

# ELEMENTS (aka Symplectic Elements)

Elements is being implemented for all faculty on the West Lafayette campus for conducting annual reviews. It is led by the Provost’s office, managed by Institutional Data Analytics + Assessment (IDA+A), and shared across all Colleges/Schools.

Here is Purdue University’s “Elements” website for all West Lafayette Campus Colleges and Schools:

[Provost Link for Elements.](#)

The College of Ag and Extension website for Elements is:

<https://ag.purdue.edu/department/arge/elements/index.html>

For help with Elements, email [COAelements@purdue.edu](mailto:COAelements@purdue.edu).

In Elements, Extension has 2 custom screens (aka “Activity Types”) for documenting data required for reporting to the United States Department of Agriculture’s (USDA) National Institute of Food and Agriculture (NIFA).

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## LOGIN

- The URL to access the Elements site is: <https://purdue.elements.symplectic.org/>
- Log in with career account and Duo Mobile.

## HOMEPAGE

- Elements is built for faculty/researchers to document their publications, grants, teaching, and service.
  - It is structured like a curriculum vita (CV)
  - Entries for faculty in this CV format are considered “activity types”:
    - **“Service”** – engagement activities which include Extension
    - **“Grants”** – external funding uploaded monthly via a Purdue feed
    - **“Scholarly & creative works”** –publications which are “harvested” every 2 weeks from publicly available resources like ORCID, figshare, Scopus, and many others
    - **“Learning & teaching”** – Purdue courses which are uploaded at the end of each semester

## EXTENSION

- Located in **“Service”** are 2 custom “activity types”
  - Learning Events
  - Impact Statements
- Click **“Add New”** to get started

# Homepage

MY ACTIONS (1 of 3)

## Add your ORCID iD

Adding your ORCID iD can help us find your scholarly & creative works across the web.

ADD



**Julie Huetteman**  
College of Agriculture

✉ jhuettem@purdue.edu

EDIT MY PROFILE

### Service

- 12 awards / honors
- 9 committee memberships
- 6 extension learning events
- 2 extension impact statements

+ ADD NEW

VIEW ALL

### Grants

- Claimed**
- 3 institutional grants

+ ADD NEW

VIEW ALL

### Scholarly & creative works

- Claimed**
- 1 journal article

+ ADD NEW

VIEW ALL

### Learning & teaching

- 1 course taught
- 1 directed student learning
- 1 program developed
- 4 other instruction

+ ADD NEW

VIEW ALL

# EXTENSION LEARNING EVENT



## Add your ORCID iD

Add a new service



Select service type

Award / Honor

Broadcast Interview

Committee Membership

Conference Reviewing / Refereeing

Community Partnership / Service Learning

Consulting / Advisory

Editorial

Event Participation

External Connection / Partnership

Fellowship

Global / International Service

Grant Application Review

Institutional Review

Journal Reviewing / Refereeing

Membership

Office Held

Peer Mentoring

Promotion / Tenure Review

Text Interview

Extension Learning Event

Extension Impact Statement

CANCEL

### Service

- 12 awards / honors
- 9 committee memberships
- 6 extension learning events
- 2 extension impact statements

+ ADD NEW

VIEW ALL

### Grants

- Claimed**
- 3 institutional grants

+ ADD NEW

## Add extension learning event

### What do I need to do?

Purdue Cooperative Extension Service Educators, Specialists or Faculty report here for planned, scheduled, and completed educational events for the public, including workshops, presentations, field days, courses, seminars, educational booths/table at fairs/events, webinars, livestream programs, and YouTube instruction videos, which may be delivered in person or via technology. Do not report your own professional development, program planning activities, marketing/promotion efforts, or meetings.

