Attachment 9.1%

*Annual Survey for Institute Partnership Projects
(Track-Changes)*

Math and Science Partnership Program

Annual Survey for Institute Partnership Projects

Sponsored by the
National Science Foundation

Conducted by
Westat
1650 Research Boulevard
Rockville, Maryland 20850

Annual Survey for Institute Partnership Projects
For the [INSERT SCHOOL YEAR] School Year

The National Science Foundation (NSF) is conducting an annual survey of its Math and Science Partnership (MSP) projects. The purpose is to assess the overall implementation of the MSP program and to monitor the progress of individual MSP grants.

INSTRUCTIONS FOR COMPLETING THE SURVEY.

You **MUST** begin this survey by completing the **Administrative Section**, which can be accessed by clicking on "Admin" in the menu on the top of the page. This section will allow you to create login names and passwords for all other system users.

Once the Administrative Section is submitted, the links below to the **Annual Survey for Partnership Projects** will become active. These sections should be completed once by the PI or someone designated by the PI (such as the Project Director). As you are completing this survey, please click the Save & Continue button after you respond to each item. Once an item or section is saved, you may use the Question Guides in each section to return to an item and revise your response. If you exit the system without saving, you will lose any unsaved data.

To print and view completed sections of this survey, click on "Reports" in the menu on the top of the page.

Please complete each of the following sections of the Annual Survey for Institute Partnership Projects as they pertain to your MSP. You must complete and submit this survey by [INSERT DUE DATE].

If you have any questions about the MSP Management Information System, please contact:

Chandra Plowden
1-800-937-8281, ext. 8075
mspmis@westat.com

MSP Project Scope	Partner Organizations	Partnership-Driven Activities	Institutional Change and Sustainability Activities
Evidence-based Design and Outcomes Activities	Institute Planning and Development Activities	Professional Development Activities	School-level Information

Information about MSP Project Scope

This section collects information on the subject areas and grades that your MSP is designed to address in each year of your MSP Institute.

1. **Which grade levels did your MSP Institute target during the [INSERT SCHOOL YEAR] school year?** *(check all cells that apply)*

For mathematics activities:

- ❑ Pre-K
- ❑ K
- ❑ 1
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5
- ❑ 6
- ❑ 7
- ❑ 8
- ❑ 9
- ❑ 10
- ❑ 11
- ❑ 12
- ❑ None

For science activities:

- ❑ Pre-K
- ❑ K
- ❑ 1
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5
- ❑ 6
- ❑ 7
- ❑ 8
- ❑ 9
- ❑ 10
- ❑ 11
- ❑ 12
- ❑ None

2. **Which of the following constitute your Institute's *primary foci* in providing teacher leaders with professional development?** *(check all that apply)*

- ❑ Building depth within one or more disciplines or sub-disciplines in mathematics or the sciences.
- ❑ Exploring newer or cross-disciplinary themes at the research frontiers of mathematics, the sciences, and/or engineering.
- ❑ Developing strategies to cultivate student enthusiasm and interest in science and/or mathematics.
- ❑ Developing leadership skills.
- ❑ Developing strategies for making curricula more challenging.
- ❑ Implementing teaching methods that reflect contemporary research findings on effective classroom practice and the science of learning.
- ❑ Other (specify): _____

3. **Which of the following *best* describes the component of your Institute program that occurs during the summer?** *(check <u>one</u> response)*

❏ It primarily provides online courses
❏ It is primarily a residential program in one location
❏ It is primarily a residential program in multiple locations
❏ It is primarily a commuter program
❏ Other (specify): _____

4. **What was the TOTAL number of teachers and administrators enrolled in your Institute at any time between September [INSERT START YEAR] through August [INSERT END YEAR]? _____**

5. **Using the table below, identify the criteria that you used in selecting teachers for participating in your Institute:**

Criterion	Yes – a required criterion	Yes—a preferred criterion	No
a) Minimum number of years of experience	❏	❏	❏
b) Credentials	❏	❏	❏
c) Degree attainment	❏	❏	❏
d) Demographic characteristics of school (e.g., a minimum percent of minority students)	❏	❏	❏
e) Level taught (e.g., high school teachers)	❏	❏	❏
f) Geographical location	❏	❏	❏
g) Other	❏	❏	❏

Information about Partner Organizations

This section collects information about *each* partner organization involved in the MSP project. In completing this section, be sure to provide information about *all* of the core and supporting partners that are affiliated with your MSP Institute.

