APPENDIX K. Teams Engaging Affiliated Museums and Informal Institutions (TEAM II) Remote Opportunity Rapid Response (RORR)

K.1 SCOPE OF ACTIVITY
K.1.1 Overview of the Funding Opportunity

NASA’s Office of STEM Engagement (OSTEM), collaborating closely with the Mission Directorates, and also in cooperation with NASA Headquarters’ Office of Communications and Office of Diversity and Equal Opportunity, solicits proposals led by Informal Education Institutions (IEIs) to provide inquiry- or experiential-based educational opportunities with direct alignment to major NASA missions for students and the public.

Through TEAM II, NASA seeks to enhance the ability of IEIs and partners to deliver and participate in NASA-based activities, and to increase the capacity of institutions to utilize NASA resources and to provide students with the opportunity to contribute to NASA’s mission using innovative tools and platforms. TEAM II seeks projects that feature the most current NASA space exploration, missions, engineering, and technologies to support NASA STEM Engagement objectives, strategies, and outcomes.

This one-time TEAM II Remote Opportunity Rapid Response (RORR) competitive solicitation will provide financial support in the range of $100K-$175K for up to one year for IEIs to amplify or create an innovative remote or distance-learning program, opportunity, or platform/project to reach K-12 students using relevant NASA content during the 2020-2021 school year and/or in summer 2021 and continuing beyond.

NASA TEAM II seeks to provide authentic STEM engagement opportunities for students and for their learning support systems of informal and formal educators that also support NASA STEM Engagement Core Principles, Objectives, and Strategies:

- Provide STEM engagement activities aligned with NASA mission-driven needs and priorities;
- Leverage NASA missions, content, people, and facilities to provide experiential authentic STEM opportunities that encourage innovation, critical thinking, and problem-solving skills;
- Use or develop evidenced-based educational strategies in designing and implementing the project and address state and local needs;
- Provide a measurable impact on learner interest in and positive attitudes towards STEM topics and improve self-perception of the learner’s ability to participate in STEM;
- Enhance diversity and inclusion by better serving groups historically underrepresented and underserved in STEM fields; and
- Utilize partnerships and regional and national networks of STEM- and STEM education-related IEIs to magnify and maximize reach and impact.
The goals of this TEAM II RORR are to:

- Build on and augment the innovative work and ideas of IEIs for delivering content in a remote-learning environment;
- Amplify and broaden the reach of innovative STEM engagement projects for youth in grades K-12 implemented in a remote delivery format; and
- Increase access to NASA-themed STEM learning opportunities by helping youth in grades K-12 and those traditionally underserved in STEM cross the “digital divide” (i.e., helping to minimize the inequities faced by communities without ready access to information and communication technology).

The specific outcomes are delivery of an innovative program, opportunity, or product capable of reaching a diverse set of students, with specific focus on underserved and/or underrepresented students in STEM and helping to minimize the inequities faced by communities without ready access to information and communication technology. (The program, opportunity, or product may be aligned with any of the NASA Mission Directorates’ strategies, goals and objectives, as long as it is in support of the one or more of NASA’s Communication themes. Projects shall target STEM engagement for youth in grades K-12, and their support systems of families and informal and formal educators and institutions. The full range of grades K-12 need not be served by a single project, but the target grade range shall be clearly defined. The proposed program, opportunity, or product shall also be scalable and have the capability to be made available on a national level through networks, partnerships, or other dissemination means. Programs, opportunities or products need not be created anew; existing innovative responses to the COVID-19 closures are eligible to be augmented and/or amplified to serve a wider and more diverse audience.

**Examples of Eligible Projects (including but not limited to)**

Authentic NASA-unique mission-based STEM learning experiences for students (see section K.7.2); hands-on learning opportunities for youth and students; maker projects; mission-driven design challenges; activities that are culturally relevant to and that target populations such as women, ethnic minorities, rural populations, and persons with disabilities; high-quality, creative, and high-impact NASA STEM engagement programs for students, educators, and educational institutions; kits for at-home learning; virtual learning experiences; and the amplification and augmentation of products or programs already developed in response to the COVID-19 closures.

**K.1.2 National and Agency-Wide Priorities**

**America COMPETES Reauthorization Act**

The America COMPETES Reauthorization Act of 2010 (Public Law. No. 111-358) established a mandate for the development of a federal-wide strategy for STEM education investments. Through the National Science and Technology Council’s (NSTC) Committee on STEM Education (CoSTEM), federal agencies, including NASA, coordinate their investments in STEM education to magnify the impact of their work. In December 2018, CoSTEM released its new Strategic Plan (https://www.whitehouse.gov/wp-content/uploads/2018/12/STEM-Education-Strategic-Plan-2018.pdf) that guides the work of these federal agencies. This Strategic Plan outlines goals and objectives for federal STEM education investments, and is written to engage the external community in fulfilling the vision of the plan.
Through CoSTEM, NASA’s OSTEM focuses on national STEM areas of need and ensures that NASA’s STEM engagement investments are unique and non-duplicative. NASA STEM Engagement investments support the CoSTEM federal strategy, which is based on a vision for a future where all Americans will have lifelong access to high-quality STEM education and the United States will be the global leader in STEM literacy, innovation, and employment.

Relevance to NASA

The NASA Strategic Goal and Objective relevant to education and STEM engagement are outlined by the 2018 NASA Strategic Plan (https://www.nasa.gov/sites/default/files/atoms/files/nasa_2018_strategic_plan.pdf):

Strategic Goal 3: Address national challenges and catalyze economic growth.

Strategic Objective 3.3: Inspire, engage, educate, and employ the next generation of explorers through NASA-unique Science, Technology, Engineering and Mathematics learning opportunities.

The NASA Strategy for STEM Engagement 2020-2023 serves as a roadmap to frame and guide the Agency’s work to benefit students, provides the context for STEM engagement within the NASA strategic plan, and describes the cross-cutting design principles foundational to this work. It serves as the framework for the Agency to provide immediate benefits to students, educators, and educational institutions, and to help build the next generation of explorers with the technical skills needed to continue pursuing NASA’s mission.

Annually, NASA OSTEM generates a body of evidence-based data it collects from awardees to assess progress of its investments in achieving the following Performance Goals (PGs):

- PG 3.3.3 Provide opportunities for students, especially those underrepresented in STEM fields to engage with NASA’s aeronautics, space, and science people, content, and facilities in support of a diverse future NASA and aerospace industry workforce.
- PG 3.3.4 Enhance the effectiveness of education investments using performance assessment and evaluation-driven processes.
- PG 3.3.5 Provide opportunities for students to contribute to NASA’s aeronautics, space, and science missions and work in exploration and discovery.

OSTEM is in the process of moving beyond basic quantitative output measures of successful implementation, to a more robust, comprehensive approach to understand the scope and impacts of investments by generating a body of evidence that is increasing in rigor and focuses on outcomes. OSTEM’s historic use of quantitative output measures provided a limited understanding of the scope of NASA’s STEM engagement activities and did not provide the depth of understanding and quality of evidence needed to make meaningful programmatic decisions. To address this gap, OSTEM is now operating under a Learning Agenda, which serves as the foundational document for building a culture of learning and continual improvement. The implementation of the Learning Agenda provides a systematic approach for building and using new knowledge about project and operational performance for evidence-based decision making and continual improvement.

The purpose of this Learning Agenda is to put forth Learning Questions with associated sub-questions, Learning Activities and assessment methodologies, and Learning Products that will inform the NASA OSTEM’s understanding of the scope, methods, mechanisms, and impacts of its investments. The answers to these questions will enable the NASA OSTEM to more
effectively prioritize and narrow the focus of STEM engagement investment areas by making evidence-based budgetary, programmatic, and operational decisions. Specifically, the FY 2019 – FY 2020 NASA OSTEM Learning Agenda will be executed to gain an understanding of the extent to which STEM engagement investments are: a) contributing to NASA’s missions and work; b) contributing to the diversity of the future aerospace industry’s STEM workforce; and c) implementing enhancements to the STEM engagement performance assessment and evaluation strategy.

**Content Requirement and Collaborating NASA Centers and Mission Directorates**

The only eligible technical subject areas for this Appendix are NASA-themed space exploration, aeronautics, space science, Earth science, and/or microgravity, in context of one or more of the NASA Communications themes described immediately below. Proposals focused exclusively on non-NASA themes or other NASA themes will be disqualified from award consideration.

The TEAM II activity, and this RORR, are designed to contribute to NASA Strategic Goals for STEM Engagement and to the priorities of the agency’s four (4) Mission Directorate Offices, nine (9) Centers described in Appendix H of the EONS NRA, as well as the Offices listed in under Collaborating Offices immediately below. Proposals shall address one or more Communication Themes that follow.

**Collaborating NASA Offices**

Examples (not a complete inventory) of priorities for the NASA Offices collaborating in this Appendix are given below. The priorities of these offices may be addressed in the proposal where appropriate.

