

BPC Shared Measures Participation Data Template



CRA
Computing Research
Association



To be completed for the YYYY-YYYY school year¹

This guide is to support BPC-Alliances and other similar organizations/projects in organizing their participation data by providing a set of recommended tables based on those created by the NSF INCLUDES data collection efforts. Working definitions provided here are a guiding starting point, however each Alliance/organization/project will need to determine what works for their program. Unlike the INCLUDES data collection effort, this form asks for a count of direct participants; an indication if the project has indirect participants and if so and if possible; an estimation of the number of indirect participants/beneficiaries reached.

Participation type	Working definition (guidance)	Alliance-specific definition and notes.
Direct participation	Participants (students, teachers, faculty, researchers, etc.) who knowingly engaged in a defined Alliance program, event, or activity. Often direct impact is the easiest type of impact to understand and measure; for example you would know who to survey.	
Indirect participation	<p>These include people who may not be aware that they have benefited from an Alliance reform effort, program, event, or activity. For example, a student may not know their instructor went through professional development to improve their pedagogy. In some cases it could still be “easy” to identify who indirectly benefited (i.e. members of a class) but often it is more complicated.</p> <p>For the purpose of this data collection effort, we are asking you to indicate if there are indirect participants by putting a “Y” in the cells in which there are participants reached, but it is unknown how many or cannot be estimated.</p>	
Estimated participation	Estimated impact is a type of indirect impact and may be used when it is difficult to impossible to measure the true impact of an intervention or activity. For example, if a teacher has been trained to offer high quality CS through an Alliance program it may be unfeasible to know how many students that teacher has reached, particularly over time. Similarly it can be impossible to capture how a policy change that affects an entire institution or state has meaningfully impacted students.	

¹ 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 notes sheet and maintained throughout the duration of the collection.

Variations from INCLUDES Shared Measures

The tables are built from the INCLUDES Shared Measures approach but have been modified to reflect the current BPC-A community consensus on appropriate participant types and demographics. Modifications from INCLUDES are noted under each table to facilitate reporting to INCLUDES if necessary.

For a table comparing the participant type between BPC-A Shared Measures and the INCLUDES Shared Measures see the end of this document (Table 7)

Duplicated vs. Unduplicated counts

This table should be used to indicate if the participant data reflects *duplicate* or *unduplicated* counts.

- **Duplicate Count:** At least some of the participants in this category may have been counted more than once because they participated in multiple activities or events (and were counted once for each activity/event)
- **Unduplicated Count:** All participants in this category are counted once, regardless of how many activities or events they participated in

Participant type			Duplicate Count	Unduplicated Count
PreK - 12	Students	Elementary school students	•	•
		Middle school students	•	•
		High school students	•	•
		PreK-12 students (<i>cannot distinguish preK-12 levels</i>)	•	•
	Educators	PreK-12 teachers	•	•
		PreK-12 administrators & educational leaders (Local / State)	•	•
		PreK-12 educators (<i>cannot distinguish educator level</i>)	•	•
Higher Ed	Students	Students at 2-year Institutions of Higher Education (IHEs)	•	•
		Undergraduate students at 4-year IHEs*	•	•
		Masters' students at IHEs	•	•
		Doctoral students at IHEs	•	•
		Postdoctoral fellows at IHEs	•	•
		Post-secondary students (<i>cannot distinguish IHE levels</i>)	•	•
	Educators	Faculty and administrators at 2-year IHEs	•	•
		Faculty and administrators at 4-year IHEs	•	•
		Faculty and administrators of graduate programs	•	•
		IHE faculty (<i>Cannot distinguish between faculty and administrators at a 2-year and 4-year IHEs</i>)	•	•
Other	Other non-PreK-12/IHE professional		•	•
	Non-academic researchers		•	•
	Other alliance		•	•



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
Direct - <i>If category of respondent is reached, mark box with 'Y' or provide a numerical estimate</i>							
Elementary school students							
Middle school students							
High school students							
PreK–12 students <i>(cannot distinguish PreK—12 levels)</i>							
PreK-12 teachers							
PreK-12 administrators and educational leaders (Local or State)							
PreK-12 educators (cannot distinguish educator level)							
Students at 2-year institutions of higher education (IHEs)							
Undergraduate students at 4-year IHEs							
Master’s students at IHEs							
Doctoral students at IHEs							
Postdoctoral fellows at IHEs							
Post-secondary students <i>(cannot distinguish between IHE levels)</i>							
Faculty and administrators at 2-year IHEs							
Faculty and administrators at 4-year IHEs							
Faculty and administrators of graduate programs							
IHE faculty <i>(cannot distinguish between faculty and administrators at 2-year and 4-year IHEs)</i>							
Other non-PreK—12/IHE professionals							
Non-academic researchers							
Other alliance							
Indirect- Estimated <i>If category of respondent is reached, mark box with 'Y' or provide a numerical estimate</i>							
Elementary school students							
Middle school students							

