitions for high impact and/or broad implementation. Describe Respondent's roles and responsibilities and those requested of NASA. Summarize the benefit of requested partnership activities to Respondent. Be very specific.</p> <ul style="list-style-type: none"> • Assets: Identify requested NASA assets. These may include time and effort of personnel, content, and facilities. Describe Respondent assets available for the proposed partnership activities. Be very specific. • Timeline: Provide a timeline of major milestones, including evaluation and data collection milestones. • Assessment: Outline a plan for measuring the success of the proposed partnership activities. • Viability: Summarize Respondent's ability to support the proposed partnership activities. Demonstrate that Respondent has sufficient experience and financial resources to fulfill its proposed responsibilities within the stated timeline. • Estimated Cost: Include estimated cost to the partner for resources proposed to be used. 	
References and Citations <i>(optional)</i>	1 or more if applicable
<p>Biographical Sketches for Key Personnel</p> <ul style="list-style-type: none"> • Team Lead (referred to as Principal Investigator in NSPIRES): maximum 2 pages • Team Members: maximum 1 page each 	Lead-2 pages max; Members-max 1 page each
<p>Letters of Support. If the Respondent plans to use a facility or resource that is not under the Respondent's direct control, then a letter of support is required from the owner acknowledging that the facility or resource is available for the proposed use during the proposed period.</p>	1 or more if applicable

Respondents will receive an NSPIRES-generated email upon successful completion of submitting a Response to this Announcement. **To ensure delivery, please set your email account to accept messages with an email domain of @nasaprs.com.**

D.5 Response End Date and Notification from NASA

This Announcement will expire December 31, 2017. **NASA will accept submissions on a rolling basis through December 31, 2017.** NASA estimates it will provide an organization with the results of NASA's review within approximately 12 months of the submission date. This estimate may change based on NASA's workload, the availability of NASA resources, the status of NASA's annual appropriation, as well as any necessary post-review negotiations needed for the agreement in question or as otherwise required by applicable law.

D.6 General Information

This Announcement does not constitute an obligation for NASA to begin negotiations or enter into agreements with any Respondents to carry out this activity. NASA reserves the right to select all, some, or none of the Responses for negotiations.

This Announcement calls for requests to partner with NASA outside the scope of grants, cooperative agreements, or contracts. No NASA funding will be transferred to organizations responding to this Announcement. Respondents will be responsible for financing their own activities.

For a list of NASA SAA partners, visit <https://www.nssc.nasa.gov/saa>.

Paper or email submissions will not be reviewed.

NASA reserves the right to amend or withdraw this Announcement at any time. Any updates will be posted to the Announcement Web site in NSPIRES. Respondents are responsible for regularly checking the NSPIRES site for Announcement updates.

Respondents should submit general inquiries about this Announcement via email to NASAEdPartners@nasa.gov. Any inquiry received may be answered via a Frequently Asked Questions (FAQs) document that will be posted on the NSPIRES Announcement Web site. NASA will preserve the anonymity of persons and organizations who submit questions.

E. References

NASA References

NASA <http://www.nasa.gov>

NASA Education <http://www.nasa.gov/education>

2015-2016 NASA Education Brochure

http://www.nasa.gov/audience/foreducators/topnav/materials/listbytype/NASA_Education_Brochure.html#.VO1u70Liunc

NASA Education Implementation Plan 2015-2017

http://www.nasa.gov/sites/default/files/atoms/files/nasa_education_implementation_plan_v_e3_2015-2017.pdf (electronically enhanced version)

http://www.nasa.gov/sites/default/files/atoms/files/nasa_education_implementation_plan_2015-2017.pdf (printed version)

2014 NASA Strategic Plan

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

NASA Budget Documents, Strategic Plans and Performance Reports

<http://www.nasa.gov/news/budget/index.html>

Center Education Offices <http://www.nasa.gov/offices/education/centers/index.html>