**Office of Communications (OC)**

At NASA, sharing information is a mandate within our founding legislation. Throughout our history, it has been a priority to make data from science missions, research, and other discoveries available for the benefit of the nation. The OC is responsible for finding ways to inform and directly engage the public in the work NASA is doing through a range of activities and methods, including media relations, multimedia products, social media, the web, special events, exhibits, speakers, strategic partnerships, and the NASA History Office. An American public that is knowledgeable and interested in science, aeronautics, and exploration will value the impact of advances in these fields that help maintain global competitiveness and a robust economy.

Opening pathways for the public to actively participate in NASA’s activities is a new focus consistent with the philosophy of government transparency. OC seeks to include the general public in the adventure and excitement of our activities and tap into individual creativity and capabilities to enhance the public’s understanding and interest in science, discovery, and exploration. The OC is most interested in proposals that explore new tools, techniques and capabilities to reach the public and engage their interest, especially mechanisms through which the public can directly and specifically contribute to our missions. Of special interest are innovative proposals that encourage sustained engagement with NASA.

Please see NASA’s Communication Themes in the next section of this Appendix.
NASA websites host a wealth of mission and program information, and specific program and project information through information-sharing portals. Start your exploration at [http://www.nasa.gov](http://www.nasa.gov).

**Office of Diversity and Equal Opportunity (ODEO)**

NASA has awarded, and currently manages, approximately $1 billion in grants to traditional and non-traditional education institutions across the country, including universities and museums. With this money comes the responsibility of ensuring that all program beneficiaries, including students, faculty, administrative staff, and visitors to science centers and museums, have an equal opportunity (EO) to participate and succeed in these federally funded programs, regardless of gender, race, age, ethnicity or disability. The NASA Office of Diversity and Equal Opportunity (ODEO) is responsible for advancing EO and diversity and inclusion (D&I) among the NASA workforce and our grantee institutions, including universities and colleges, museums, planetariums, science centers and space camps nationwide that benefit from NASA dollars. In turn, these recipients provide year-round cultural and informal educational opportunities for their communities and for visitors traveling nationally and internationally. NASA communicates its support for EO and diversity through a multi-pronged approach, consistent with our strategic objective to: “Attract and advance a highly skilled, competent, and diverse workforce, cultivate an innovative work environment, and provide the facilities, tools, and services needed to conduct NASA’s missions.” For example, the Agency supports diversity in STEM through its participation in annual commemorations such as Black History Month, Hispanic Heritage Month, Women’s History Month, and more. The Agency also reaches out to underserved/underrepresented groups in STEM though its many STEM engagement/education programs, including the Minority University Research and Education Program. In addition, there is NASA ODEO’s MissionSTEM website ([https://missionstem.nasa.gov](https://missionstem.nasa.gov)), which is designed to offer the Agency’s grantees and their beneficiaries comprehensive information on complying with EO laws and diverse and advancing diversity efforts. For example, the site contains videos of NASA scientists and technologists working on many different kinds of STEM activities the Agency does that benefit society (see the NASA Innovations Impact the World page at: [https://missionstem.nasa.gov/innovations/index.html](https://missionstem.nasa.gov/innovations/index.html)). These are appropriate topics for proposals as long as there is a focus on at least one NASA Mission priority—not general STEM. For complete and current information visit: [http://odeo.hq.nasa.gov/policy.html](http://odeo.hq.nasa.gov/policy.html).

**Note:** This Appendix is not intended as a primary funding source to meet accessibility compliance requirements.

**Communications Themes**

Proposers are required to target their projects to address one or more of the following Communications Themes.

**Earth Right Now – Your Planet is Changing, We’re on It**

[https://www.nasa.gov/topics/earth](https://www.nasa.gov/topics/earth)
NASA uses the vantage point of space to increase our understanding of our home planet, improve lives, and safeguard our future. We monitor Earth’s vital signs from land, air and space with a fleet of satellites and ambitious airborne and ground-based observation campaigns. NASA develops new ways to observe and study Earth’s interconnected natural systems with long-term data records. The agency freely shares this unique knowledge and works with institutions around the world. Scientists worldwide use NASA data to tackle some of the biggest questions about how our planet is changing now and how Earth could change in the future. From rising sea levels to the changing availability of freshwater, NASA enables studies that unravel the complexities of our planet from the highest reaches of Earth’s atmosphere to its core. NASA’s Earth science work also makes a difference in people’s lives around the world every day. From farms to our national parks, from today’s response to natural disasters to tomorrow’s air quality, from the Arctic to the Amazon, NASA is working for you 24/7. NASA’s expertise in space and scientific exploration contributes to essential services provided to the American people by other federal agencies, such as weather forecasting and natural resource management. All of this new knowledge about our home planet enables policy makers, government agencies and other stakeholders to make more informed decisions on critical issues that occur all around the world.

**Humans in Space**

[https://www.nasa.gov/topics/humans-in-space](https://www.nasa.gov/topics/humans-in-space)

Every day since Nov. 2, 2000, people have been orbiting our planet inside the International Space Station (ISS), bringing together science, technology and human innovation to enable new technologies and research breakthroughs not possible on Earth. NASA astronauts and scientific work spaces aboard the station, as well as scientific investigations installed outside the station, make possible fundamental and cross-discipline research, advancing scientific knowledge about Earth, space and the physical and biological sciences, benefitting people living on our home planet and future explorers. As a testbed for deep space exploration, the station is helping us learn how to keep astronauts healthy during long-duration space travel and demonstrating technologies for human and robotic exploration beyond low-Earth orbit, to the Moon and Mars.

NASA’s Commercial Crew Program is working with American aerospace industry as Boeing and SpaceX develop and operate a new generation of spacecraft and launch systems to carry crews of four to the ISS, which will provide additional research time and broader opportunities of discovery on the orbiting laboratory. With commercial companies providing astronaut transportation to and from low-Earth orbit, NASA can focus on building spacecraft and rockets for missions to the Moon and Mars.

**Moon to Mars**

[https://www.nasa.gov/specials/moon2mars/](https://www.nasa.gov/specials/moon2mars/)

NASA’s science, technology and human exploration activities touch every aspect of our lives here on Earth and we want to extend our presence to the farthest corners of the universe. In doing so, we will maintain America’s leadership in space.

NASA’s Apollo Program was a stunning demonstration of the United States’ strength of will and its economic, political and technological power – a feat that inspired generations
of young people. It was fuel to the fire of the American consciousness that brought on a revolution, not only in science and technology, but also in our passion for exploration and discovery.

Just as Apollo inspired a generation 50 years ago, NASA continues to inspire with feats of science and exploration today. If we bring together the capabilities and resources of our international and commercial partners to take us forward to the Moon and on to Mars, we will demonstrate to people around the world the power of a unified purpose. It will serve as an unparalleled and inspiring example of what humanity can do when it comes together to achieve a common goal for the common good.

- NASA is going forward to the Moon to stay, and on to Mars.
- Going forward to the Moon is part of a larger, sustainable exploration campaign with international and commercial partners.
- Our partnerships will unify nations, create new economic opportunities and inspire generations.
- Continuing our work in low-Earth orbit (LEO) and leading a new era of deep spaceflight to the Moon and Mars, NASA will extend human exploration across these three unique destinations.
- American leadership will drive an open, sustainable and agile architecture, with international and commercial partners, to get astronauts back on the lunar surface as quickly as possible.
- Beginning with a series of small commercial delivery missions to the Moon as early as 2019, we will use new landers, robots and eventually humans by 2024 to conduct science across the entire lunar surface.
- NASA’s next big rocket, the Space Launch System, along with the Orion spacecraft and the mobile, lunar command module, Gateway, will be our backbone for deep space exploration.
- NASA’s Gateway will be built with international and commercial partners and provide astronauts access to more parts of the lunar surface than ever before.
- This will not be flags and footprints, but an American-led investment to establish a sustainable human presence on and around the Moon.
- Building on our successes in LEO, we are combining the expertise of the NASA workforce with our commercial and international partners to develop the exploration capabilities we need.
- NASA’s science, technology and human exploration activities touch every aspect of our lives here on Earth.

**Solar System and Beyond – We’re Out There**

[https://www.nasa.gov/topics/solarsystem](https://www.nasa.gov/topics/solarsystem)

As NASA missions explore our solar system and search for new worlds, they are finding water in surprising places. Water is but one piece of our search for habitable planets and life beyond Earth, yet it links many seemingly unrelated worlds in surprising ways.

NASA is looking to answer key questions about our home planet, neighboring planets in our solar system and the universe beyond:

- How did our solar system originate and change over time?
• How did the universe begin and evolve; what is its destiny?
• What drives variations in the Sun, and how do these changes impact the solar system and drive space weather?
• How and why are Earth’s climate and environment changing?
• How did our solar system originate and change over time?
• How did the universe begin and evolve, and what will be its destiny?
• How did life originate, and are we alone?

**Aeronautics: NASA is With You When You Fly**

[https://www.nasa.gov/topics/aeronautics](https://www.nasa.gov/topics/aeronautics)

Thanks to advancements developed by NASA, today’s aviation industry is better equipped than ever to safely and efficiently transport passengers and cargo to destinations around the world. In fact, every U.S. aircraft flying today, and every U.S. air traffic control facility, uses NASA-developed technology in some way.