Participant type	Total	Gender identity					
		Male	Female	Non-binary and/or gender queer	Other	Not provided by respondent	Not collected by project
High school students							
PreK–12 students (<i>cannot distinguish PreK—12 levels</i>)							
PreK-12 teachers							
PreK-12 administrators and educational leaders (Local or State)							
PreK-12 educators (cannot distinguish educator level)							
Students at 2-year institutions of higher education (IHEs)							
Undergraduate students at 4-year IHEs							
Master’s students at IHEs							
Doctoral students at IHEs							
Postdoctoral fellows at IHEs							
Post-secondary students (<i>cannot distinguish between IHE levels</i>)							
Faculty and administrators at 2-year IHEs							
Faculty and administrators at 4-year IHEs							
Faculty and administrators of graduate programs							
IHE faculty (<i>cannot distinguish between faculty and administrators at 2-year and 4-year IHEs</i>)							
Other non-PreK—12/IHE professionals							
Non-academic researchers							
Other alliance							
If indirect estimates are given, how did you calculate the students reached?							

Please provide any notes or explanations of the data here:

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

If you are reporting to the NSF INCLUDES shared measures system, Race will be a separate category from Ethnicity.

Participant type	Total	Race/Ethnicity											
		American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino/a/x	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 ²	Not provided by respondent	Not collected by project
Direct - <i>If category of respondent is reached, mark box with `Y` or provide a numerical estimate</i>													
Elementary school students													
Middle school students													
High school students													
PreK–12 students (<i>cannot distinguish PreK—12 levels</i>)													
PreK-12 teachers													
PreK-12 administrators and educational leaders (Local or State)													
PreK-12 educators (cannot distinguish educator level)													
Students at 2-year institutions of higher education (IHEs)													
Undergraduate students at 4-year IHEs													
Master's students at IHEs													
Doctoral students at IHEs													
Postdoctoral fellows at IHEs													
Post-secondary students (<i>cannot distinguish between IHE levels</i>)													

² Refers to projects that did not code information provided by individuals who used an open-ended item to provide information about their race.

Participant type	Total	Race/Ethnicity											
		American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino/a/x	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 ²	Not provided by respondent	Not collected by project
Faculty and administrators at 2-year IHEs													
Faculty and administrators at 4-year IHEs													
Faculty and administrators of graduate programs													
IHE faculty (<i>cannot distinguish between faculty and administrators at 2-year and 4-year IHEs</i>)													
Other non-PreK—12/IHE professionals													
Non-academic researchers													
Other alliance													
Indirect- Estimated <i>If category of respondent is reached, mark box with `Y` or provide a numerical estimate</i>													
Elementary school students													
Middle school students													
High school students													
PreK—12 students (<i>cannot distinguish PreK—12 levels</i>)													
PreK-12 teachers													
PreK-12 administrators and educational leaders (Local or State)													
PreK-12 educators (<i>cannot distinguish educator level</i>)													
Students at 2-year institutions of higher education (IHEs)													

Participant type	Total	Race/Ethnicity											
		American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino/a/x	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 ²	Not provided by respondent	Not collected by project
Undergraduate students at 4-year IHEs													
Master's students at IHEs													
Doctoral students at IHEs													
Postdoctoral fellows at IHEs													
Post-secondary students (<i>cannot distinguish between IHE levels</i>)													
Faculty and administrators at 2-year IHEs													
Faculty and administrators at 4-year IHEs													
Faculty and administrators of graduate programs													
IHE faculty (<i>cannot distinguish between faculty and administrators at 2-year and 4-year IHEs</i>)													
Other non-PreK—12/IHE professionals													
Non-academic researchers													
Other alliance													
If indirect estimates are given, how did you calculate the students reached?													