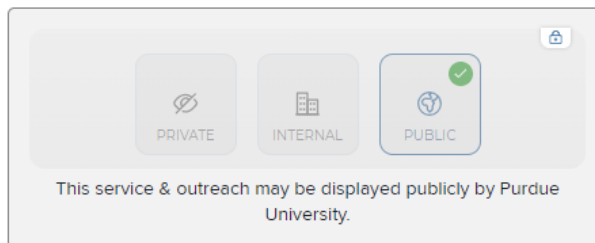
- The MONTH is the unit for reporting. If you have a learning event that is a series of sessions, and those sessions occur in different months, input separate entries for each month.

At the bottom is the section for "Additional Information" where Demographics & Outcomes are reported.

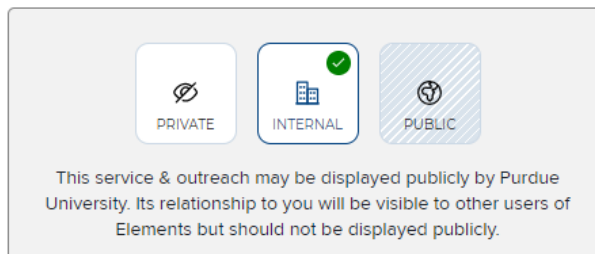
- DEMOGRAPHICS -- Self-reported demographic data, collected using Purdue Extension's YOUTH or ADULT surveys at the beginning of the program, are reported just once when documenting the program's first session, and not with ongoing sessions if the program is a series. There are some recognized exceptions. See instructions and access to surveys: <https://puext.in/demographics>.
- OUTCOMES -- Reported only when documenting results of program evaluation surveys. Short- and medium-term outcomes are reported for:
  - Extension & Workforce Development (WFD)
    - ANR, CD, & HHS use these outcomes.
    - 4-H does not report any outcomes (Instead, Common Measures survey results are combined and reported in one annual statewide impact statement).
  - PARP, CCH, CCA/CEUs
  - Community Development & North Central Region (NCR)

## PRIVACY

Service & outreach privacy



\* Relationship privacy



Privacy settings are set as INTERNAL so that you can set up others at Purdue to "be on your team" for Learning Events and Impact Statements.

## TIPS

\* Red asterisk = Required

? Question mark = Click to view a **Help Tip**.



= SAVE and CANCEL buttons are at the **bottom**.

# LEARNING EVENT DETAILS

Essential Information

\* Start Date

\* End Date

\* Title

\* County

\* Method of Delivery (select all that apply)

In-Person
  Take-Home Kit/Program
  Technology - Live
  Technology - Online Course/Brightspace
  Technology - Recorded/Posted

?

?

?

?

?

## Start Date & End Date

- DATE – MONTH – YEAR --- Elements is a global company. Documenting the date is done differently from what we are used to. Dates are shown with DAY first, then MONTH, then YEAR.

Essential Information

\* Start Date

\* End Date

\* Title

\* County

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- START DATE = Select date, month, year of first learner session this month.
- END DATE = Select date, month, year of last learner session this month.
- If a one-day event, start & end dates are the same.
- Remember the month is the unit for reporting activities for your program. Multiple sessions for a series may appear on different months.

Start Date:	17 Jul 2023
End Date:	17 Jul 2023
Title:	Julie's Statewide ABCD Extension Test Program

## Title

- Type the title of your program.
- You may want to be descriptive, especially if you offer the program at multiple times or in multiple locations during the month or year.
- You may also consider including in the title, the technology/system that you used to deliver the learning event.
- This title will show on the summary page of all your learning events, and often, a more descriptive title helps you identify your event easily.

## County

- This is to document the GEOGRAPHIC LOCATION of the event or the HOST SITE for virtual events.
- Select the county where the learning event was held.
- At the end of the list of counties, you will find additional location options: campus, out-of-state, international, and other.
- If the event was delivered via technology – live or via technology recorded/posted, put the technology “host” or origination county/location.
- Select ONLY one county as you are identifying the actual “location” of the event, not reporting for those with bi-county efforts, or teams from different locations.
- You identify the learning event by LOCATION. Because a location is one singular place (e.g., county), that is what you record, no matter where the Extension personnel or the learners are coming from.
- For documenting multiple regional workshops whose content was repeated in different counties, enter ONE location for the first Learning Event and save it. Then, COPY that event, change details to the SECOND location, and save that one, and so on.
- You might want to add the location (or other descriptor) to the “title” so that when you see the listing in the menu, you will know which one is which (e.g., 4-H Camp - Area 5, Northwest PARP Training).