Diversity and Inclusion Strategic Implementation Plan

<http://odeo.hq.nasa.gov/documents/diversityInclusion.pdf>

Equal Opportunity in NASA-Assisted and Conducted Programs
http://odeo.hq.nasa.gov/documents/Non-Discrimination_Regulations.pdf

MissionSTEM <http://missionstem.nasa.gov>

Office of Diversity and Equal Opportunity <http://odeo.hq.nasa.gov/index.html>

Office of Diversity and Equal Opportunity Policies and Publications
<http://odeo.hq.nasa.gov/policy.html>

Office of Inspector General NASA's Use of Space Act Agreements
<https://oig.nasa.gov/audits/reports/FY14/IG-14-020.pdf>

Office of International and Interagency Relations <http://oiir.hq.nasa.gov/>

Organizational Structure http://www.nasa.gov/about/org_index.html#.VBmD0FaOoyA

NASA Policy Directive 1050.1I Authority to Enter into Space Act Agreements
<http://nodis3.gsfc.nasa.gov/displayDir.cfm?t=NPD&c=1050&s=1I>

Space Act Agreements Guide
http://nodis3.gsfc.nasa.gov/NPD_attachments/NAII_1050_1C.pdf

Space Act Agreement Titles <https://www.nssc.nasa.gov/saa>

Other References

Federal Science, Technology, Engineering, and Mathematics (STEM) Education 5-Year Strategic Plan
http://www.whitehouse.gov/sites/default/files/microsites/ostp/stem_stratplan_2013.pdf

NASA Solicitation and Proposal Integrated Review and Evaluation System (NSPIRES) <http://nspires.nasaprs.com>

Appendix 1: NASA's Role in STEM Education

NASA Education provides unique educational experiences to learners, educators, and institutions through four initiatives.

STEM Engagement provides opportunities for participatory and experiential learning activities in formal and informal education settings to connect learners to NASA-unique resources. SE activities use NASA's unique missions and resources to engage learners from the K-12, higher education, and informal education communities.

Educator Professional Development uses NASA's missions, education resources, and unique facilities to provide high-quality STEM content and hands-on learning experiences to K-12, informal, and pre-service educators.

NASA Internships, Fellowships, and Scholarships leverage NASA's unique missions and programs to enhance and increase the capability, diversity, and size of the Nation's future STEM workforce.

Institutional Engagement increases STEM capabilities at formal and informal educational institutions and organizations by incorporating content based on NASA's missions.

NASA's Office of Education and NASA's Office of Diversity and Equal Opportunity (ODEO) partner to realize the goals of equal opportunity (EO) regarding NASA-assisted and conducted programs. For example, the Office of Education seeks to reach the full spectrum of students, including those in underserved and underrepresented communities, while ODEO advances EO among NASA grant recipients. NASA ODEO has developed its MissionSTEM website <http://missionstem.nasa.gov> designed to assist NASA grant recipients with their civil rights compliance efforts. Additionally, NASA has developed many policies, publications and informational materials to help administer EO laws. For complete and current information visit: <http://odeo.hq.nasa.gov/policy.html>.

The **NASA Education Implementation Plan 2015-2017** provides greater detail on NASA's role in STEM education:

http://www.nasa.gov/sites/default/files/atoms/files/nasa_education_implementation_plan_v_e3_2015-2017.pdf (electronically enhanced version).

http://www.nasa.gov/sites/default/files/atoms/files/nasa_education_implementation_plan_2015-2017.pdf (printed version).

Appendix 2: Examples of Activities Not Responsive To or Not a Primary Area of Interest For this Announcement

Organizations **only** seeking access to Office of Communications assets **should not** respond to this Announcement and instead are directed to the Office of Communications POC listed in Appendix 4 of this announcement.

This is not an exhaustive list.