Pioneered by NASA, a new global aviation system for the 21st Century is emerging built on trailblazing technologies; advanced by entrepreneurial, forward-thinking companies; and driven by steady U.S. investment enabled by leaders in government and industry.

With our government, industry and academic partners, NASA Aeronautics is working to make real a dream of air transportation that includes commercial supersonic travel over land and increasing use of environmentally friendly electricity to propel aircraft of growing size and range. That vision includes the safe and widespread use of piloted, remote-controlled and fully autonomous aircraft of all sizes to move people and packages wherever they need to go – perhaps within a dense urban environment, out to a nearby international airport, or to a rural town on the prairie.

Building on a legacy of aeronautical research that can trace its origins to the earliest days of powered, heavier-than-air flight, we remain committed to transforming aviation by dramatically reducing its environmental impact, improving efficiency while maintaining safety in more crowded skies, and paving the way to revolutionary aircraft shapes and propulsion.

**Technology Drives Exploration**

[https://www.nasa.gov/topics/technology](https://www.nasa.gov/topics/technology)

Sustained investments in NASA technology advance the agency's space exploration, science and aeronautics capabilities. NASA seeks to improve our ability to access and travel through space; land more mass in more locations throughout the solar system; live and work in deep space and on planetary bodies; build next generation air vehicles, and transform the ability to observe the universe and answer profound questions in earth and space sciences. NASA technology development also supports the nation's innovation economy by creating solutions that generate tangible benefits for life on earth. NASA is investing in the future of innovation.

**Relevance to Lead Institution**

Through TEAM II RORR, NASA seeks to increase the capacity of institutions to utilize NASA resources and to provide students with the opportunity to contribute to NASA’s mission using
innovative tools and platforms. Proposals shall demonstrate how the proposed project will contribute to the lead institution’s strategic direction and strengthen its ability to deliver NASA-related projects, opportunities, or products.

K.2 AWARD INFORMATION

K.2.1 Award Value and Period of Performance

The funds available for awards under this Appendix can range from one hundred thousand dollars ($100,000) to a maximum of one hundred and seventy-five thousand dollars ($175,000) per award. This range allows selection from as few as four (4) to as many as six (6) proposals, depending on the proposed activity objectives, and the submission of proposals of merit. Successful proposals will be awarded as cooperative agreements.

The maximum period of performance (duration) for all proposals submitted is one year. Any proposed period of performance shall be justified in the proposal. The appropriateness of the proposed period of performance will be evaluated by peer review. NASA reserves the right to select proposals for shorter award durations than proposed, that is, one year or less.

Also, it should be noted a proposed project’s start date is not the same as its award date. Project start dates are anticipated to be November 1, 2020.

Prospective proposers are advised that at the time this Appendix is released, this opportunity is unique to this time period and not likely to be repeated.

K.2.2 Budget Guidelines and Requirements

Proposals may include but are not limited to support for staff time, professional development, travel, meetings, evaluation, partners, consultants, specialized resources, technical expertise and support needed to develop and implement proposed strategies and approaches.

K.2.2.1 Additional Funding Restrictions

The following are funding restrictions that apply to this Appendix, in addition to those outlined in the Engagement Opportunities in NASA STEM (EONS) Notice of Research Announcement (NRA).

- No more than fifty (50) percent of direct cost salaries annually shall be funded for key personnel, excluding K-12 and/or informal educators, post-doctoral researchers and students implementing or benefiting as project participants for the proposed effort. The reason for this limitation is to encourage sustainability of the programming.
- No TEAM II RORR funds may be budgeted for a NASA Center or facility. All costs that NASA Centers incur for the use of facilities and technical support are expected to come from non-TEAM II RORR funds.
- The costs of evaluation, reporting, and sharing project results shall be included in the project budget. Examples of relevant costs associated with evaluation include payments for consultants or qualified project staff, development of effective instruments, information collection, and analysis of project data.
- Cost sharing or matching is strongly recommended, but not required. Stated another way, this Appendix does not prohibit voluntary cost sharing. Responders to this Appendix are not required to propose or provide matching funds; however, NASA can accept cost sharing if it is voluntarily offered (see 2 CFR 200.306 “Cost Sharing or Matching”).
K.2.3 Partnerships

Partnerships with NASA

To facilitate the use of NASA’s assets and help provide mission-driven, meaningful engagement in NASA content and missions, projects are required to propose partnerships with one or more NASA entities (directorates, offices, centers (excluding JPL), etc.) and/or NASA employees and support contractors. NASA seeks to use these projects to help cultivate and develop opportunities to position NASA’s STEM workforce to actively participate in the Agency’s STEM engagement activities, and serve as mentors and role models. Further, NASA seeks to enable student understanding of relevant STEM careers through providing direct and distance learning experiences with NASA’s missions, people and facilities.

Anticipated substantial involvement through partnership with a NASA entity may include but not be limited to subject matter expert participation in development and review of products developed and integration of NASA Communication Themes.

The use or adaptation of existing NASA STEM engagement programs, opportunities, or products to suit the objectives of the proposed project is encouraged.

Proposers requesting access to NASA technical services or materials shall contact the NASA Centers (excluding JPL) from which services or materials will be requested in order to ascertain the availability of such services or materials. All costs that NASA Centers incur for the use of facilities and technical support are expected to come from non-TEAM II funds.

Each Mission Directorate, Center, or individual that is a partner on the proposal needs to provide a formal letter of support. It is important for proposals to describe the nature of the requested or agreed-to partnership as part of the 5-page project description.

The following is a sample template that can be adapted to request a NASA Center or other type of partner to complete and return to the proposing organization for inclusion with the proposal:

TITLE: Approved Letter of Support from <insert name of NASA Center or proposed partner>

The following <Describe Asset(s) e.g. facilities access, persons, other> has been requested by <name of Principal Investigator> to support this proposal to the NASA Research Announcement <alpha-numeric identifier>. The NASA Center (or other provider) has agreed to provide this asset without costing it to the NRA’s funding.

K.2.4 Future Award Augmentations

Future augmentations to awards made under this Appendix are allowable; however, proposers shall not plan an augmentation into the proposed budget. An augmentation is an award supplement used at any time when work is introduced which is outside the scope of the approved proposal or when there is a need for substantial unanticipated funding. If an augmentation is warranted, the NASA Grant Officer must first determine whether the augmentation requires a separate approval as a non-competitive addition to the scope of the effort to be performed under the grant/cooperative agreement. Augmentations require the submission of revised budget proposals and technical evaluations covering the additional effort. Since augmentations will be performed within the existing period of performance, certifications will not normally be required.
K.3 ELIGIBILITY INFORMATION

K.3.1 Proposing Institutions

Organizations submitting a proposal under this Appendix are certifying that they meet the following criteria to propose as the lead or managing IEI organization:

- legally recognized by a federal, state or local authority as a non-profit organization;
- located in the United States or its Territories; and
- provide STEM education programming; identify as or have a component that meets the definition of a museum, youth-serving organization, or library; and can partner with other IEIs, K-12 schools, commercial entities, higher education institutions, and/or other agencies that support Federal STEM education goals.

An eligible IEI is not required to have the words museum, visitor center, science, planetarium, youth, or library in its legal name. All types of NASA Visitor Centers (e.g., private, state or federal entities) are eligible to propose (see Section K.7.1, Identification of Entities as NASA Visitor Centers Special Guidance: STEM Engagement Activities and NASA Visitor Centers).

Eligible IEIs are those that are established or chartered in order to enhance learning and/or engagement, including but not limited to: the study and display of STEM, or established to honor NASA history, personnel, and missions. The following are examples of the types of organizations eligible to compete under this Appendix: air and space centers, aviation museums, children’s museums, natural history museums, observatories, planetariums, science-technology centers; aquariums, arboretums, aviaries, zoos; botanical gardens, nature centers; federal and non-federal NASA Visitor Centers and affiliates or Congressionally-authorized NASA memorials such as Challenger Centers based in the United States; theaters and auditoriums dedicated to astronomical shows; State, Local, or Federally-Recognized Tribal Government museums or planetariums; or associations of eligible institutions as recognized by the Internal Revenue Service.

Eligible non-profit IEIs also include, but are not limited to: amateur astronomy groups, community-based organizations, cultural/historical institutions that focus specifically on populations that are underserved in STEM and have a STEM programming component, libraries, out-of-school-time organizations, youth-serving organizations, scientific and or engineering societies, or associations that include both eligible institutions and ineligible institutions.

The entities that are not eligible to submit a proposal in a lead role include: other Federal agencies; NASA Centers and Offices; Federally Funded Research and Development Centers (FFRDCs) including JPL; unaffiliated individuals; non-U.S. institutions; Institutions of Higher Education; Commercial or for-profit organizations. However, these entities may be proposed by an eligible IEI as sub-awardees or team members.