## Method of Delivery

- It is possible to have a “Hybrid” delivery event that uses more than one method simultaneously. If this applies, include ALL of the methods used.
- PLEASE NOTE:
  - Contacts will be the COMBINATION of “in person” and “via technology – live” learners.
  - If “via technology – recorded/posted” is selected in addition, be sure to report those learners as indirect contacts. Check the technology data analytics after 30 days or the end of the month and select the largest number representing the reach, and report that number as the indirect contacts.
  - Select “in person” if you presented the program face-to-face.
  - Learners are known through registration, sign-in, evaluation or other process, via demographic questions about race, ethnicity, gender, and age – contacts.
- Select “via technology – live” if you used a videoconferencing system to “livestream/broadcast” the event in real time, where learners could attend and interact (chat, use audio, polls, etc.).
  - This is synchronous – instructor and learner attending at the same time.
  - Learners may be known through online login, registration, log-in, evaluation or other process via demographic questions about race, ethnicity, gender, and age – contacts.
- Select “via technology – recorded/posted” if you recorded instruction and then made it available online for the public to access.
  - This is asynchronous – instructor and learners are not together at the same time, that is, online recorded instruction is made accessible and available to learners when they choose.
  - Learners are not known – indirect contacts.
  - Determine indirect contacts by the number of learners who interacted with the recorded/posted instruction in the month following the date it was posted. Select one of the analytics appropriate to the technology/system that was used to post the instruction - hits, views, likes, comments, shares, etc.
  - If you work with school teachers or other entities on this (e.g., 4-H Junior Achievement) and are providing recorded/posted instruction for the teachers to use in their classrooms or via e-learning, check the analytics of your video posting, or ask the teachers for the number of learners in that month – indirect contacts.

- ONGOING -- If this recorded/posted instruction continues to be available, you may enter it each month. The initial month is for the date you made the recording available. Following months are considered to be “ongoing”, so in the program title, add the word “ongoing”. You may use the copy button to duplicate the previous month and simply update the month and the number of indirect contacts. If there are NO new indirect contacts for an “ongoing” month, do NOT report that month.
- Select “via technology – online course / Brightspace” if you developed instruction in a learning management system, and made it available to the public to access.
  - This is asynchronous – instructor and learners are not together at the same time, that is, online recorded instruction is made accessible and available to learners when they choose.
  - Learners are not known – indirect contacts.
  - Determine indirect contacts by the number of learners who interacted with the recorded/posted instruction in the month following the date it was posted. Select one of the analytics appropriate to the technology/system that was used to post the instruction - hits, views, likes, comments, shares, etc.
  - ONGOING -- If this online course continues to be available, you may enter it into DM for each month. The initial month is for the date you made the course available. Following months are considered to be “ongoing”, so in the program title, add the word “ongoing”. You may use the duplicate button to copy the previous month and simply update the month and the number of indirect contacts. If there are NO new indirect contacts for an “ongoing” month, do NOT report that month.
  - Select “take-home kit/program” if you developed learning activities that you made available to the public to pick up or receive for at-home, self-directed learning. In this approach, you have developed curriculum materials and activities for learners with an expected amount of time of participation.
  - This is asynchronous – instructor and learner are not together at the same time, that is, instruction via self-directed materials is made accessible and available to learners when they choose.
  - The program-designed amount of time for learner participation is documented as learner minutes.
  - Participation is self-directed and asynchronous, so learners are – indirect contacts.