1.   **Partner organization name:** _____

2.   **Is this organization a core or supporting partner?** *(Check <u>one</u> response)*

   a.   **Core partner** (i.e., a partner that shares responsibility *and* accountability for the MSP project. All core partner organizations ARE REQUIRED to provide evidence of their commitment to undergo the coordinated institutional change necessary to sustain the partnership effort beyond the funding period.)

   b.   **Supporting partner** (i.e., a partner that is not required to commit to the institutional change necessary to sustain project activities beyond the funding period, but is an important stakeholder/stakeholder organization in K-12 mathematics and science education.)

3.   **Which of the following best describes this organization?** (*Check <u>one</u> response)*

   ❑   Institution of Higher Education (IHE)
   ❑   Higher education system/consortium
   ❑   K-12 school or school district
   ❑   County, regional or state education agency
   ❑   Other government agency (i.e., non-education)
   ❑   State or regional education alliance/consortium
   ❑   Business or industry organization
   ❑   Social services organization
   ❑   Family/parent organization
   ❑   Before/after school provider
   ❑   Civic organization
   ❑   Other community organization
   ❑   Science center or museum
   ❑   Zoo or aquarium
   ❑   Disciplinary or professional organization
   ❑   STEM research laboratory or center
   ❑   Educational research organization or center
   ❑   Dissemination or implementation center
   ❑   Private foundation
   ❑   Other (specify): _____

4. **Indicate the number *of non-academic STEM professionals* at this organization that developed and/or delivered MSP activities during the [INSERT SCHOOL YEAR] school year? (Enter '0' where applicable.)**

Non-academic STEM professionals – Refers to an professional in the field of science, technology, engineering, and/or mathematics that is not affiliated with an institution of higher education or a school/school district

	Number of individuals
Scientists	
Mathematicians	
Engineers	
Other: (specify)_____	

Information about Institutional Change and Sustainability Activities

This section collects information on the efforts of your K-20 core partner organizations to redirect resources and design and implement new policies and practices to result in well-documented, inclusive and coordinated institutional change at both the college/university and the local school district levels.

1. **Describe any new practices or policies that your IHE partners implemented during the [INSERT SCHOOL YEAR] school year to reward IHE STEM faculty for (a) strengthening their own teaching practices or (b) participating in K-20 teacher preparation and professional development programs.**

   NOTE - Your response should be limited to 1-2 summary paragraphs that include examples and indicate the scope of change (i.e., change occurred at one partner IHE, change occurred at all partner IHEs). As part of your response, you should also describe any impacts that can be directly or indirectly attributed to these new policies and practices (e.g., an increase in the IHE STEM faculty participation in pre-service programs).

2. **Describe any new practices or policies that your IHE partners implemented during the [INSERT SCHOOL YEAR] school year to encourage IHE STEM faculty to take responsibility and accountability for MSP Institute project goals (e.g., tie bonuses or tenure to achievement of MSP goal).**

   NOTE - Your response should be limited to 1-2 summary paragraphs that include examples and indicate the scope of change (i.e., change occurred at one partner IHE, change occurred at all partner IHEs). As part of your response, you should also describe any impacts that can be directly or indirectly attributed to these new policies and practices.

3. **Describe any new practices or policies that your K-12 partners implemented during the [INSERT SCHOOL YEAR] school year to provide additional support to Institute participants (e.g., providing release time for teachers to allow them to perform their new functions, providing salary incentives for Institute participants).**

   NOTE - Your response should be limited to 1-2 summary paragraphs that include examples and indicate the scope of change (i.e., change occurred at one partner K-12 district, change occurred at all partner K-12 schools). As part of your response, you should also describe any impacts that can be directly or indirectly attributed to these new policies and practices.