Jet Propulsion Laboratory (JPL): As NASA’s only Federally Funded Research and Development Center, the JPL has a Task Order with NASA’s OSTEM under NASA prime contract 80NM0018D0004 to provide technical support for the planning and implementation of NASA Headquarters’ STEM Engagement Portfolio, including this TEAM II NRA Appendix. To avoid any possible perception of a real or potential conflict of interest, JPL is not eligible to serve as a subcontractor, partner, or collaborator to an entity proposing under NASA TEAM II RORR. Eligible institutions shall not contact JPL for statements of commitment or support prior to proposal submission, nor shall they contact JPL for cost estimates or to discuss the utilization of
Museum Alliance services or any potential collaboration related to a TEAM II RORR proposal. Post-award, all TEAM II RORR awardees shall cooperate with the JPL-managed TEAM II community of practice, as well as integrating their proposed work to strengthen the JPL-managed Museum Alliance. Outside of the TEAM II and RORR Opportunities and awardees, JPL supports the IEI community through the Museum Alliance.

Eligibility by type of organization is summarized below.

<table>
<thead>
<tr>
<th>Organization type</th>
<th>Eligibility to submit a proposal as a lead organization</th>
<th>Eligibility for a sub-award or as a team member</th>
<th>Eligibility for unfunded collaboration named in proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Profit</td>
<td>Only if also an IEI</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NASA Center (excluding JPL)</td>
<td>Only as a NASA Visitor Center</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Other Federal Agency</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Unaffiliated Individual</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>State, Local, or Federally-Recognized Tribal Government Agency</td>
<td>Only if also an IEI</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Higher Education Institution</td>
<td>Only on behalf of an IEI that is integrated within the Institution</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Commercial Organization</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>JPL</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Non-U.S. Organizations</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Proposers are required through the Program Specific Data form to self-certify that the organization qualifies as or meets one or more of the following definitions:**


   “Museum” means a public or nonprofit institution that is organized on a permanent basis for essentially educational or aesthetic purposes and which, using a professional staff, owns or uses tangible objects, either animate or inanimate; cares for these objects; and exhibits them to the public on a regular basis (at least 1000 hours a year). As used in this part, the term “museum” includes, but is not limited to, the following institutions if they satisfy all other provisions of this definition: Aquariums and zoological parks; botanical gardens and arboretums; nature centers; museums relating to art, history (including historic buildings), natural history, science, and technology; and planetariums. For the purposes of this definition, an institution uses a professional staff if it employs at least one fulltime staff member or the equivalent, whether paid or unpaid, primarily engaged in the acquisition, care, or public exhibition of objects owned or used by the institution. This definition of “museum” does not include any institution that exhibits objects to the public if the display or use of the objects is only incidental to the primary function of the institution.
2) Youth-serving organization (YSO):
For the purposes of this Appendix, youth is defined as children in grades K-12. Additionally, a youth-serving organization (YSO) is defined as a non-profit institution that is organized to provide positive youth development activities on a permanent basis for educational, recreational, service-learning, or research purposes. Solicited organizations use a professional staff primarily engaged to meet the basic needs of youth for safety, caring relationships, and connections to the larger community while striving to build academic, vocational, personal, creative or social skills. For purposes of this definition, YSOs use at least one full-time staff member or the equivalent, whether paid or unpaid, primarily engaged in the recurring development, delivery or evaluation of the youth development; teaching youth new knowledge or allowing youth to practice life or technical skills etc.

YSOs can include national programs, public institutions such as recreational departments and local libraries, private organizations like churches and civic groups, and grass roots community efforts. YSOs can also include public or private K-12 schools, school districts, membership-limited organizations such as scouting or Boys and Girls Clubs, and community-based organizations that provide youth recurring opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital. An organization responding to this Appendix is not required to have the term youth, child, boy or girl in its name. YSOs selected for funding may be required to self-certify that the organization is an entity dedicated to addressing youth development and has an element promoting STEM awareness or authentic STEM research by youth, particularly youth under-represented or underserved in STEM careers, including girls and individuals with disabilities.

3) Library:

Eligible libraries are non-profit institutions that include the following:

- Public libraries;
- Public elementary and secondary school libraries;
- College (including community college) and university libraries;
- A library agency that is an official agency of a State or other unit of government and is charged by the law governing it with the extension and development of public library services within its jurisdiction;
- A library consortium that is a local, statewide, regional, interstate, or international cooperative association of library entities that provides for the systematic and effective coordination of the resources of eligible libraries, as defined above, and information centers that work to improve the services delivered to the clientele of these libraries;
- A library association that exists on a permanent basis; serves libraries or library professionals on a national, regional, state, or local level; and engages in activities designed to advance the well-being of libraries and the library profession.

An organization responding to this Appendix is not required to have the term library in its name.
An IEI within a non-solicited organization, such as a college, university etc., may apply if it:

1) is able to independently fulfill all the eligibility requirements of this Appendix;
2) functions as a discrete unit; i.e., has its own board of trustees or directors separate from the non-solicited entity’s board;
3) has its own fully segregated and itemized operating budget; and
4) has the authority to make the application on its own.

When any of the last four conditions are not met, an IEI may apply through its non-solicited organization only when the non-solicited organization provides a statement of commitment from its CEO or Authorized Organization Representative (AOR) that the NASA funds will be used and tracked exclusively for the proposed project and not for the non-solicited entity’s costs. Failure to include a statement of commitment will disqualify the proposal from award consideration. If the IEI has its own Unique Entity Identifier (UEI), currently the DUNS number, then a non-profit IEI within a non-solicited entity does not need to submit a letter of commitment.

NASA expects pre-submission eligibility issues to be raised to the proposing organization’s highest leadership; e.g., Boards, AOR, legal counsel, chief financial manager, President, etc., who are qualified to certify an organization’s type and PI status for federal funding.

All institutions receiving funds shall be listed on the proposal cover page. Work to be performed through subcontracts/sub-awards shall be proposed following Section 3.20 of the 2020 version of the NASA Guidebook for Proposers.

K.3.2 Principal Investigator

Every institution submitting a proposal shall identify a single individual, the Principal Investigator (PI), who will be responsible for the quality and direction of the entire proposed effort and for the use of all awarded funds. Please see section 3.3 of the EONS NRA for information regarding proposal team members in addition to the PI.

Please note that all proposed changes to a PI must be submitted to the Technical Officer, per the process described in the NASA Grants and Cooperative Agreements Manual (GCAM) Section 6.5 and is subject to NASA’s prior written approval.

K.3.3 Number of Proposals

Organizations shall submit only one (1) proposal per Unique Entity Identifier (UEI), currently the DUNS number. If an organization submits more than one proposal using the UEI, then none of its proposals will be evaluated. However, there is no limit on the number of times an entity may be proposed by another institution as an unfunded partner or as a sub-award. Eligible institutions may submit a proposal as a lead organization or be proposed for a sub-awardee or team member as part of other organizations’ proposals, or both.
K.4 PROPOSAL AND SUBMISSION INFORMATION

K.4.1 Proposal Content

The Project Description shall reflect the unique ability of the lead institution and its partners to further the goals and objectives outlined in this Appendix. The project description shall clearly and concisely address the following elements.

Technical:

a) Articulate the proposed specific goals and objectives; the target audience(s); the use of NASA content and resources; the expected outcomes; details of the development, implementation, and deployment of the project, including but not limited to leadership, timeline, specific area being addressed, and the potential impact of the proposed project;

b) Present the proposed organizational and management structure of the project, including: reporting structure of the proposed project within the IEI; how the proposing institution qualifies as or meets the definition of a museum, youth-serving organization, or library; leadership experience of the proposed IEI Project Director; and roles of key personnel;

c) Describe any network and other partnerships or mechanisms to ensure broad national dissemination of the program; the description shall outline prior work and success in reaching the intended audience and how the mechanism will enhance the reach of the proposed work and support expected outcomes;

d) Describe the metrics that will be used to evaluate impact and outcomes, the means by which the necessary information will be acquired and aggregated, and any other means by which the project impact will be evaluated; and

e) Describe the relationship of the proposed project to the IEI’s strategic plan for institutional development and serving audience needs.

Relevance to NASA:

a) Describe the relevance of the proposed work to NASA’s research and technology development priorities and the alignment with the proposed primary NASA Mission Directorate; other Mission Directorate(s) and Offices; NASA’s Strategic Plan and federal education priorities and strategic directions; this Appendix and one or more of the Communications themes;

b) Describe the relationship of the proposed work to the state-of-the-art in the field, including any unique and innovative methods, approaches, concepts, or advanced technologies and evidence-based strategies to be used, and how they will enhance the expected outcomes; and

c) Present in table format the planned number, including demographics, of participants or beneficiaries of the proposed project and a pre-award baseline to which these numbers will be compared; and how the project supports the inclusion and participation of audiences underserved/underrepresented in STEM.

Budget:

a) Describe the implementation/costing plan for the award period, clearly demonstrating how the awarded funds will be utilized for the duration of the award, and indicating the approach for distributing funds among the various proposed activities, including any sub-awards. Indicate any measures that have been taken to gain cost savings or efficiencies, including cost-sharing if applicable.
Proposers are expected to provide sufficient detail to enable review by persons who are knowledgeable in, but not necessarily specialists in, the proposed technical area. The reviewers may include personnel from NASA, individuals working in federal, state or local agencies, industry, philanthropic foundations, K-12 and institutions of higher education, firms providing evaluation of educational projects, and all types of non-competing IIEIs. See Section K.5.1 for proposal evaluation criteria.