## LEARNER SESSIONS, MINUTES, CONTACTS

\* Learner sessions (# times met in month)



\* Learner minutes (total # minutes of instruction for # of sessions)



\* CONTACTS (Total # youth at all sessions in month. If at multiple sessions, count EACH time.)



\* CONTACTS (Total # adults at all sessions in month. If at multiple sessions, count EACH time.)



### Total # of Learner Sessions in the Month

- Put the total number of sessions that you delivered this month. For example, if your event was held one evening, two weeks in a row, you would add those together and put 2.

- However, if reporting a camp or conference event that is held on multiple, consecutive days or overnight, the session becomes the day. If it is a three-day camp or conference or retreat, that would be 3 sessions. If it is a conference, do not count individual breakout sessions, but use the day as the session.
- If you deliver a program at a school, each separate class you teach is a session.
- There is an exception to this for Ag Days or others with rotating stations for instruction, where you instead report it as one session and the total minutes for that day's event.
- There may be times when you report the sessions of a program as separate learning events.
  - First, if the sessions are held in different months. Report sessions in the month they are delivered.
  - Second, if the offerings are located in different counties, you would enter separate learning events based on location.
  - Third, if in the multiple sessions, you had a variety of expert presenters in differing combination each time, you would report each separately. The way Master Gardener trainings are set up is a great example of this. One week there are two experts doing the training on soil and fertilizer. At the session on the second week there are three other experts who do the training on ornamentals, pesticide, and pollinators. These would be reported as separate learning events and not combined.

### **Total # of Learner Minutes of Instruction for All Sessions**

- Put the number of minutes of instruction.
  - This is the amount of time that learners could attend, participate in, or interact with, the instruction you delivered.
  - If multiple sessions, multiply the minutes of all sessions to report the total minutes.
  - For online/Brightspace courses and take-home kits, the curriculum or program-designed amount of time for learner participation is documented as minutes of instruction.
  - This does not include the time for you to setup, prepare, etc.
  - If reporting a camp, conference or large, collaborative event with breakout sessions or multiple kinds of activities, please focus on the instruction or education time of that event. Do not include minutes for social activities, meals, overnight, travel, and so on, where instruction/learning are not occurring.
  - In general, the maximum ratio for Extension programs is one session which lasts 480 minutes (8 hours). There are a few exceptions to this (e.g., 4-H statewide events on campus, ServSafe).

### **Contacts**

- Total # of Youth Learners at All Sessions
  - Count youth more than once if they attended multiple sessions that you delivered (e.g., If you had 3 sessions, and a learner attended all 3, you count that learner 3 times). If there were no youth learners, put the number zero.
- Total # of Adult Learners at All Sessions
  - Count adults more than once if they attended multiple sessions that you delivered (e.g., If you had 3 sessions, and a learner attended all 3, you count that learner 3 times). If there were no adult learners, put the number zero.
- Method of delivery and contacts and/or indirect contacts
  - If "in person" or "via technology - live" – record contacts (only)
  - If "Take-Home Kit/Program" or "via technology - online course / Brightspace" or "via technology recorded/posted" -- document INDIRECT contacts with the data analytics on the reach or number of viewers from the technology used.
  - If combined METHODS OF DELIVERY -- both CONTACTS and INDIRECT are to be reported -- but be sure you have selected each of the delivery methods used. For example – in-person (contacts) AND via technology recorded/posted (indirect)



# UNIQUE, SELF-REPORTED DEMOGRAPHICS, INDIRECT CONTACTS

* # YOUTH Unique (count each YOUTH once)	<input type="text"/>	?
* # ADULT Unique (count each ADULT once)	<input type="text"/>	?
* # YOUTH Self-reported Demographics	<input type="text"/>	?
* # ADULT Self-reported Demographics	<input type="text"/>	?
* Indirect Contacts (# participants for asynchronous learning only)	<input type="text"/>	?

## Report the number of UNIQUE learners across all sessions

- Count each learner once, no matter how many sessions they attended.

