

Participant Characteristics Worksheet¹

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

The Coordination Hub’s Participant Worksheet is designed to obtain information on the total number and aggregate characteristics of students and educators reached by individual STEM BP initiatives. All data are collected in the aggregate, and no information about the characteristics of individual students or educators are collected or displayed as part of this effort. In addition, projects have the option of indicating that their initiative does not collect data for a given category. Data on participant characteristics are aggregated across all STEM BP projects (with the ability to examine results for specific agencies or programs). Only aggregate information is posted publicly on the NSF INCLUDES Shared Measures site (e.g., number and characteristics of postsecondary students reached by Network members). Findings are not shared at the project level, and information about individual STEM BP projects are not posted on the website.

STEM BP 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? (<i>check all that apply</i>)	<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 (<i>e.g., students who knowingly³ engaged in a defined broadening participation STEM education reform program, event, or activity</i>) <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 (<i>e.g., 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>) <input type="checkbox"/> Not applicable —i.e., our project does not serve any PreK–20 students
	Does the information provided on PreK–20 students represent a duplicated or unduplicated count? (<i>check one</i>) <i>Check duplicated if at least some of the PreK–20 students included in your submission are counted more than once</i>	<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 NSF INCLUDES Coordination Hub’s 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 Alliance’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 Alliance).

Educators	<p>Do you have information on PreK–20 educators and administrators who received direct or indirect services? (check all 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., educators who knowingly⁴ participated in a defined activity designed to enhance the equity and quality of their instruction, mentoring, or advising).</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., 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)</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 one)</p> <p>Check duplicated if at least some of the PreK–20 educators included in your submission are counted more than once</p>	<p><input type="checkbox"/> Duplicated count—i.e., at least some 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–12/ IHE professionals	<p>Do you have information on non-PreK–12/IHE professionals who received direct or indirect of services? (check all that apply)</p>	<p><input type="checkbox"/> Direct services—i.e., <u>all</u> of the non-PreK–12/IHE professionals included in the count were directly engaged in the STEM broadening participation strategies conducted by our project (e.g., non-PreK–12/IHE professionals who knowingly engaged in a defined broadening participation STEM education reform program, event, or activity within a set time period)</p> <p><input type="checkbox"/> Indirect services—i.e., <u>all</u> of the non-PreK–12/IHE professionals included in the count were indirectly engaged by our project (e.g., number of non-PreK–12/IHE 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)</p> <p><input type="checkbox"/> Not applicable—i.e., our project does not serve any non-PreK–12/IHE professionals</p>
	<p>Does the information provided on non-PreK–12/IHE professionals represent a duplicated or unduplicated count? (check one)</p> <p>Check duplicated if at least some of the professionals included in your submission are counted more than once</p>	<p><input type="checkbox"/> Duplicated count—i.e., at least some non-PreK–12/IHE 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–12/IHE 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–12/IHE professionals</p>

⁴ It's ok if a participant doesn't know the Alliance'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 Alliance).

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 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
Elementary school students							
Middle school students							
High school students							
Other PreK–12 students <i>(cannot distinguish PreK–12 levels)</i>							
Undergraduate students at 2-year institutions of higher education (IHEs)							
Undergraduate students at 4-year IHEs ⁵							
Graduate students ⁶ 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 ⁷ , 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							

⁵ Includes doctoral-granting institutions, masters colleges and universities, and baccalaureate colleges.

⁶ Refers to graduate students reached by your initiative because they are students engaged in graduate-level studies.

⁷ Refers to graduate students reached by your initiative because they are serving as educators (e.g., as teaching assistants).

2. Ethnicity of participants 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
Elementary school students					
Middle school students					
High school students					
Other PreK–12 students <i>(cannot distinguish PreK–12 levels)</i>					
Students at 2-year IHEs					
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, masters colleges and universities, and baccalaureate colleges.

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

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

3. Race of participants 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 ¹¹	Not provided by respondent	Not collected by project	
Elementary school students													
Middle school students													
High school students													
Other PreK—12 students <i>(cannot distinguish PreK—12 levels)</i>													
Students at 2-year IHEs													
Undergraduate students at 4-year IHEs ¹²													
Graduate students ¹³ 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 ¹⁴ , 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 Refers to projects that did not code information provided by individuals who used an open-ended item to provide information about their race.

¹² Includes doctoral-granting institutions, masters colleges and universities, and baccalaureate colleges.

¹³ Refers to graduate students reached by your initiative because they are students engaged in graduate-level studies.

¹⁴ Refers to graduate students reached by your initiative because they are serving as educators (e.g., as teaching assistants).

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

Participant type	Total	First-generation status ¹⁵			
		First-generation college student	Not a first-generation college student	Not provided by respondent	Not collected by project
Students at 2-year IHEs					
Undergraduate students at 4-year IHEs					
Graduate students at 4-year IHEs					
Post-secondary students <i>(cannot distinguish among IHE levels)</i>					

¹⁵ 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 reached by this project during the *[insert academic/school year]*

Participant type	Total	Disability status			
		Without disability ¹⁶	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 IHEs					
Undergraduate students at 4-year IHEs ¹⁷					
Graduate students ¹⁸ 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 ¹⁹ , 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					

¹⁶ Projects should apply their own definitions for disability when completing this form. As a point of reference, the NSF’s National Center for Science and Engineering Statistics (NCSES) defines disability status for students as “those who reported any type of disability related to blindness, deafness, severe vision or hearing impairment, substantial limitation of mobility, or any other physical, mental, or emotional condition that lasted 6 months or more were classified as with disability.” The U.S. Department of Education defines disability status for students as “those who reported that they had one or more of the following conditions: blindness or visual impairment that cannot be corrected by wearing glasses; hearing impairment (e.g., deaf or hard of hearing); orthopedic or mobility impairment; speech or language impairment; learning, mental, emotional, or psychiatric condition (e.g., serious learning disability, depression, ADD, or ADHD); or other health impairment or problem.” For adults, the NCSES uses the following categories to define disability: hearing difficulty, vision difficulty, cognitive difficulty, ambulatory difficulty, self-care difficulty, and/or independent living difficulty.

¹⁷ Includes doctoral-granting institutions, masters colleges and universities, and baccalaureate colleges.

¹⁸ Refers to graduate students reached by your initiative because they are students engaged in graduate-level studies.

¹⁹ Refers to graduate students reached by your initiative because they are serving as educators (e.g., as teaching assistants).

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

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

Participant type	Total	Income status			
		Low income ²⁰	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 IHEs					
Undergraduate students at 4-year IHEs ²¹					
Graduate students ²² 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 reached by this project (as well as any information about how income status is being defined)

²⁰ Projects should apply their own definitions for income status when completing this form (e.g., Free and Reduced Price School Meals status, family participation in income assistance programs, receipt of Pell Grant).

²¹ Includes doctoral-granting institutions, masters colleges and universities, and baccalaureate colleges.

²² Refers to graduate students reached by your initiative because they are students engaged in graduate-level studies.