<table>
<thead>
<tr>
<th>Proposal Elements</th>
<th>Page Guideline</th>
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<tbody>
<tr>
<td><strong>NSPIRES Cover Page and Budget Form (Section 3.8 of the 2020 version of the NASA Guidebook for Proposers)</strong> (Guidebook for Proposers): The NSPIRES Cover Page is generated online and contains the following:</td>
<td>1 or more—NSPIRES will generate the necessary number of pages</td>
</tr>
<tr>
<td><strong>Proposal Information:</strong> PI information, proposal title, proposed start and end dates, submitting institution information, certification and authorization.</td>
<td></td>
</tr>
<tr>
<td><strong>Certifications Regarding Lobbying, Disbarment, Suspension and Other Responsibility Matters:</strong> The AOR’s signature on the Proposal Cover Page automatically certifies that the proposing organization has read and is in compliance with these certifications. No additional form is necessary. See 2 CFR 1800 Appendix A</td>
<td></td>
</tr>
<tr>
<td><strong>Team Members:</strong> Names, institution and contact information (Notes: Each team member shall register him/herself in NSPIRES and complete all required data. Each team member shall establish an organizational relationship; i.e., identify the organization or other auspices through which the person is participating in the proposal. A proposal cannot be submitted if an organizational relationship within NSPIRES is missing for any team member.)</td>
<td></td>
</tr>
<tr>
<td><strong>Proposal Title:</strong> Include a meaningful title for the proposed project. DO NOT simply state NASA TEAM II RORR Proposal. (Note: Title length may not exceed 255 characters including spaces.)</td>
<td></td>
</tr>
<tr>
<td><strong>Project Summary</strong> <em>(max. 4000 characters, Section 3.7 &amp; 3.10 of the Guidebook for Proposers):</em> Provide a brief description of the project, including objectives, targeted audience, partners, method of approach, relevance to NASA themes, use of NASA content, and outcomes.</td>
<td></td>
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<tr>
<td><strong>Budget Figures:</strong> Include figures for each year (one year maximum) of the proposed project in the spaces provided. This is the total budget, including any sub-awards.</td>
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<tr>
<td><strong>Note:</strong> Sample Cover Pages are located in Appendix B of the EONS NRA. NASA is not permitted to fund institutions that are not listed on the Proposal Cover Page.</td>
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<tr>
<td><strong>Note:</strong> To improve proposal reviewability, proposers shall submit one PDF file to NSPIRES that begins with the Table of Contents and includes all information described below:</td>
<td></td>
</tr>
<tr>
<td><strong>Table of Contents (TOC)</strong> <em>(Section 3.7 &amp; 3.12 of the NASA Guidebook for Proposers)</em> NSPIRES does not offer a stand-alone TOC file upload choice. If not uploading a complete end-to-end proposal in a single PDF, include a TOC as the first page(s) of the project description even if that makes the project description longer than 15 pages.</td>
<td>1-2 pages</td>
</tr>
<tr>
<td><strong>Project Description:</strong> A detailed description of the proposed plan. Page limit includes all illustrations, tables, and figures, where each “n-page” foldout counts as n-pages and each side of a sheet containing text or an illustration counts as one page.</td>
<td>maximum 5 pages</td>
</tr>
<tr>
<td>Proposal Elements</td>
<td>Page Guideline</td>
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<tr>
<td>References and Citations: Include evidence supporting proposed project using guidelines from Section 3.14 of NASA Guidebook for Proposers and references therein.</td>
<td>1 or more (if applicable)</td>
</tr>
<tr>
<td>Biographical Sketches: Submit sketches for key personnel using the guidelines from Section 3.15 of the NASA Guidebook for Proposers.</td>
<td>PI: max 2 pages</td>
</tr>
<tr>
<td></td>
<td>Each Co-I and Other Key Personnel: max 1 page</td>
</tr>
<tr>
<td>Current and Pending Support (Section 3.16 of the NASA Guidebook for Proposers and references therein)</td>
<td>1 or more (if applicable)</td>
</tr>
<tr>
<td>Statements of Commitment and Letters of Support (Section 3.17 of the NASA Guidebook for Proposers)</td>
<td>1 or more (if appropriate)</td>
</tr>
<tr>
<td>Program Specific Data (PSD)-- The items listed in Section K.7.3 of this Appendix are only available as an NSPIRES Template. WARNING: Grants.gov does not contain this PSD template. Therefore, Grants.gov submitters shall include the PSD response immediately before the proposal’s Table of Contents.</td>
<td>NSPIRES-generated</td>
</tr>
<tr>
<td>Budget Justification: Narrative and Details (Section 3.18 of the NASA Guidebook for Proposers): Include a budget breakdown for each year of proposed work, along with total budget figures for the entire period of performance. Appendix C of the NASA Guidebook for Proposers contains Facilities and Administrative (F&amp;A)/Indirect Costs proposal guidelines and submission instructions.</td>
<td>1 or more</td>
</tr>
<tr>
<td>Special Notifications or Certifications</td>
<td>As needed</td>
</tr>
</tbody>
</table>

**K.4.2 Proposal Submission**

All information needed to respond to this announcement is contained in this Appendix, the EONS announcement, the NASA Grant and Cooperative Agreement Manual (GCAM) and the 2020 version of the NASA Guidebook for Proposers.

Note: If the information contained in this Appendix conflicts with the GCAM or the NASA Guidebook for Proposers, the information in this Appendix takes precedence.

**K.4.3 Pre-Proposal Teleconference**

A pre-proposal teleconference will be held July 7, 2020 from 12:30 – 2:00 PM Eastern Time. Refer to the TEAM II RORR web page on NSPIRES for connection details. During this time, prospective proposers may verbally ask questions about this opportunity. Proposers may also ask technical assistance questions from project staff, which may include tips and guidance for submitting proposals. Prospective proposers are requested to submit any written questions no later than two business days before the teleconference so that NASA will be able to cover as much information as possible at the teleconference. NASA plans to post written questions and answers and teleconference charts to the NSPIRES website. An opportunity to ask questions and solicit clarification will be provided at the teleconference.
Prospective proposers are strongly encouraged to register in NSPIRES as soon as possible and sign up for notification emails to receive notice of this teleconference. Refer to the TEAM II RORR web page on NSPIRES for questions regarding submission and schedule information.

K.4.4 Notice of Intent to Propose

Notices of Intent (NOI) to propose are not required for this solicitation. Do NOT submit a NOI.

K.4.5 Request for Information

Included in the Program Specific Data form (see section K.7.3) on the NSPIRES submission page for this Appendix is a brief Request for Information containing questions related to future TEAM II solicitation options and also expanding the audience for the Museum Alliance to include afterschool organizations and programs.

We are seeking community input on these topics to help guide the future direction of TEAM II and the Museum Alliance, so while completing the RFI section of the PSD is optional, we strongly encourage organizations to take time to complete this section.

K.4.6 Other Submission Requirements

All proposals shall comply with the general requirements of the EONS NRA and this Appendix. Upon receipt, proposals will be reviewed for compliance to ensure that the proposal includes the following:

- Featuring of NASA-themed space exploration, aeronautics, space science, Earth science, and/or microgravity in context of the theme of this Appendix, described in Section K.1.2.
- Submission of a complete proposal with all required elements.
- Submission of a proposal from an eligible Proposer as specified in the Eligibility Information. (Section K.3 of this Appendix.)
- Submission of a budget narrative that includes details of any subawards and that is for a funding period consistent with this Appendix.
- Submission of a proposal that is consistent with the page limitations and formatting guidelines specified in this Appendix and the Guidebook for Proposers.

At NASA’s discretion, non-compliant proposals may be rejected and not evaluated further. Disqualified proposals that were submitted through Grants.gov will be declined administratively as “noncompliant with the NRA.” Disqualified proposals that were submitted through NSPIRES will be returned without review using the NSPIRES “Return Proposal” function.

K.5 PROPOSAL EVALUATION AND SELECTION

K.5.1 Proposal Evaluation Criteria

Proposals will be evaluated based on the following criteria: (1) Intrinsic Merit, (2) Relevance to NASA, and (3) Budget/Cost. The evaluation criteria are based upon NASA’s 2018 Strategic Plan, NASA Strategy for STEM Engagement, the NASA Guidebook for Proposers (2020 version), and the CoSTEM federal strategy for 2018-2022.

Note: Cost sharing will not advantage or disadvantage a proposal in the peer review evaluation process, and is not an evaluation factor in the consideration of which proposals receive awards.
K.5.1.1 Intrinsic Merit (40%)

- Has clear goals and objectives; addresses the expectations described in the announcement; and is consistent with the budget; effectively details and utilizes the program management, including the PI and all team members and collaborators; demonstrates the project members’ capacity to carry out the project; and demonstrates a high probability for successful implementation.
- Clearly describes and defines how the project will interact with NASA and its identified customers (internal and external). Includes financial or in-kind letters of support from partners and collaborators.
- Partners and collaborators have well-defined roles and responsibilities, including (as appropriate) for project expansion or sustainability, and indicates the capabilities that each partner and collaborator is contributing to the effort.
- Clearly explains how the activity is student- or youth-centered in a distance-learning environment, and if appropriate to the proposed project, how students/youths are served through their support systems of families and informal and formal educators and institutions.
- Demonstrates the relevancy of the project goals and objectives to the institution where the supported activities will reside or be led, the proposing organization’s capacity and experience for conducting the proposed activities.
- Includes specific and sufficient resources dedicated to evaluation activities in the detailed work plan, project budget, and schedule of completion.