4. **Describe any steps taken during the [INSERT SCHOOL YEAR] school year to encourage the long-term involvement and commitment of non-academic mathematicians, scientists and/or engineers to participate in the improvement of K-20 educational practices.**

   NOTE - Your response should be limited to 1-2 summary paragraphs that include specific examples. As part of your response, you should also describe any impacts that can be directly or indirectly attributed to these new policies and practices (e.g., an increase in participation by non-IHE scientists in K-12 classrooms).

5. **Describe any steps taken during the [INSERT SCHOOL YEAR] school year to maximize the participation of parents and other community members in the improvement of K-20 educational practices.**

   NOTE - Your response should be limited to 1-2 summary paragraphs that include specific examples. As part of your response, you should also describe any impacts that can be directly or indirectly attributed to these new policies and practices (e.g., an increase in participation by parents in K-12 classrooms).

Information about *Evidence-based Design and Outcomes* Activities

This section collects information on the efforts of your MSP Institute to make use of newly-collected data to inform the design and implementation of your project.

1. **Provide examples of how data that your project has collected about your own MSP informed the design or implementation of your project during the [INSERT SCHOOL YEAR] school year.**

   _____
   _____
   _____

2. **What lessons have you learned regarding efforts to collect and use data that would be of value to other MSP Institute projects?**

   NOTE—This is an opportunity to present lessons learned about collecting and using data that other MSP programs might benefit from. For example, you might want to explain procedures that were particularly effective in getting schools to cooperate with data requests, or you might want to describe an innovative way of collecting and/or analyzing data.

   _____
   _____
   _____

Information about *Institute Planning and Development Activities*

In completing this section, you will be asked to review a list of activities associated with Institute planning and development. You will then be asked to provide additional information for <u>each</u> activity on the list that your project was developing or delivering between September [SCHOOL YEAR START] and August [SCHOOL YEAR END].

1. **The table below has been pre-filled with your responses from the [INSERT PREVIOUS SCHOOL YEAR] school year collection. Please CAREFULLY review your responses and revise as necessary, then click on the *Save & Continue* button below.**

   Using the table below, identify the planning and development activities that were under development or delivered by your MSP during the [INSERT SCHOOL YEAR] school year.

Institute Planning and Development Activities	Activity in place during the [INSERT SCHOOL YEAR] school year?		
	Yes	No, but activity is under consideration for future year	No
a) Build on an existing/prior teacher education improvement program as a base for designing the Institute (e.g., prior NSF grant)	○	○	○
b) Organize collaboration between partner IHE faculty and school district stakeholders to determine K-12 district needs, Institute mission and goals	○	○	○
c) Collaborate with a professional development organization to design curriculum for Institute participants	○	○	○
d) Involve K-12 staff (e.g., superintendents, principals, teachers) in Institute curriculum planning	○	○	○
e) Develop curriculum aligned with other courses/standards (e.g., degree or certification requirements, district standards, national, state and local mathematics and science reform attempts)	○	○	○
f) Enlist expert individuals external to the MSP management to act as an advisory committee (e.g., assist in evaluation/oversight of the project, review Institute curricula)	○	○	○
g) Establish a team-oriented approach for recruiting teacher leader participants (e.g., selecting at least two teachers per district or per geographic region)	○	○	○
h) Recruit teachers who participated in previous teacher improvement programs sponsored by the partner IHE(s)	○	○	○
i) Conduct district/school/teacher recruiting activities (e.g., hold meetings with chairs/department heads/administrators at K-12 schools, attend mathematics or science conferences for K-12 teachers, establish communication with programs that employ highly motivated teachers in mathematics and science)	○	○	○

Institute Planning and Development Activities	Activity in place during the [INSERT SCHOOL YEAR] school year?		
	Yes	No, but activity is under consideration for future year	No
k) Establish a selection committee composed of members of the Institute management structure to make the final participant selections	○	○	○
l) Establish a priority for selecting teachers from low-performing schools or classes and those with significant numbers of under-represented populations	○	○	○
m) Establish a priority for selecting teachers with professional accreditations (e.g., National Board Certified teachers)	○	○	○
n) Other (specify): _____	○	○	○
o) Other (specify): _____	○	○	○
p) Other (specify): _____	○	○	○
q) Other (specify): _____	○	○	○
r) Other (specify): _____	○	○	○