Please provide any notes or explanations of the data here:



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

Participant type	Total	First-generation status			
		First-generation college student	Not a first-generation college student	Not provided by respondent	Not collected by project
Direct - <i>If category of respondent is reached, mark box with 'Y' or provide a numerical estimate</i>					
Students at 2-year institutions of higher education (IHEs)					
Undergraduate students at 4-year IHEs					
Master's students at IHEs					
Doctoral students at IHEs					
Postdoctoral fellows at IHEs					
Post-secondary students (<i>cannot distinguish between IHE levels</i>)					
Indirect- Estimated <i>If category of respondent is reached, mark box with 'Y' or provide a numerical estimate</i>					
Students at 2-year institutions of higher education (IHEs)					
Undergraduate students at 4-year IHEs					
Master's students at IHEs					
Doctoral students at IHEs					
Postdoctoral fellows at IHEs					
Post-secondary students (<i>cannot distinguish between IHE levels</i>)					
If indirect estimates are given, how did you calculate the students reached?					

Please provide any notes or explanations of the data here:

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

If you are reporting to the NSF INCLUDES shared measures system, disability is not strictly defined. You will be asked to provide your project's own definition of disability.

Participant type	Total	Disability status ³			
		Without disability	With disability	Not provided by respondent	Not collected by project
Direct - If category of respondent is reached, mark box with `Y` or provide a numerical estimate					
Elementary school students					
Middle school students					
High school students					
PreK–12 students (cannot distinguish PreK—12 levels)					
PreK-12 teachers					
PreK-12 administrators and educational leaders (Local or State)					
PreK-12 educators (cannot distinguish educator level)					
Students at 2-year institutions of higher education (IHEs)					
Undergraduate students at 4-year IHEs					
Master’s students at IHEs					
Doctoral students at IHEs					
Postdoctoral fellows at IHEs					
Post-secondary students (cannot distinguish between IHE levels)					
Faculty and administrators at 2-year IHEs					
Faculty and administrators at 4-year IHEs					
Faculty and administrators of graduate programs					
IHE faculty (cannot distinguish between faculty and administrators at 2-year and 4-year IHEs)					
Other non-PreK—12/IHE professionals					
Non-academic researchers					

³ For the purposes of this collection effort, students at the K-12 level served under IDEA or under Section 504 of the Rehabilitation Act should be counted as having a disability. Students in IHEs who are registered with the disabilities office should be counted as having a disability.

Participant type	Total	Disability status ³			
		Without disability	With disability	Not provided by respondent	Not collected by project
Other alliance					
Indirect- Estimated <i>If category of respondent is reached, mark box with `Y` or provide a numerical estimate</i>					
Elementary school students					
Middle school students					
High school students					
PreK–12 students <i>(cannot distinguish PreK—12 levels)</i>					
PreK-12 teachers					
PreK-12 administrators and educational leaders (Local or State)					
PreK-12 educators (cannot distinguish educator level)					
Students at 2-year institutions of higher education (IHEs)					
Undergraduate students at 4-year IHEs					
Master’s students at IHEs					
Doctoral students at IHEs					
Postdoctoral fellows at IHEs					
Post-secondary students <i>(cannot distinguish between IHE levels)</i>					
Faculty and administrators at 2-year IHEs					
Faculty and administrators at 4-year IHEs					
Faculty and administrators of graduate programs					
IHE faculty <i>(cannot distinguish between faculty and administrators at 2-year and 4-year IHEs)</i>					
Other non-PreK—12/IHE professionals					
Non-academic researchers					
Other alliance					
If indirect estimates are given, how did you calculate the students reached?					

Participant type	Total	Disability status ³			
		Without disability	With disability	Not provided by respondent	Not collected by project

Please provide any notes or explanations of the data here:

5. English Language Learner students and educators reached by this project during the *[insert academic/school year]*

Participant type	Total	Language learner status			
		Non-ELL	English Language Learners	Not provided by respondent	Not collected by project
Direct - If category of respondent is reached, mark box with `Y` or provide a numerical estimate					
Elementary school students					
Middle school students					
High school students					
PreK–12 students (cannot distinguish PreK—12 levels)					
PreK-12 teachers					
PreK-12 administrators and educational leaders (Local or State)					
PreK-12 educators (cannot distinguish educator level)					
Students at 2-year institutions of higher education (IHEs)					
Undergraduate students at 4-year IHEs					
Master’s students at IHEs					
Doctoral students at IHEs					
Postdoctoral fellows at IHEs					
Post-secondary students (cannot distinguish between IHE levels)					