K.5.1.2 Relevance to NASA (40%)

- Clearly articulates how project goals and objectives are relevant to the appropriate Mission Directorate(s) or other participating NASA Offices. Clearly identifies and addresses NASA content and the themes as outlined in the Appendix.
- Clearly demonstrates the direct use of appropriate NASA content, people, facilities, educational and engagement resources, and/or other related partners.
- Clearly articulates plans for experiential authentic STEM opportunities that encourage innovation, critical thinking, and problem-solving skills.
- Includes clear plans to serve, as target audiences and as project developers, groups historically underrepresented and underserved in STEM fields as specified in the Appendix. Provides evidence that proposed effort cultivates diversity and addresses the digital divide.
- Includes a clear and appropriate plan for sharing the products generated during the project to have a broad, national reach, and describes how the evaluation results will be shared beyond the immediate project team and organization.

K.5.1.3 Budget/Cost (20%)

- The proposed budget shall be adequate, appropriate, reasonable, and realistic, and demonstrate the effective use of funds that align with the content and text of the proposed project.
- All proposed budget line items are explained and justified.
K.5.2 Review and Selection Process

Proposal external peer review functions for NASA TEAM II RORR have been contracted to JPL. However, the authority and responsibility for eligibility determinations and award selection decisions remain with NASA. Proposals will be reviewed as follows:

1) Eligibility or Compliance with the EONS NRA and this Appendix: Proposals will be assessed by the Appendix’ Technical Officer or designees for eligibility with regard to the institution and technical content. If a proposal fails to meet one or more of the eligibility criteria, NASA reserves the right to disqualify that proposal from further review.

2) Proposals will be peer reviewed by both NASA subject matter experts and experts external to NASA, which may include, but are not limited to: individuals working in STEM education in federal, state or local agencies, industry, at non-competing IIEs, philanthropic foundations, K-12 schools or districts, institutions of higher education, firms providing evaluation of educational projects, etc. Individuals not associated with a specific NASA TEAM II RORR proposal are encouraged to register at NASA Informal Education’s “Become a Reviewer” website at https://informal.jpl.nasa.gov/reviewer.

3) Reviewed proposals and reviewer comments will be provided to NASA Headquarters employees who will recommend to the Selecting Official which proposals have a higher or lower priority for funding. NASA subject matter experts will also handle any multi-agency STEM coordination concerns that arise.

K.6 AWARD ADMINISTRATION

K.6.1 Reporting Requirements for Cooperative Agreement Awards

Recipients shall submit a report to the NASA Grants Officer at the NSSC, with copies to TEAMII@jpl.nasa.gov, on the results pertaining to this award no later than 60 days after the project’s end date. Quarterly reports will also be required with high level information to communicate the awardee’s progress towards achieving the goals of the proposed project and of this appendix. The reporting requirements for awards made through this Appendix will be consistent with the reporting requirements outlined in the GCAM.

NASA utilizes a data management system for collecting and analyzing performance data. To facilitate data input into the system, the NASA TEAM II managers will collect performance and evaluation data via directed requests to awardees. The awardee Principal Investigator shall ensure appropriate resources are allocated to facilitate the data collection activities and complete the tasks required for reporting.

K.7 ADDITIONAL INFORMATION

K.7.1 Identification of Entities as NASA Visitor Centers Special Guidance: STEM Engagement Activities and NASA Visitor Centers

The purpose of this Section is to define the only entities eligible to identify themselves as a NASA Visitor Center (VC) on the Program Specific Data sheet required by this Appendix. As of the issuance date of the Appendix, NASA has not issued a policy directive or policy requirement or separate rules under the Code of Federal Regulations (CFR) to establish common visitor
For the purposes of this Appendix there are nine NASA Centers (excluding JPL). The following institutions may identify as a NASA Visitor Center on the Program Specific Data Form:

- **Ames Research Center (ARC)** – NASA Ames Exploration Center, an Ames Facility. [http://www.nasa.gov/centers/ames/home/exploration.html](http://www.nasa.gov/centers/ames/home/exploration.html)
- **Armstrong Flight Research Center (AFRC)** – The inside-the-gate federal VC.
- **Langley Research Center (LaRC)** – LaRC’s VC is the Virginia Air and Space Center, which is a 501(c)(3), not a NASA facility or located on NASA property. [http://www.vasc.org/](http://www.vasc.org/)
- **Goddard Space Flight Center (in Greenbelt)** includes Wallops Island Visitors Center (GSFC) – Both are NASA facilities and located on NASA property and are eligible to submit a proposal. GSFC VCs have two home pages. [http://www.nasa.gov/centers/goddard/visitor/home/index.html](http://www.nasa.gov/centers/goddard/visitor/home/index.html) [http://sites.wff.nasa.gov/vc/](http://sites.wff.nasa.gov/vc/)
- **Glenn Research Center (GRC)** – Existing VC partner is Great Lakes Science Center (GLSC) established by a Space Act Agreement signed by GRC. GLSC is a 501(c)(3) that is not a NASA facility or located on NASA Property. [http://www.greatscience.com/](http://www.greatscience.com/)
- **Stennis Space Center (SSC)** – Existing VC partner is Infinity Science Center at NASA Stennis Space Center, a private 501(c)(3) that is located on NASA property and established as the VC under the Space Act. [http://www.visitinfinity.com/](http://www.visitinfinity.com/)
- **Marshall Space Flight Center (MSFC)** – Existing Partner is the U.S. Space & Rocket Center (USSRC), a state of Alabama-owned entity that is not a NASA facility or located on NASA property. [http://rocketcenter.com/](http://rocketcenter.com/)
- **Johnson Space Center (JSC)** – Existing Partner is Space Center Houston (SCH), a private 501(c)(3) facility on NASA property established under the Space Act. [http://www.spacecenter.org/](http://www.spacecenter.org/)
- **Kennedy Space Center (KSC)** – Existing Partner Kennedy Space Center Visitor Complex (KSCVC) has operated for more than 43 years as a concession activity. As such, no appropriated dollars are received for its development, operation or maintenance. All revenues are generated through the sale of admission, food, retail and education programs without cost to the federal budget. [http://www.kennedyspacecenter.com/](http://www.kennedyspacecenter.com/)

KSCVC (not KSC itself) is eligible to apply as the designated VC.
**K.7.2 Authentic STEM Experience Framework**

**Definition:** An Authentic STEM Experience (ASE) is an experience inside or outside of school designed to engage learners directly or indirectly with practitioners and in developmentally-appropriate practices from the STEM disciplines that promote real-world understanding.

<table>
<thead>
<tr>
<th>Context:</th>
<th>ASE Characteristics:</th>
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<tbody>
<tr>
<td>• <em>Authentic STEM Experience</em> = the acronym STEM addresses the disciplines of Science, Technology, Engineering and Mathematics. Each discipline, and even within each discipline, has a distinct focus and methodology.</td>
<td>• <strong>Active-Doing:</strong> Directly engages in actions that model the distinctive practices of the STEM disciplines.</td>
</tr>
<tr>
<td>• <em>is an experience</em> = can be designed or impromptu</td>
<td>• <strong>Collaborative:</strong> Interacts/shares with a team and/or a practitioner/subject matter expert in the STEM disciplines.</td>
</tr>
<tr>
<td>• <em>inside or outside of school</em> = any environment is a possible ASE location</td>
<td>• <strong>Meet learners where they are:</strong> Developmentally and culturally appropriate learning experiences that illustrate or demonstrate the topic’s relevancy to the learners.</td>
</tr>
<tr>
<td>• <em>designed to engage learners</em> = interaction and active doing, when possible</td>
<td>• <strong>Appropriate learning approach/practice:</strong> Applies relevant disciplinary methodology(ies)/practices.</td>
</tr>
<tr>
<td>• <em>directly or indirectly</em> = the interaction is not always face-to-face</td>
<td>• <strong>Real-World Understanding:</strong> Connects applied and/or theoretical aspects of the STEM disciplines to the learner’s world.</td>
</tr>
<tr>
<td>• <em>with practitioners</em> = which includes teammates and/or experts/practitioners of any of the STEM disciplines</td>
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<tr>
<td>• <em>and in developmentally-appropriate</em> = the ASE will be designed to be age/skills appropriate</td>
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<tr>
<td>• <em>practices from the STEM disciplines</em> = each discipline, and even within each discipline, has an identified process methodology which should be included in the experience</td>
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</tr>
<tr>
<td>• <em>that promote real-world understanding</em> = the experience should provide a realization of how the discipline is used in actual activities applicable to current or future issues, problems and associated potential solutions</td>
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</tbody>
</table>

**K.7.3 Program Specific Data Form and Request for Information**

Each proposer (including those using Grants.gov) shall complete one Program Specific Data (or PSD) questionnaire. **WARNING:** Grants.gov does not have this PSD template. Grants.gov submitters shall include the PSD response immediately before the proposal’s Table of Contents. A preview of the requested items follows.