2. Complete the following items for the activity selected:

*NOTE - This is intended to be a general description which presents the overall approach and intended outcome of the activity. Follow-up questions will ask for specific work on this activity during the **[INSERT SCHOOL YEAR]** school year.*

1. **Provide a brief description (i.e., 250 words or less) about the purpose, scope and intensity of the activity.**

   _____
   _____
   _____

2. **What steps were taken to design and/or implement this activity during the [INSERT SCHOOL YEAR] school year?**

   _____
   _____
   _____

3. **Which of the following MSP participants were responsible for designing and/or delivering this activity during the [INSERT SCHOOL YEAR] school year?** *(check all that apply)*

   NOTE - only check individuals responsible for designing or delivering this activity. Do NOT check individuals who were recipients of this activity.

   - ❑ IHE STEM faculty
   - ❑ IHE education faculty
   - ❑ IHE administrators (e.g., deans, department chairs)
   - ❑ Graduate students (including doctoral candidates)
   - ❑ Postdoctoral students
   - ❑ STEM undergraduate students
   - ❑ Pre-service undergraduate students
   - ❑ K-12 district and/or school-level administrators/staff
   - ❑ K-12 teachers
   - ❑ K-12 instructional coordinators and supervisors (e.g., curriculum specialists)
   - ❑ K-12 guidance counselors
   - ❑ Non-academic mathematicians
   - ❑ Non-academic scientists
   - ❑ Non-academic engineers
   - ❑ Other (specify): _____

Information about *Professional Development Activities*

This section collects information on the efforts of your MSP to enhance and sustain the quality and diversity of K-12 teachers of mathematics and/or the sciences by increasing the diversity of the K-12 teacher workforce, recruiting qualified individuals to the teaching profession, influencing the teacher certification process, providing for the effective induction of new teachers, establishing policies and procedures that appropriately impact teacher qualification requirements and placement, and/or increasing teacher retention rates.

In completing this section, you will be asked to review a list of activities associated with teacher quality, quantity, and diversity. You will then be asked to provide additional information for each activity on the list that your project was developing or delivering in the [INSERT SCHOOL YEAR] school year.

In completing this section, you will be asked to review a list of activities associated with professional development that your Institute may have undertaken. After indicating which activities you have undertaken, you will be asked to provide additional information for each activity on the list that your project was developing or delivering previous school year.

1. **Using the table below, identify the professional development activities of your MSP between September [INSERT YEAR START] and August [INSERT YEAR END].**

Summer Institute Activities	Activity in place during the [INSERT SCHOOL YEAR] school year?		
	Yes	No, but activity is under consideration for future year	No
a) **Conduct courses with K-12 teachers that increase mathematical or science content knowledge**	○	○	○
b) **Conduct courses with K-12 teachers that increase pedagogical knowledge** (e.g., cognitive science and its impact on instruction)	○	○	○
c) **Conduct <u>targeted</u> courses with K-12 teachers on mathematical or science content knowledge or pedagogical skills** (e.g., conduct a course that is specifically linked to the curriculum/text used at partner schools)	○	○	○
d) **Conduct courses with K-12 teachers that improve leadership skills and strategies**	○	○	○
e) **Conduct courses with K-12 teachers that increase abilities to develop new and challenging curriculum materials**	○	○	○
f) **Conduct courses with K-12 teachers that increase understanding of how to use technology for course content innovation** (e.g., mathematical modeling; online science experiments; access to digital images on online libraries)	○	○	○
g) **Conduct courses with K-12 teachers that increase their ability to use assessment data to inform their teaching**	○	○	○
h) **Conduct courses with K-12 teachers that increase their ability to use research to inform their teaching**	○	○	○
i) **Conduct courses for school administrators** (e.g., sessions to increase knowledge of effective classroom observation, professional development for teachers, or supporting teacher leaders)	○	○	○
j) **Provide opportunities for participants to earn a master's, other advanced degree/certification, or graduate credits upon completion of the Institute**	○	○	○
k) **Provide seminars by and access to content experts, practitioners, and leading researchers in math and/or science during the summer institute**	○	○	○
m) **Provide courses that include instruction by fellow K-12 teachers**	○	○	○
n) **Involve graduate students in Institute course instruction**	○	○	○

