

Teen ACES Summative Evaluation Report *Fall 2019*

Rockman et al
Research & Evaluation

OVERVIEW: Serving as the external evaluators for the Teen Advocates for Community and Environmental Sustainability (ACES) project, team members from Rockman et al monitored project activities and outcomes. This report summarizes summative evaluation findings for grant-funded activities.

This report was prepared by Rockman et al under contract from the Museum of Science and Industry, Chicago under award NA16SEC0080001 from the Environmental Literacy Grant (ELG) Program of the National Oceanic and Atmospheric Administration (NOAA), U.S. Department of Commerce. The statements, findings, conclusions, and recommendations are those of the author(s) and do not necessarily reflect the views of NOAA or the U.S. Department of Commerce.

Teen ACES External Evaluation Executive Summary

Goal

Serving as the external evaluators for the Teen Advocates for Community and Environmental Sustainability (Teen ACES) project, team members from *Rockman et al* monitored project activities and outcomes. This report summarizes their summative evaluation findings.

What

The categories of impact identified in *Framework for Evaluating Impacts of Informal Science Education Projects*, (Friedman, 2008), were used to guide formulation of project evaluation questions. The evaluation also looked at the ways that the Teen ACES program seeks to engage participants with the scientific phenomenon they are studying and how this relates to best practices for young adult programming.

Who

A total of 24 teens participated in the evaluation. Within this group of respondents, 1 had recently completed 9th grade, 9 had recently completed 10th grade, 5 had recently completed 11th grade and 9 had recently completed 12th grade. Five of these participants indicated that they had been a part of the cohort that was trained to deliver presentations using the Science on a Sphere system. Two program facilitators also participated.

How

Teens were given surveys and program facilitators were interviewed.

When

Data was collected in Summer, 2019.

What

The Teen ACES program provided teens in Chicago with an opportunity to acquire new scientific knowledge related to environmental science and apply that knowledge in presentations with museum visitors. In the final year of the project, these presentation opportunities included the ability to do presentations on the Science on a Sphere system. Overall, the Teen ACES program excelled in its efforts to develop participants' communication and presentation skills and build up their confidence for communicating scientific information to museum visitors. The program also provided opportunities for youth to engage with museum visitors through the use of real environmental science data.

For More Information

This study is available as a white paper available upon request through the Museum or Rockman, et al.

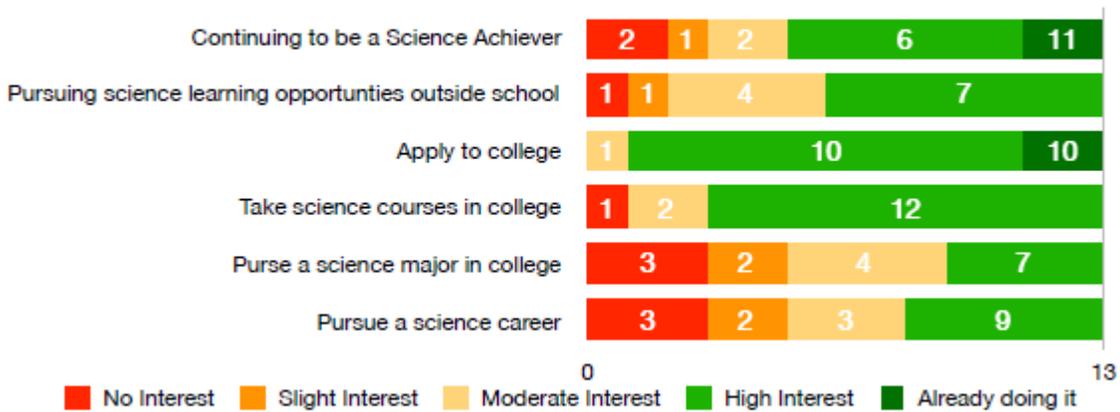
The Museum also conducted an internal study about the guests who attended the sessions facilitated by teens and how the latter's emotions impacted the guest experience. Results are available in a white paper at:

<https://www.informalscience.org/facilitator-affect-drop-teen-led-community-science-learning-program>

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Figure 5: Youth Participants' Level of Interest in Science-Related Activities



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