- Activities requiring substantial labor investment from NASA personnel.
- Activities to access / distribute education materials available at <http://www.nasa.gov>
- Activities requiring the use of a NASA facility where the activity becomes logistically and administratively burdensome to NASA.
- Activities that include NASA endorsing a business, product, or service.
- Activities requesting NASA TV assets
- Activities that could be accomplished through existing business practices, including but not limited to:
 - NASA Educator Resource Centers <http://www.nasa.gov/education/ercn>
 - NASA Speakers Bureau <http://www.nasa.gov/about/speakers/>
 - Requests for Astronaut Appearances:
<http://www.nasa.gov/about/speakers/astronautappearances.html#.VBx7W1aOoyB>
 - NASA Exhibits Program <http://www.nasa.gov/about/exhibits/index.html>
 - NASA Artifact Opportunities <http://artifacts.nasa.gov/>
 - Airborne Research Experiences for Educators and Students
<http://www.nasa.gov/audience/foreducators/teachingfromspace/home/arees>
 - International Space Station In-Flight Education Downlinks
<http://www.nasa.gov/audience/foreducators/teachingfromspace/students/downlinks.html>
 - High Altitude Balloon Opportunities
<http://sites.wff.nasa.gov/code820/outreach.html>
 - Reduced Gravity Student Flight Opportunities Program
<http://microgravityuniversity.jsc.nasa.gov>

Appendix 3: NASA Education Assets Generally Available for Partnerships

NASA assets available for education partnerships are variable. Therefore, NASA is unable to provide an exhaustive list of resources available for education partnerships. NASA Education resources generally available for partnerships include:

Time and Effort of Personnel

- Education Specialists. **Note:** Requests for NASA personnel to act as expert consultants are preferred over those requesting personnel to commit a significant amount of time over an extended period.

Content

- NASA educational materials (<http://www.nasa.gov/education>)
Note: A formal partnership with NASA **is not** necessary to access and distribute educational materials made available through <http://www.nasa.gov>. Furthermore, distributing NASA resources available on <http://www.nasa.gov> is not a basis for a partnership. For example, NASA Educational Resources (<http://www.nasa.gov/education/materials>) allow individuals to identify products according to topic or grade level.

NASA appreciates it when others use and distribute its educational material, and asks that you do so consistent with the following guidelines:

- Except in cases of advertising, NASA asks that you acknowledge it as the source of any material you use. Please review NASA's rules for using NASA imagery and linking to NASA websites:
http://www.nasa.gov/audience/formedia/features/MP_Photo_Guidelines.html
- **Distributing NASA materials does not entitle one to use the NASA logo/insignia** (though they may remain as originally used in the NASA materials). Use of the NASA logo/insignia is governed by 14 Code of Federal Regulations (CFR) Part 1221.
- Section 20141 of Title 51 of the United States Code (USC) prohibits the knowing use of the words "National Aeronautics and Space Administration" or the letters "NASA" in connection with a product or service "in a manner reasonably calculated to convey the impression that such product or service has the authorization, support, sponsorship, or endorsement of, or the development, use or manufacture by, or on behalf of [NASA] which does not, in fact, exist." (Note, factual or editorial statements using such words or initials are not unlawful so long as such use does not violate the prohibition on endorsement.)

Facilities

- Access to Center or JPL education offices
<http://www.nasa.gov/offices/education/centers/index.html#.VBx8DlaOoyA>
Note: Centers and JPL set their own parameters for using meeting space. A Respondent should be prepared to provide the logistical and administrative requirements and support associated with using the meeting space. See below for examples of STEM expertise represented at Centers and JPL.

Examples (not an exhaustive list) of STEM Expertise Represented at NASA Centers and JPL