Summer Institute Activities	Activity in place during the [INSERT SCHOOL YEAR] school year?		
	Yes	No, but activity is under consideration for future year	No
o) **Provide enrichment activities during summer Institute** (e.g., seminars, visiting lecturers, classroom visits)	○	○	○
p) **Provide an opportunity for teachers to take on organizational and leadership roles in summer institutes**	○	○	○
q) **Provide opportunities for participants to get hands-on experiences during the summer Institute** (e.g., classroom visitations, opportunities to experiment with their newly learned materials during the summer institute on actual teachers and students)	○	○	○
r) **Require teachers to complete an evidence-based project, using knowledge from the institutes in their own classrooms**	○	○	○
s) **Provide opportunities during the summer Institute for teachers and administrators to meet together** (with or without university faculty) **and discuss strategies for school-based leadership and develop a plan for how teacher leaders will impact teachers at their school**	○	○	○
t) **Provide curriculum resources to teacher participants during the institute** (e.g., technology, print, audio-visual, laboratory)	○	○	○
u) **Other (specify):** _____	○	○	○
v) **Other (specify):** _____	○	○	○
q) **Other (specify):** _____	○	○	○
x) **Other (specify):** _____	○	○	○

2. **Using the table below, identify the professional development activities of your MSP between September [INSERT YEAR START] and August [INSERT YEAR END].**

Academic Year Activities	Activity in place during the [INSERT SCHOOL YEAR] school year?		
	Yes	**No, but activity is under consideration for future year**	**No**
a) Conduct workshops/courses with K-12 teachers that increase content and/or pedagogical knowledge (e.g., conduct a workshop on cognitive science and its impact on instruction)	○	○	○
b) Conduct <u>targeted</u> workshops/courses with K-12 teachers (e.g., a workshop specifically linked to the curriculum/text used at partner schools)	○	○	○
c) Conduct workshops/courses with K-12 teachers on utilizing technology for course content innovation (e.g., mathematical modeling; online science experiments; access to digital images on online libraries)	○	○	○
d) Organize and/or provide site-specific workshops/courses relevant for partner K-12 school districts (e.g., rural education workshop, inner-city workshop)	○	○	○
e) Conduct courses with K-12 teachers that increase their ability to use assessment data to inform their teaching	○	○	○
f) Conduct courses with K-12 teachers that increase their ability to use research to inform their teaching	○	○	○
g) Facilitate online workshops and/or courses during the academic year for institute participants	○	○	○
h) Establish/Provide adjunct positions for K-12 teacher leaders at the partner IHEs	○	○	○
i Provide externship opportunities for K-12 teachers (e.g., teachers spend a year, semester, or summer working with a MSP business/industry partner related to their discipline)	○	○	○
j) Provide pre-service professional development opportunities	○	○	○
k) Provide curriculum resources to teacher participants after completion of the institute (e.g., technology, print, audio-visual, laboratory)	○	○	○
l) Establish/provide STEM in-person or online learning communities/study groups (e.g., lesson study groups; discipline dialogues)	○	○	○

Academic Year Activities	Activity in place during the [INSERT SCHOOL YEAR] school year?		
	Yes	No, but activity is under consideration for future year	No
o) Provide access to a network of regional professional development groups made up of IHE faculty members as well as teachers, where they are able build on the summer institute activities	○	○	○
p) Establish regular, organized meetings of teacher leaders within K-12 districts during the academic year	○	○	○
q) Work with K-12 building staff to facilitate the work of the teacher leaders (e.g., meet with and advise school principal, mathematics or science specialists)	○	○	○
r) Increase collaborative activities between IHE faculty and regional school systems to improve K-12 instruction and learning	○	○	○
s) Establish new/modified degree or certification program at your IHE partners as a result or part of the Institute (e.g., Mathematics or science specialist certification; Master of Science Education)	○	○	○
t) Encourage IHE partners to make improvements of K-12 instruction and learning a core portion of their departmental responsibilities	○	○	○
u) Other (specify): _____	○	○	○
v) Other (specify): _____	○	○	○
q) Other (specify): _____	○	○	○
x) Other (specify): _____	○	○	○

Summer Institute Activities

3. **Complete the following items for each professional development activity you selected:** *Conduct courses with K-12 teachers that increase mathematical or science content knowledge*

    1. **Provide a brief description (i.e., 250 words or less) about the purpose, scope and intensity of the activity.**

        NOTE - This is intended to be a general description which presents the overall approach and intended outcome of the activity. Follow-up questions will ask for specific work on this activity during the summer institute.

