

Participant Worksheet¹

(To be completed for a given academic or school year²)

The Coordination Hub’s Participant Worksheet is designed to obtain information on the number and characteristics of students and educators reached by projects funded or co-funded by NSF INCLUDES. All data are collected in the aggregate, and no information about the characteristics of individual students or educators are collected or displayed. In addition, projects have the option of indicating that they do not collect data for a given category. Data on participant characteristics are aggregated across all projects and only aggregate information is posted publicly on the NSF INCLUDES Shared Measures Platform (e.g., number and characteristics of postsecondary students reached by NSF INCLUDES-funded projects). Findings are not shared at the project level, and data about individual projects are not posted on the website.

Project name		
Primary contact name		
Primary contact email		
Primary contact phone number		
Students	Do you have information on PreK–20 students who received direct and/or indirect services? (check <u>all</u> that apply)	<input type="checkbox"/> Direct services —i.e., <u>all</u> of the PreK–20 students included in the count were directly engaged in the STEM broadening participation strategies conducted by our project (e.g., <i>students who knowingly³ engaged in a defined broadening participation STEM education reform program, event, or activity</i>)
	Does the information provided on PreK–20 students represent a duplicated or unduplicated count? (check <u>one</u>) Check <i>duplicated</i> if at least some of the PreK–20 students included in your submission are counted more than once	<input type="checkbox"/> Indirect services —i.e., <u>all</u> of the PreK–20 students included in the count were indirectly engaged by our project (e.g., <i>number of students who benefited from a defined broadening participation STEM education reform program, event, or activity without being aware of their engagement in that program, event, or activity parameters</i>) ⁴ <input type="checkbox"/> Not applicable —i.e., our project does not serve any PreK–20 students
		<input type="checkbox"/> Duplicated count —i.e., <i>at least some</i> PreK–20 students may have been counted more than once because they participated in multiple activities or events (and were counted once for <u>each</u> activity/event)
		<input type="checkbox"/> Unduplicated count —i.e., all PreK–20 students are counted once, regardless of how many activities or events they participated in
		<input type="checkbox"/> Not applicable —i.e., our project does not serve any PreK–20 students

¹ This document displays the content that appears on the Participant Worksheet. The actual Excel template is formatted in a manner that facilitates the collection of participant data.

² For the purposes of this collection, an academic or school year is defined as September 1 to August 31. Projects may make changes to this timeline (e.g., including summer activities in the previous school year)—and these changes should be documented in the caveats sheet and maintained throughout the duration of the collection. In addition, projects should contact the Hub if they are proposing to use a different timeframe (e.g., calendar year).

³ It’s ok if a participant doesn’t know the project’s name. For the purposes of this collection, direct participation only requires that students or educators were aware that they were participating in a defined event or activity (regardless of whether they are aware that the activity was associated with a given project).

⁴ Note that the table for students reached *indirectly* is not shown in this document.

Educators	<p>Do you have information on PreK–20 educators and administrators who received direct or indirect services? (check <u>all</u> that apply)</p>	<p><input type="checkbox"/> Direct services—i.e., <u>all</u> of the PreK–20 educators included in the count were directly engaged in the STEM broadening participation strategies conducted by our project (e.g., <i>educators who knowingly⁵ participated in a defined activity designed to enhance the equity and quality of their instruction, mentoring, or advising</i>).</p> <p><input type="checkbox"/> Indirect services—i.e., <u>all</u> of the PreK–20 educators included in the count were indirectly engaged by our project (e.g., <i>number of educators who benefited from a defined broadening participation STEM education reform program, event, or activity without being aware of their engagement in that program, event, or activity parameters</i>)⁶</p> <p><input type="checkbox"/> Not applicable—i.e., our project does not serve any PreK–20 educators</p>
	<p>Does the information provided on PreK–20 educators and administrators represent a duplicated or unduplicated count? (check <u>one</u>)</p> <p><i>Check duplicated if at least some of the PreK–20 educators included in your submission are counted more than once</i></p>	<p><input type="checkbox"/> Duplicated count—i.e., <i>at least some</i> PreK–20 educators may have been counted more than once because they participated in multiple activities or events (and were counted once for <u>each</u> activity/event)</p> <p><input type="checkbox"/> Unduplicated count—i.e., all PreK–20 educators are counted once, regardless of how many activities or events they participated in</p> <p><input type="checkbox"/> Not applicable—i.e., our project does not serve any PreK–20 educators</p>
Non-PreK–20 professionals	<p>Do you have information on non-PreK–20 professionals who received direct or indirect of services? (check <u>all</u> that apply)</p>	<p><input type="checkbox"/> Direct services—i.e., <u>all</u> of the non-PreK–20 professionals included in the count were directly engaged in the STEM broadening participation strategies conducted by our project (e.g., <i>non-PreK-20 professionals who knowingly engaged in a defined broadening participation STEM education reform program, event, or activity within a set time period</i>)</p> <p><input type="checkbox"/> Indirect services—i.e., <u>all</u> of the non-PreK–20 professionals included in the count were indirectly engaged by our project (e.g., <i>number of non-PreK–20 professionals who benefited from a defined broadening participation STEM education reform program, event, or activity without being aware of their engagement in that program, event, or activity parameters</i>)⁷</p> <p><input type="checkbox"/> Not applicable—i.e., our project does not serve any non-PreK–20 professionals</p>
	<p>Does the information provided on non-PreK–20 professionals represent a duplicated or unduplicated count? (check <u>one</u>)</p> <p><i>Check duplicated if at least some of the non-PreK–20 professionals included in your submission are counted more than once</i></p>	<p><input type="checkbox"/> Duplicated count—i.e., <i>at least some</i> non-PreK-20 professionals may have been counted more than once because they participated in multiple activities or events (and were counted once for <u>each</u> activity/event)</p> <p><input type="checkbox"/> Unduplicated count—i.e., all non-PreK–20 professionals are counted once, regardless of how many activities or events they participated in</p> <p><input type="checkbox"/> Not applicable—i.e., our project does not serve any non-PreK–20 professionals</p>