<p>Ames Lunar science, astrobiology, earth sciences, small satellites, technology (information, nano, bio-, astro-), space biology, aerospace and thermal protection systems, air traffic management.</p>	<p>Armstrong Aerospace technology; airborne remote sensing and science missions; support for the space shuttle program.</p>	<p>Glenn Space flight systems, aeronautics propulsion and safety, space propulsion, power and energy conversion systems, nuclear systems, communications, human health in space.</p>	<p>Goddard Designs and builds spacecraft, science instruments and new technology to study the Earth, the Sun, our solar system, and the universe.</p>	<p>JPL Designs and builds spacecraft, science instruments and new technology to study our solar system, the Earth, the Sun, and the universe; deep space communications.</p>
<p>Johnson Human spaceflight including astronaut selection and training; mission control for Shuttle and ISS; human spaceflight operations.</p>	<p>Kennedy Launch, landing, and recovery for Shuttle, ISS, and expendable launch vehicles.</p>	<p>Langley Aviation and space research for aerospace, atmospheric sciences, and technology commercialization.</p>	<p>Marshall Propulsion and transportation systems; human exploration systems and operations; and scientific spacecraft, instruments, and research.</p>	<p>Stennis Rocket propulsion testing and partnering with industry to develop and implement remote sensing technology.</p>

Links to all NASA Centers and JPL: http://www.nasa.gov/about/org_index.html

Appendix 4: Overview and Points of Contact (POCs) for NASA Mission Directorates and Office of Communications

Aeronautics Research Mission Directorate (ARMD)

NASA's Aeronautics Research Mission Directorate is responsible for developing tools and technologies to improve the efficiency, safety and adaptability of air transportation.

ARMD guides its research efforts using a new strategic vision that expands understanding to the world stage and meets the global challenges of the day.

<http://www.aeronautics.nasa.gov/>

<http://www.aeronautics.nasa.gov/education.htm>

ARMD POC:

Tony Springer, Education Lead

(202) 358-0848 Tony.Springer@nasa.gov

Human Exploration and Operations Mission Directorate (HEOMD)

The Human Exploration and Operations Mission Directorate provides the Agency with leadership and management of NASA space operations related to human exploration in and beyond low-Earth orbit. HEO also oversees low-level requirements development, policy, and programmatic oversight. The International Space Station, currently orbiting the Earth with a crew of six, represents the NASA exploration activities in low-Earth orbit.

<http://www.nasa.gov/directorates/heo/home/index.html>

<http://www.nasa.gov/directorates/heo/education>

HEOMD POC:

Alotta Taylor, Director, Strategic Integration & Management Division

(202) 358-2534 alotta.e.taylor@nasa.gov

Science Mission Directorate

NASA leads the nation on a great journey of discovery, seeking new knowledge and understanding of our planet Earth, our Sun and solar system, and the universe out to its farthest reaches and back to its earliest moments of existence. NASA's Science Mission Directorate (SMD) and the nation's science community use space observatories to conduct scientific studies of the Earth from space to visit and return samples from other bodies in the solar system, and to peer out into our Galaxy and beyond.

<http://nasascience.nasa.gov>

<http://science.nasa.gov/educators>

SMD POC:

Kristen Erickson, Director, Science Engagement and Partnerships

(202) 358-1017 kristen.erickson@nasa.gov

Space Technology Mission Directorate (STMD)

Space Technology Mission Directorate rapidly develops, demonstrates, and infuses revolutionary, high-payoff technologies through transparent, collaborative partnerships, expanding the boundaries of the aerospace enterprise.

<http://www.nasa.gov/oct>

STMD POC:

Diego Rodriguez, Education Lead

(202) 358-1943 diego.f.rodriguez@nasa.gov

Office of Communications

It is the responsibility of the Respondent to contact the Office of Communications for guidance on obtaining access to Office of Communications assets.

POC

Maureen O'Brien
Office of Communications
maureen.obrien-1@nasa.gov

Astronaut Appearances

<http://www.nasa.gov/about/speakers/astronautappearances.html#.VBx6jlaOoyA>

Requests for NASA Astronauts are handled directly through the Speakers Bureau and should not be included in a Response to this Announcement.

NASA Exhibits

<http://www.nasa.gov/about/exhibits>

Requests for exhibit materials should be made directly through the NASA Exhibits program.

NASA Imagery and Linking to NASA Web Sites

http://www.nasa.gov/audience/formedia/features/MP_Photo_Guidelines.html#.VBx8x1aOoyA

Requests for NASA images, audio recordings, video and related computer files are handled directly through the Office of Communications.