Participant type	Total	Language learner status			
		Non-ELL	English Language Learners	Not provided by respondent	Not collected by project
Faculty and administrators at 2-year IHEs					
Faculty and administrators at 4-year IHEs					
Faculty and administrators of graduate programs					
IHE faculty <i>(cannot distinguish between faculty and administrators at 2-year and 4-year IHEs)</i>					
Other non-PreK—12/IHE professionals					
Non-academic researchers					
Other alliance					
Indirect- Estimated <i>If category of respondent is reached, mark box with `Y` or provide a numerical estimate</i>					
Elementary school students					
Middle school students					
High school students					
PreK—12 students <i>(cannot distinguish PreK—12 levels)</i>					
PreK-12 teachers					
PreK-12 administrators and educational leaders (Local or State)					
PreK-12 educators (cannot distinguish educator level)					
Students at 2-year institutions of higher education (IHEs)					
Undergraduate students at 4-year IHEs					
Master's students at IHEs					
Doctoral students at IHEs					
Postdoctoral fellows at IHEs					
Post-secondary students <i>(cannot distinguish between IHE levels)</i>					
Faculty and administrators at 2-year IHEs					
Faculty and administrators at 4-year IHEs					
Faculty and administrators of graduate programs					
IHE faculty <i>(cannot distinguish between faculty and administrators at 2-year and 4-year IHEs)</i>					
Other non-PreK—12/IHE professionals					

Participant type	Total	Language learner status			
		Non-ELL	English Language Learners	Not provided by respondent	Not collected by project
Non-academic researchers					
Other alliance					
If indirect estimates are given, how did you calculate the students reached?					

Please provide any notes or explanations of the data here:

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

If you are reporting to the NSF INCLUDES shared measures system, low income is not strictly defined. You will be asked to provide your project's own definition of low income.

Participant type	Total	Income status ⁴			
		Low income	Not low income	Not provided by respondent	Not collected by project
Direct - If category of respondent is reached, mark box with `Y` or provide a numerical estimate					
Elementary school students					
Middle school students					
High school students					
PreK–12 students (cannot distinguish PreK—12 levels)					
Students at 2-year IHEs					
Undergraduate students at 4-year IHE					
Masters' students at IHEs					
Doctoral students at IHEs					
Post-secondary students (cannot distinguish IHE levels)					
Indirect- Estimated If category of respondent is reached, mark box with `Y` or provide a numerical estimate					
Elementary school students					
Middle school students					
High school students					
PreK–12 students (cannot distinguish PreK—12 levels)					
Students at 2-year IHEs					

⁴ For the purposes of this collection effort, students at the K-12 level receiving free or reduced lunch services and students at the IHE level receiving Pell Grants are considered low income

Undergraduate students at 4-year IHEs					
Masters' students at IHEs					
Doctoral students at IHEs					
Post-secondary students (<i>cannot distinguish IHE levels</i>)					
If indirect estimates are given, how did you calculate the students reached?					

Please provide any notes or explanations of the data here:

Variations between BPC-A Shared Measures and INCLUDES Shared Measures

Participant Types

7: One fundamental difference is how the BPC-Alliances have structured the participant types and how the INCLUDES community structured participant types.

		BPC-A Participants	INCLUDES participants
PreK - 12	Students	Elementary school students	Pre-K and Elementary Students
		Middle school students	Middle school students
		High school students	High school students
		PreK-12 students (<i>cannot distinguish preK-12 levels</i>)	Other PreK-12 students (<i>cannot distinguish preK-12 levels</i>)
	Educators	Prek-12 teachers	Pre-K-12 teachers and administrators
		Prek-12 administrators and educational leaders (Local or State)	
		PreK-12 educators (<i>cannot distinguish educator level</i>)	PreK-12 educators (<i>cannot distinguish educator level</i>)
Higher Ed	Students	Students at 2-year Institutions of Higher Education (IHEs)	Students at 2-year Institutions of Higher Education (IHEs)
		Undergraduate students at 4-year IHESs*	Undergraduate students at 4-year IHESs*
		Masters' students at IHEs	Graduate students at 4-year IHEs
		Doctoral students at IHEs	
		Postdoctoral fellows at IHEs	n/a
		Post-secondary students (<i>cannot distinguish IHE levels</i>)	Post-secondary students (<i>cannot distinguish IHE levels</i>)
	Educators	Faculty and administrators at 2-year IHEs	Faculty and administrators at 2-year IHEs
		Faculty and administrators at 4-year IHEs	Faculty, postdocs, graduate students, and administrators at 4-year IHEs
		Faculty and administrators of graduate programs	
		IHE faculty (<i>Cannot distinguish between faculty and administrators at a 2-year and 4-year IHEs</i>)	IHE faculty (<i>Cannot distinguish between faculty and administrators at a 2-year and 4-year IHEs</i>)
Other		Other non-PreK-12/IHE professional	Other non-PreK-12/IHE professionals
		Non-academic researchers	
		Other alliance	