⁵ It's ok if a participant doesn't know the project's name. For the purposes of this collection, direct participation only requires that students or educators were aware that they were participating in a defined event or activity (regardless of whether they are aware that the activity was associated with a given project).

⁶ Note that the table for educators reached *indirectly* is not shown in this document.

⁷ Note that the table for non-PreK–20 professionals reached *indirectly* is not shown in this document.

If necessary, please provide any caveats or additional information that will help us better understand your data for a given table

Item number	Caveat/issue/additional information

1. Gender identity of participants *directly* reached by this project during the *[insert academic/school year]*

Participant type	Total	Gender identity					
		Male	Female	Non-binary and/or gender queer	Other	Not provided by respondent	Not collected by project
PreK and elementary school students							
Middle school students							
High school students							
Other PreK–12 students (<i>cannot distinguish PreK–12 levels</i>)							
Students at 2-year institutions of higher education (IHE)							
Undergraduate students at 4-year IHEs ⁸							
Graduate students ⁹ at 4-year IHEs							
Post-secondary students (<i>cannot distinguish IHE levels</i>)							
PreK–20 students (<i>cannot distinguish PreK–20 levels</i>)							
PreK–12 teachers and administrators							
Faculty and administrators at 2-year IHEs							
Faculty, postdocs, graduate students ¹⁰ , and administrators at 4-year IHEs							
IHE faculty (<i>cannot distinguish between faculty and administrators at 2-year and 4-year IHEs</i>)							
PreK–20 educators (<i>cannot distinguish educator levels</i>)							
Other non-PreK–12/IHE professionals							

⁸ Includes doctoral-granting institutions, master’s colleges and universities, and baccalaureate colleges.

⁹ Refers to graduate students reached by your initiative who are engaged in graduate-level studies.

¹⁰ Refers to graduate students reached by your initiative who are serving as educators (e.g., as teaching assistants).

2. Ethnicity of participants *directly* reached by this project during the *[insert academic/school year]*

Participant type	Total	Ethnicity			
		Hispanic or Latino/a/x	Not Hispanic or Latino/a/x	Not provided by respondent	Not collected by project
PreK and elementary school students					
Middle school students					
High school students					
Other PreK–12 students <i>(cannot distinguish PreK–12 levels)</i>					
Students at 2-year institutions of higher education (IHE)					
Undergraduate students at 4-year IHEs ¹¹					
Graduate students ¹² at 4-year IHEs					
Post-secondary students <i>(cannot distinguish IHE levels)</i>					
PreK–20 students <i>(cannot distinguish PreK–20 levels)</i>					
PreK–12 teachers and administrators					
Faculty and administrators at 2-year IHEs					
Faculty, postdocs, graduate students ¹³ , and administrators at 4-year IHEs					
IHE faculty <i>(cannot distinguish between faculty and administrators at 2-year and 4-year IHEs)</i>					
PreK–20 educators <i>(cannot distinguish educator levels)</i>					
Other non-PreK–12/IHE professionals					

¹¹ Includes doctoral-granting institutions, master’s colleges and universities, and baccalaureate colleges.

¹² Refers to graduate students reached by your initiative who are engaged in graduate-level studies.

¹³ Refers to graduate students reached by your initiative who are serving as educators (e.g., as teaching assistants).