NASA Name and Logo

<http://www.nasa.gov/offices/ogc/ip/logo.html>

Note: Please **DO NOT** request NASA endorsement. NASA is prohibited by law from endorsing any business, product, or service. See 51 U.S.C. § 20141 and 14 C.F.R. Part 1221 for more information.

NASA Speakers Bureau

<http://www.nasa.gov/about/speakers/#.VEFjS96OoyA>

Requests for NASA speakers are handled directly through the Speakers Bureau and should not be included in a Response to this Announcement.

NASA TV

<http://www.nasa.gov/multimedia/nasatv/index.html#.VBx6I1aOoyA>

Requests for NASA TV assets should be made directly to Fred Brown.

Fred Brown
Program Manager, NASA TV
202-358-0713
fred.a.brown@nasa.gov

Appendix 5: NASA Performance Goals

See NASA’s *Part 3 FY 2014 Annual Performance Report FY 2016 Annual Performance Plan* for information on NASA’s approach to performance measurement. This document is available at http://www.nasa.gov/sites/default/files/files/NASA_FY14_APR-FY16_APP_PART_3.pdf. See pages 170-173 for information on FY2016 performance goals for Strategic Objective 2.4.

NASA 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 mission and unique assets.”*

FY 2016 Performance Goals for Strategic Objective 2.4	FY 2016 Annual Performance Indicators	Corresponding NASA Education Initiative
2.4.1: Assure that students participating in NASA higher education projects are representative of the diversity of the Nation.	Provide significant, direct student awards in higher education to (1) students across all institutional categories and levels (as defined by the U.S. Department of Education); (2) racially or ethnically underrepresented students, (3) women, and (4) persons with disabilities at percentages that meet or exceed the national enrolled percentages for these populations, as determined by the most recent, publicly available data from the U.S. Department of Education’s National Center for Education Statistics for a minimum of two of the four categories.	NASA Internships, Fellowships, and Scholarships
2.4.2: Continue to support STEM educators through the delivery of NASA education content and engagement in educator professional development opportunities.	Engage with at least 80,000 educators in NASA-supported professional development, research, and internships that use NASA-unique STEM content.	Educator Professional Development
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.	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.	Institutional Engagement
2.4.5: Continue to provide opportunities for learners to engage in STEM education engagement activities that capitalize on NASA unique assets and content.	Engage with at least 750,000 elementary and secondary students in NASA STEM engagement activities.	STEM Engagement

Appendix 6: Definitions

Communications: Comprises the comprehensive set of functions necessary to effectively convey - and provide an understanding of - the program, its objectives and benefits to target audiences, the public, and other stakeholders. This includes a diverse, broad, and integrated set of efforts: media services, multimedia products and services (including Web, social media, and non-technical publications), and public engagement activities and events. These efforts are intended to promote interest and foster participation in NASA's endeavors and to develop exposure to - and appreciation for - STEM.

Education: Comprises those activities designed to enhance the teaching and learning in science, technology, engineering, and mathematics (STEM) content areas using NASA's unique capabilities in order to expand the nation's future STEM workforce.

Office of Education: NASA Office of Education based at NASA Headquarters.

Space Act Agreement (SAA): An agreement between NASA and one or more Agreement Partners entered into under NASA's "other transaction" authority in the Space Act (51 U.S.C. § 20113(e)). Each SAA establishes a set of legally enforceable promises between NASA and the Agreement Partner(s). SAAs constitute Agency commitments of resources to accomplish stated objectives of a joint undertaking with an Agreement Partner.

Nonreimbursable Space Act Agreement: Nonreimbursable SAAs "involve NASA and one or more Agreement Partners in a mutually beneficial activity that furthers the Agency's mission, wherein each party bears the cost of its participation, and there is no exchange of funds between the parties." (NASA Policy Directive 1050.1I, <http://nodis3.gsfc.nasa.gov/displayDir.cfm?t=NPD&c=1050&s=1I>)