    2. **What steps were taken to design and/or implement this activity during the summer institute?**

        NOTE - If applicable, your response to this item should include information that can be used to quantify your level of effort for the previous school year (e.g., number of workshops held, number of K-12 teachers served, number of MSP-supported scholarships awarded).

    3. **Which of the following MSP participants were responsible for designing and/or delivering this activity during the summer institute?***(check all that apply)*

        NOTE - only check individuals responsible for designing or delivering this activity. Do NOT check individuals who were recipients of this activity.

        - ❑ IHE STEM faculty
        - ❑ IHE education faculty
        - ❑ IHE administrators (e.g., deans, department chairs)
        - ❑ Graduate students (including doctoral candidates)
        - ❑ Postdoctoral students
        - ❑ STEM undergraduate students
        - ❑ Pre-service undergraduate students
        - ❑ K-12 district and/or school-level administrators/staff
        - ❑ K-12 teachers
        - ❑ K-12 instructional coordinators and supervisors (e.g., curriculum specialists)
        - ❑ K-12 guidance counselors
        - ❑ Non-academic mathematicians
        - ❑ Non-academic scientists
        - ❑ Non-academic engineers
        - ❑ Other (specify): _____

Academic Year Activities

4. **Complete the following items for each professional development activity you selected:** *Conduct workshops/courses with K-12 teachers that increase content and/or pedagogical knowledge (e.g., conduct a workshop on cognitive science and its impact on instruction)*

    1. **Provide a brief description (i.e., 250 words or less) about the purpose, scope and intensity of the activity.**

    NOTE - This is intended to be a general description which presents the overall approach and intended outcome of the activity. Follow-up questions will ask for specific work on this activity during the [INSERT SCHOOL YEAR] school year.

    2. **What steps were taken to design and/or implement this activity during the [INSERT SCHOOL YEAR] school year?**

    NOTE - If applicable, your response to this item should include information that can be used to quantify your level of effort for the previous school year (e.g., number of workshops held, number of K-12 teachers served, number of MSP-supported scholarships awarded).

    3. **Which of the following MSP participants were responsible for designing and/or delivering this activity during the [INSERT SCHOOL YEAR] school year?** *(check all that apply)*

    NOTE - Only check individuals responsible for designing or delivering this activity. Do NOT check individuals who were recipients of this activity.

- ❑ IHE STEM faculty
- ❑ IHE education faculty
- ❑ IHE administrators (e.g., deans, department chairs)
- ❑ Graduate students (including doctoral candidates)
- ❑ Postdoctoral students
- ❑ STEM undergraduate students
- ❑ Pre-service undergraduate students
- ❑ K-12 district and/or school-level administrators/staff
- ❑ K-12 teachers
- ❑ K-12 instructional coordinators and supervisors (e.g., curriculum specialists)
- ❑ K-12 guidance counselors
- ❑ Non-academic mathematicians
- ❑ Non-academic scientists
- ❑ Non-academic engineers
- ❑ Other (specify): _____

School-level Information

This section obtains information on *each* K-12 school that currently (or previously) had one or more teachers or other personnel enrolled in your MSP Institute.

1. School Name:

2. NCES School ID:[1]

3. School Level: *(check the one that best applies to this school)*

❑ Elementary
❑ Middle
❑ High
❑ Ungraded
❑ Other *(specify):* _____

4. Grade Levels at this school: *(check all that apply)*

❑ Pre K   ❑ 7
❑ K   ❑ 8
❑ 1   ❑ 9
❑ 2   ❑ 10
❑ 3   ❑ 11
❑ 4   ❑ 12
❑ 5   ❑ Other *(specify):* _____
❑ 6

5. Were teachers from this school enrolled in your MSP during the [INSERT SCHOOL YEAR]?

❑ Yes
❑ No – School closed
❑ No – Other reasons

6. Provide the following information about the TOTAL number of teachers who teach [math/ science] in [INSERT NAME OF SCHOOL] during the [INSERT SCHOOL YEAR]:

---

[1] Online system will provide link to: http://nces.ed.gov/ccd/schoolsearch/

		[Math/Science][2] Teachers[3]
Total		
Gender		
Male		
Female		
Not Reported		
Race/Ethnicity[4]		
Hispanic or Latino	Race Not Reported[5]	
	American Indian or Alaska Native	
	Asian	
	Black or African American	
	Native Hawaiian or Other Pacific Islander	
	White	
	More than One Race Reported	
	SUB-TOTAL: Hispanic or Latino	
NOT Hispanic or Latino OR Ethnicity NOT Reported[6]	American Indian or Alaska Native	
	Asian	
	Black or African American	
	Native Hawaiian or Other Pacific Islander	
	White	
	More than One Race Reported	
	SUB-TOTAL: Non-Hispanic or Latino	
Neither Race nor Ethnicity Reported[7]		
Students participating in the National School Lunch Program[8]		

---

[2] Display "Math" for projects with a math focus and "Science" for projects with a science focus.

[3] For elementary schools (and some middle schools), this includes regular classroom teachers who teach math/science and/or a variety of other subjects. It can also include math/science resource teachers and special education teachers. Do not include specialized teachers (e.g., art, music, physical education) who do not teach math or science as part of their regular assignments.

[4] **Ethnicity**: Use the 'Hispanic or Latino - Race Not Reported' category to provide information about Hispanic or Latino individuals for whom race is not reported or unknown. Use the 'NOT Hispanic or Latino OR Ethnicity NOT Reported' categories to provide race information for those individuals (1) who are not Hispanic or Latino, or (2) for whom ethnicity is not reported or unknown. Use 'Neither Race nor Ethnicity Reported' for those teachers for whom both race and ethnicity are unknown.
Race: **American Indian or Alaska Native**: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. **Asian**: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. **Black or African American**: A person having origins in any of the black racial groups of Africa. **Native Hawaiian or Other Pacific Islander**: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands. **White**: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

[5] Use "*Race Not Reported*" to provide information about Hispanic or Latino teachers for whom race is not reported or unknown.

[6] Use *"NOT Hispanic or Latino OR Ethnicity NOT Reported"* to provide race information for those teachers (1) who are not Hispanic or Latino, or (2) for whom ethnicity is not reported or unknown.

[7] Use *"Neither Race nor Ethnicity Reported"* for those teachers for whom both race and ethnicity are unknown.

[8] Students receiving free or reduced price lunch.

| Special Education Students | |
| Limited English Proficiency Students | |

NOTE – Provide information about __all__ students in the school regardless of whether those students or their teachers participated in the MSP Institute during the previous school year.

		Total Number of Students *(at the beginning of the [INSERT SCHOOL YEAR] school year)*
Total		
Gender		
Male		
Female		
Not Reported		
Race/Ethnicity		
Hispanic or Latino	Race Not Reported[9]	
	American Indian or Alaska Native	
	Asian	
	Black or African American	
	Native Hawaiian or Other Pacific Islander	
	White	
	More than One Race Reported	
	SUB-TOTAL: Hispanic or Latino	*(auto total)*
NOT Hispanic or Latino OR Ethnicity NOT Reported[10]	American Indian or Alaska Native	
	Asian	
	Black or African American	
	Native Hawaiian or Other Pacific Islander	
	White	
	More than One Race Reported	
	SUB-TOTAL: Non-Hispanic or Latino	*(auto total)*
Neither Race nor Ethnicity Reported[11]		
Students participating in the National School Lunch Program[12]		
Special Education Students		
Limited English Proficiency Students		

---

[9] Use *"Race Not Reported"* to provide information about Hispanic or Latino students for whom race is not reported or unknown.

[10] Use *"NOT Hispanic or Latino OR Ethnicity NOT Reported"* to provide race information for those students (1) who are not Hispanic or Latino, or (2) for whom ethnicity is not reported or unknown.

[11] Use *"Neither Race nor Ethnicity Reported"* for those students for whom both race and ethnicity are unknown.

[12] Students receiving free or reduced price lunch.