**PART 1: REQUEST FOR INFORMATION**

**Item 1. Possible new TEAM II award level:**
TEAM II may add a new award level, providing smaller planning awards in addition to the traditional TEAM II NRAs. These planning awards would not be a requirement for receiving further NASA funding. In addition to funds of $10K-20K, planning award recipients would participate in a special meeting with all levels of TEAM II awardees and other Office of STEM
Engagement awardees, and be able to display the NASA logo, within standard NASA guidelines. Would it benefit you or your institution to have these two award options?

**Item 2. The Museum Alliance serves all information educators and organizations, and we are considering a new change to make that clearer.** Please vote for your preference:

- Museum and Out of School Time (MOST) Alliance
- Museum and Informal STEM (MISTEM) Alliance
- Museum and Informal Education (MIE) Alliance
- Other suggestion/comments

**Item 3. If you selected “Other suggestion/comments” above, please tell us more:**

**PART 2: TEAM II RORR PROGRAM SPECIFIC DATA QUESTIONS**

**Item 3. Plus4-DUNS:**

Note: The NSPIRES proposal coversheet only accepts 9-digit DUNS/UEI numbers. If applying as an embedded Informal Education Institution (IEI), provide a valid 13-digit (+4DUNS) in the text box below. Otherwise, indicate "Not Applicable." Caution: Do not leave blank.

**Item 5. Certification of organizational eligibility to submit proposal to Appendix K NASA TEAM II RORR.** Check ONLY one:

- Museum or Planetarium
- NASA Visitor Center
- Youth Serving Organization
- Library

**Item 6. Submitting Organization’s URL:**

**Item 7. Select one or more Institution Type:**

- Air and space center
- Amateur astronomy group
- American Indian and Alaska Native Serving Institution (AIANSI)
- Aquarium
- Arboretum
- Asian American and Native American Pacific Islander-Serving Institution (AANAPISI)
- Association of eligible institutions as recognized by the Internal Revenue Service
- Association that includes eligible institutions and ineligible institutions
- Aviary
- Aviation museum
- Botanical garden
- Boys and Girls Club
- Children's museum
- Congressionally-authorized NASA memorial; e.g., Challenger Center
- College (4-year)
- Community College
- Community-based Organization
- Cultural/historical institution that focuses specifically on populations underserved in STEM
Hispanic-Serving Institution (HSI)
Historically Black College or University (HBCU)
K-12 School or School System
Library (school, local, regional)
Minority Serving Institution (MSI) (Title IV college or university)
National, state or local park
Natural history museum
Nature center
NASA Visitor Center (Federal)
NASA Visitor Center (non-Federal)
Observatory visitor center
Out-of-school-time organization
Parks and recreation department
Planetarium
Science-technology center
Scientific or engineering society
State, local or Federal museum
State, local, or Federally-recognized tribal government museum or planetarium
Theater or auditorium dedicated to astronomical shows
Tribal College or University (TCU)
University
Youth-serving organization (national)
Youth-serving organization (independent)
Zoo
Unlisted Type/Other

Item 8. Explain “Other or Unlisted Institution Type” or say “Not Applicable”

Item 9. Select the Technical Content Area(s) that are most directly applicable for the proposal. Select one or more:
Aeronautics
Earth Science
Microgravity
Space Exploration (includes human space flight)
Space Science

Item 10. Select the NASA Communication Theme(s) that are most directly applicable for the proposal. Select one or more:
Earth Right Now
Humans in Space
Moon to Mars
Solar System and Beyond
Aeronautics: NASA is With You When You Fly
Technology Drives Exploration
Item 11. Select one NASA Mission Directorate or Office that has a content and/or educational priority(s) primarily applicable to the proposal (refer to EONS NRA Appendix H and Section K.1.2 of this Appendix).
Aeronautics Research Mission Directorate (ARMD)
Human Exploration and Operations Mission Directorate (HEOMD)
Science Mission Directorate (SMD)
Space Technology Mission Directorate (STMD)
Multiple Mission Directorates (ARMD, HEOMD, SMD, and/or STMD)
Office of Communications (includes but is not limited to NASA Exhibits, History)
Office of Diversity and Equal Opportunity

Item 12. Select one or more NASA Mission Directorates or Offices with content and/or educational priority(s) of secondary applicability to the proposal (refer to EONS NRA Appendix H and Section K.1.2 of this Appendix).
Aeronautics Research Mission Directorate (ARMD)
Human Exploration and Operations Mission Directorate (HEOMD)
Science Mission Directorate (SMD)
Space Technology Mission Directorate (STMD)
Multiple Mission Directorates (ARMD, HEOMD, SMD, and/or STMD)
Office of Communications (includes but is not limited to NASA Exhibits, History)
Office of Diversity and Equal Opportunity

Item 13. Activities with NASA Center(s) (NC)/JPL or NASA/JPL Visitor Center(s) (VC)—Select one or more:
No specific activity with any NC or VC
Planned activities with NCs or VCs
Confirmed activities with NCs or VCs
Ames Research Center-ARC Mountain View, CA
Exploration Center-ARC’s federal VC
Armstrong Flight Research Center-AFRC Edwards, CA
Glenn Research Center, OH
Great Lakes Science Center-GRC’s non-Federal VC
Goddard Space Flight Center-GSFC, Greenbelt, MD
Wallops Island VC (federal)
Greenbelt VC (federal)
Maryland Science, Exploration, and Education Center at Goddard (non-federal)
Jet Propulsion Laboratory-JPL Pasadena, CA
von Karman Visitor Center-JPL’s non-federal VC
Johnson Space Center-JSC TX
Space Center Houston-JSC’s non-federal VC
Kennedy Space Center-KSC FL
KSC Visitor Center (federal concession)
Langley Research Center-LaRC Hampton, VA
Virginia Air and Space Center-LaRC’s non-federal VC
Marshall Space Flight Center-MSFC Huntsville, AL
U.S. Space and Rocket Center-MSFC’s non-federal VC  
Stennis Space Center-SSC Bay Saint Louis, MS  
Infinity Science Center –SSC’s non-federal VC

Item 14. List any other NASA collaborators (individuals or facilities):

Item 15. List any other federal entity the proposed project intends to involve, and include the cities and states of any local/regional branches of the entity that are intended to be part of the involvement:

Item 16. List any non-federal institutional network and/or partner organizations (e.g., Boys and Girls Clubs, school districts, 4-H, etc.) and include the cities and states of the local/regional branches of the network and/or partner that are intended to be part of the involvement.

Item 17. If the project involves targeted activities predominantly serving populations underserved in STEM, or a partnership with such an institution, please indicate type or check not applicable.

- American Indian or Alaskan Native
- Asian/Pacific Islanders
- Black/African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- Rural
- Urban/Inner City
- Veterans
- Women and/or Girls
- American Indian and Alaska Native Serving Institution (AIANSI)
- Asian American and Native American Pacific Islander-Serving Institution (AANAPISI)
- Hispanic-Serving Institution (HSI)
- Historically Black College or University (HBCU)
- Minority Serving Institution (MSI) (Title IV college or university)
- Tribal College or University (TCU)
- Other underserved (give specific answer in Item 15)

Item 18. Explain “Other Underserved” from Item 14 or say “Not Applicable”

---End of PSD
K.7.4 Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>ASE</td>
<td>Authentic STEM Experience</td>
</tr>
<tr>
<td>GLSC</td>
<td>Great Lakes Science Center</td>
</tr>
<tr>
<td>IEI</td>
<td>Informal Education Institution</td>
</tr>
<tr>
<td>KSCVC</td>
<td>Kennedy Space Center Visitor Complex</td>
</tr>
<tr>
<td>PSD</td>
<td>Program Specific Data</td>
</tr>
<tr>
<td>RORR</td>
<td>Rapid Response Remote Opportunity</td>
</tr>
<tr>
<td>SCH</td>
<td>Space Center Houston</td>
</tr>
<tr>
<td>TEAM II</td>
<td>Teams Engaging Affiliated Museums and Informal Institutions</td>
</tr>
<tr>
<td>USSRC</td>
<td>U. S. Space and Rocket Center</td>
</tr>
<tr>
<td>VC</td>
<td>NASA Visitor Center</td>
</tr>
</tbody>
</table>

K.8 POINTS OF CONTACT FOR FURTHER INFORMATION

Additional information can be obtained from the following sources:

**NASA TEAM II Co-Manager**
Leslie L. Lowes  
Jet Propulsion Laboratory  
California Institute of Technology  
Pasadena, CA  
TEAMII@jpl.nasa.gov

Points of Contact for NASA Mission Directorates, Centers, and Support Offices

Prospective proposers are encouraged to contact the NASA TEAM II POCs listed below in the mission directorates, centers, and support offices for general information about NASA missions, science, technology, facilities, and education programs. Questions relating to what is considered NASA scientific or technical content eligible for projects submitted to this solicitation shall be directed to the appropriate contacts identified below.