3. Race of participants *directly* reached by this project during the *[insert academic/school year]*

Participant type	Total	Race											
		American Indian or Alaska Native	Asian or Asian American	Black or African American	Middle Eastern or Northern African	Native Hawaiian or Other Pacific Islander	White	Other	Multi-racial (two or more reported)	Collected, but not categorized by project ¹⁴	Not provided by respondent	Not collected by project	
PreK and elementary school students													
Middle school students													
High school students													
Other PreK—12 students (<i>cannot distinguish PreK—12 levels</i>)													
Students at 2-year institutions of higher education (IHE)													
Undergraduate students at 4-year IHEs ¹⁵													
Graduate students ¹⁶ at 4-year IHEs													
Post-secondary students (<i>cannot distinguish IHE levels</i>)													
PreK—20 students (<i>cannot distinguish PreK—20 levels</i>)													
PreK—12 teachers and administrators													
Faculty and administrators at 2-year IHEs													
Faculty, postdocs, graduate students ¹⁷ , and administrators at 4-year IHEs													
IHE faculty (<i>cannot distinguish between faculty and administrators at 2-year and 4-year IHEs</i>)													
PreK—20 educators (<i>cannot distinguish educator levels</i>)													
Other non-PreK—12/IHE professionals													

¹⁴ Refers to projects that did not code information provided by individuals who used an open-ended item to provide information about their race.

¹⁵ Includes doctoral-granting institutions, master’s colleges and universities, and baccalaureate colleges.

¹⁶ Refers to graduate students reached by your initiative who are engaged in graduate-level studies.

¹⁷ Refers to graduate students reached by your initiative who are serving as educators (e.g., as teaching assistants).

4. First-generation status of postsecondary students *directly* reached by this project during the *[insert academic/school year]*

Participant type	Total	First-generation status ¹⁸			
		First-generation college student	Not a first-generation college student	Not provided by respondent	Not collected by project
Students at 2-year institutions of higher education (IHE)					
Undergraduate students at 4-year IHEs					
Graduate students at 4-year IHEs					
Post-secondary students (<i>cannot distinguish among IHE levels</i>)					

¹⁸ For the purposes of this collection, first-generation refers to those students for whom neither parent completed a bachelor's degree or higher.

5. Disability status of students and educators *directly* reached by this project during the [insert academic/school year]

Participant type	Total	Disability status			
		Without disability ¹⁹	With disability ¹⁶	Not provided by respondent	Not collected by project
PreK and elementary school students					
Middle school students					
High school students					
Other PreK–12 students (<i>cannot distinguish PreK–12 levels</i>)					
Students at 2-year institutions of higher education (IHE)					
Undergraduate students at 4-year IHEs ²⁰					
Graduate students ²¹ at 4-year IHEs					
Post-secondary students (<i>cannot distinguish IHE levels</i>)					
PreK–20 students (<i>cannot distinguish PreK–20 levels</i>)					
PreK–12 teachers and administrators					
Faculty and administrators at 2-year IHEs					
Faculty, postdocs, graduate students ²² , and administrators at 4-year IHEs					
IHE faculty (<i>cannot distinguish between faculty and administrators at 2-year and 4-year IHEs</i>)					
PreK–20 educators (<i>cannot distinguish educator levels</i>)					
Other non-PreK–12/IHE professionals					

5a. Please provide a brief description of how your project is determining the disability status of the PreK–20 students and educators *directly* reached by this project (as well as any information about how disability status is being defined)

¹⁹ Projects should apply their own definitions for disability when completing this form. See **Commonly Used Disability Status Measures for Students and Adults** for examples of how disability status is commonly defined for students and adults.

²⁰ Includes doctoral-granting institutions, master’s colleges and universities, and baccalaureate colleges.

²¹ Refers to graduate students reached by your initiative who are engaged in graduate-level studies.

²² Refers to graduate students reached by your initiative who are serving as educators (e.g., as teaching assistants).

6. Income status of students *directly* reached by this project during the [insert academic/school year]

Participant type	Total	Income status			
		Low income ²³	Not low income ²⁰	Not provided by respondent	Not collected by project
PreK and elementary school students					
Middle school students					
High school students					
Other PreK–12 students (<i>cannot distinguish PreK–12 levels</i>)					
Students at 2-year institutions of higher education (IHE)					
Undergraduate students at 4-year IHEs ²⁴					
Graduate students ²⁵ at 4-year IHEs					
Post-secondary students (<i>cannot distinguish IHE levels</i>)					
PreK–20 students (<i>cannot distinguish PreK–20 levels</i>)					

6a. Please provide a brief description of how your project is determining the income status of the PreK–20 students *directly* reached by this project (as well as any information about how income status is being defined)

²³ Projects should apply their own definitions for income status when completing this form. See **Commonly Used Income Status Measures for Students** for examples of how income status is commonly defined for Pre–12 and post-secondary students.

²⁴ Includes doctoral-granting institutions, master’s colleges and universities, and baccalaureate colleges.

²⁵ Refers to graduate students reached by your initiative who are engaged in graduate-level studies.