**These POCs are not eligible to be listed as key team members in any proposal submitted in response to this Appendix.** Note: NASA employees and support contractors have the option (not obligation) to respond to a proposer who desires to include non-specific NASA resources (human or material) in a proposed project.

Please also note that NASA TEAM II POCs and other NASA or JPL personnel are not permitted to pre-review or co-write TEAM II proposals.

**NASA Mission Directorate Contacts**

<table>
<thead>
<tr>
<th>NASA Mission Directorate Contacts</th>
<th>Human Exploration and Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeronautics Research Mission</td>
<td>Mission Directorate</td>
</tr>
<tr>
<td>Directorate</td>
<td>Alicia Baturoni Cortez</td>
</tr>
<tr>
<td>Karen Rugg</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Education Lead</td>
<td>NASA Johnson Space Center</td>
</tr>
<tr>
<td>NASA Headquarters</td>
<td>Phone: (281) 483-0439</td>
</tr>
<tr>
<td>Phone: (202) 358-2197</td>
<td><a href="mailto:alicia.baturoni@nasa.gov">alicia.baturoni@nasa.gov</a></td>
</tr>
<tr>
<td><a href="mailto:Karen.L.rugg@nasa.gov">Karen.L.rugg@nasa.gov</a></td>
<td></td>
</tr>
<tr>
<td>Science Mission Directorate</td>
<td>Space Technology Mission Directorate</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Kristen Erickson</td>
<td>Stephanie Yeldell</td>
</tr>
<tr>
<td>Science Activation Manager</td>
<td>Education Lead</td>
</tr>
<tr>
<td>NASA Headquarters</td>
<td>NASA Headquarters</td>
</tr>
<tr>
<td>Phone: (202) 358-1017</td>
<td>Phone: (202) 358-1162</td>
</tr>
<tr>
<td><a href="mailto:kristen.erickson@nasa.gov">kristen.erickson@nasa.gov</a></td>
<td><a href="mailto:stephanie.l.yeldell@nasa.gov">stephanie.l.yeldell@nasa.gov</a></td>
</tr>
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</table>

### NASA Center and JPL Contacts

<table>
<thead>
<tr>
<th>Ames Research Center, CA</th>
<th>Johnson Space Center, TX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Shawnee</td>
<td>Misti Moore</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>JSC MUREP Manager</td>
</tr>
<tr>
<td>Phone: (650) 604-3936</td>
<td>Phone: (281) 483-6716</td>
</tr>
<tr>
<td><a href="mailto:laura.a.shawnee@nasa.gov">laura.a.shawnee@nasa.gov</a></td>
<td><a href="mailto:misti.m.moore@nasa.gov">misti.m.moore@nasa.gov</a></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Armstrong Flight Research Center, CA</th>
<th>Kennedy Space Center, FL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miranda Fike</td>
<td>Denise Coleman</td>
</tr>
<tr>
<td>Education Program Specialist</td>
<td>Education Programs Office</td>
</tr>
<tr>
<td>Phone: (661) 276-2527</td>
<td>Phone: (321) 867-4484</td>
</tr>
<tr>
<td><a href="mailto:Miranda.martin@nasa.gov">Miranda.martin@nasa.gov</a></td>
<td><a href="mailto:Denise.Y.Coleman@nasa.gov">Denise.Y.Coleman@nasa.gov</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Glenn Research Center, OH</th>
<th>Langley Research Center, VA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanessa Webbs</td>
<td>Gina Blystone</td>
</tr>
<tr>
<td>NASA Internship Project POC</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Phone: 216-433-3768</td>
<td>Phone: 757-864-7855</td>
</tr>
<tr>
<td><a href="mailto:vanessa.r.webbs@nasa.gov">vanessa.r.webbs@nasa.gov</a></td>
<td><a href="mailto:gina.r.blystone@nasa.gov">gina.r.blystone@nasa.gov</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goddard Space Flight Center, MD</th>
<th>Marshall Space Flight Center, AL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Davis</td>
<td>Frank Six</td>
</tr>
<tr>
<td>Informal Education Contact</td>
<td>University Affairs Officer</td>
</tr>
<tr>
<td>Phone: 301-286-4853</td>
<td>Phone: (256) 961-0678</td>
</tr>
<tr>
<td><a href="mailto:denise.a.davis-konopka@nasa.gov">denise.a.davis-konopka@nasa.gov</a></td>
<td><a href="mailto:frank.six@nasa.gov">frank.six@nasa.gov</a></td>
</tr>
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<thead>
<tr>
<th>Jet Propulsion Laboratory, CA</th>
<th>Stennis Space Center, MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ota Lutz</td>
<td>Kelly Martin-Rivers</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Education Director</td>
</tr>
<tr>
<td>Phone: (818) 354-3056</td>
<td>Phone: (228) 688-3802</td>
</tr>
<tr>
<td><a href="mailto:Ota.L.Lutz@jpl.nasa.gov">Ota.L.Lutz@jpl.nasa.gov</a></td>
<td><a href="mailto:Kelly.E.Martin-Rivers@nasa.gov">Kelly.E.Martin-Rivers@nasa.gov</a></td>
</tr>
</tbody>
</table>

**Note:** The most up-to-date contacts at the Centers can be found at:

NASA STEM Engagement Program - NASA Field Center STEM Engagement Directors

http://www.nasa.gov/offices/education/contacts/cdirect.html
### NASA Headquarters and Shared Services Contacts

<table>
<thead>
<tr>
<th>Office of Communications</th>
<th>Office of Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen Heier</td>
<td>Lauren Katz**</td>
</tr>
<tr>
<td>Strategic Communications Specialist</td>
<td>Exhibits and Artifacts Manager</td>
</tr>
<tr>
<td>NASA Headquarters</td>
<td>NASA Headquarters</td>
</tr>
<tr>
<td>Phone: (202) 358-4685</td>
<td>Phone: (202) 358-1716</td>
</tr>
<tr>
<td><a href="mailto:ellen.j.heier@nasa.gov">ellen.j.heier@nasa.gov</a></td>
<td><a href="mailto:lauren.t.katz@nasa.gov">lauren.t.katz@nasa.gov</a></td>
</tr>
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<table>
<thead>
<tr>
<th>Office of Diversity and Equal Opportunity</th>
<th>Office of Procurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>David R. Chambers</td>
<td>Libby A. Romaguera</td>
</tr>
<tr>
<td>Program Planning and Evaluation</td>
<td>Grants Officer</td>
</tr>
<tr>
<td>Division NASA Headquarters</td>
<td>NASA Shared Services Center (NSSC)</td>
</tr>
<tr>
<td>Phone: (202) 358-2128</td>
<td>Phone: (228) 813-6160</td>
</tr>
<tr>
<td><a href="mailto:david.r.chambers@nasa.gov">david.r.chambers@nasa.gov</a></td>
<td><a href="mailto:libby.a.romaguera@nasa.gov">libby.a.romaguera@nasa.gov</a></td>
</tr>
</tbody>
</table>

** Ms. Katz is available to provide advice on NASA exhibits or artifacts that might be touring and related questions; however, she will not provide letters of commitment.
### K.9 SUMMARY OF KEY INFORMATION

| **Total ESTIMATED budget for TEAM II RORR activity** | ~ $1,000,000  
Individual awards will be between $100,000 and $175,000 |
| **Number of awards pending adequate proposals of merit** | 4 – 6 |
| **Start date (estimated)** | November 1, 2020 |
| **Duration of awards** | Maximum of 1 year |
| **Award Type** | Cooperative Agreement |
| **Release Date** | June 29, 2020, 11:59 pm Eastern Time |
| **TEAM II RORR Pre-proposal Conference (Optional)** | July 7, 2020 12:30 Eastern Time |
| **Due Date for Proposals** | August 13, 2020 11:59 pm Eastern Time |
| **Page limit for the central Scientific-Educational-Management section of proposal** | 5 pp (includes all illustrations, tables, and figures, where each "n-page" foldout counts as n-pages and each side of a sheet containing text or an illustration counts as a page.); See the 2020 version of the *NASA Guidebook for Proposers* |
| **Detailed instructions for the preparation and submission of proposals** | *NASA Guidebook for Proposers* |
| **Submission medium** | Electronic proposal submission is required via NSPIRES or grants.gov; no hard copy will be accepted. *NASA Guidebook for Proposers*. |
| **Web site for submission of proposals via NSPIRES** | [http://nspires.nasaprs.com/](http://nspires.nasaprs.com/) (Help Desk available at nspires-help@nasaprs.com or (202) 479-9376 from 8 am to 6 pm Eastern Time) Monday through Friday, excluding federal holidays. |
| **Web site for submission of proposals via Grants.gov** | [http://grants.gov](http://grants.gov) (Contact Center is available by email at support@grants.gov, or by calling 1-800-518-4726 and via website at [https://grants-portal.psc.gov](https://grants-portal.psc.gov).) |
| **Selection Official** | Carrie Olsen  
Project Manager, NextGen STEM  
NASA Headquarters  
Washington, DC 20546 |
| **NASA point of contact for this activity** | Beverly Girten  
TEAMII@jpl.nasa.gov  
Manager, Informal Education and Engagement  
NASA Headquarters  
Washington, DC 20546 |