## Number of individuals who self-report demographics (race/ethnicity/gender/age)

- Compilation of demographic survey data
  - Sort completed surveys by youth and adult
- If under 18, they are youth. If 18 or older, they are adult.
- If survey response for age is "prefer not to answer", put that response in the age group of the survey used – youth demographics or adult demographics.
- Count and enter the number of youth and the number of adults who completed the demographic survey.
- Demographics are to be collected at the first session of the learning event
- Demographic data are reported in Elements with the first session.
- If learning event is a series, demographic data appear with Session 1 ONLY.
- Your event may have an exception to collecting demographic data via the standard demographics surveys (4-H online data, teachers in school providing youth data, etc.)
  - When you have the demographic data in hand, enter it with the first session of the learning event
- If "Number of individuals who self-reported demographics (ethnicity/race/gender/age)" is 0, Race/Ethnicity and Gender would be blank.
- If "Number of individuals who self-reported demographics (ethnicity/race/gender/age)" is 1 or more, there needs to be some data for Race/Ethnicity and Gender.
- Refer to the USDA Guidance and Purdue Extension Instructions for Demographic Data Collection [Demographics Document](#) for background information on race, ethnicity, and gender.
- Check out the demographic surveys and other resources available for you to use: [Demographic Survey](#)

## Indirect Contacts (for recorded/posted, online/Brightspace, or take-home kit/program) – At 30 days or end of month

- You will determine indirect contacts by the number of learners who interacted with the recorded/posted instruction in the month following the date you posted it.
- Select one of the analytics appropriate to the technology/system that you used to post the instruction - hits, views, reach, likes, comments, shares, etc. (You would probably choose the largest of those numbers for the technology that you have used.)

- REMINDER: For hybrid events that include via technology – recorded/posted, be sure to come back and add indirect contacts after 30 days or the end of the month.
- If the program delivery continues monthly, you may report it for each of those months as “ongoing” and capture the NEW analytics for each month – that is new learners who are participating for the new month.

## KEYWORDS

### \* Keywords

No Keywords - *please add...*

Label scheme restricted to a vocabulary: to add a keyword, start typing and select an option.

Extension Keywords

**?** Select keywords to describe content, subject matter, topics taught.

- Select keywords to describe the topics, content, or subject matter.

## TEAM – PEOPLE AT PURDUE

People at Purdue University  
(Speaker/Presenter)

No People at Purdue University (Speaker/Presenter) - *please add...*

[Add a person](#)

People at Purdue University  
(Speaker & other/multiple)

[edit](#)

[Add another person](#)

People at Purdue University  
(Onsite logistics)

No People at Purdue University (Onsite logistics) - *please add...*

[Add a person](#)

People at Purdue University  
(Offsite logistics)

No People at Purdue University (Offsite logistics) - *please add...*

[Add a person](#)

People at Purdue University  
(Onsite & offsite logistics)

No People at Purdue University (Onsite & offsite logistics) - *please add...*

[Add a person](#)

**?** Your name will automatically appear in each People at Purdue "role". You need to delete the ones that do not apply, so that your name appears just once.

For team-led events, add Purdue personnel who were involved by their role.

Select an individual for just one role:

- 1) Speaker/Presenter,
- 2) Speaker & other/multiple roles,
- 3) Onsite logistics (registration, room facilitation, moderator, site details, etc.),
- 4) Offsite logistics (plan, design, market, grants budget, schedule, etc.) before or after the event, or
- 5) Onsite & offsite logistics.

- When entering data, notice that your name appears in each of the role categories. Click on the trash icon to delete the ones that do not apply.
  - Individual names appear just once in the list of 5 roles.
- If the learning event involves a team of Purdue personnel, and all information will be compiled for a group, assign a team leader who will input all details for the team.
- Arrangement and operation of teams vary greatly across programs and program areas. During the planning process, the team needs to discuss and determine who will be reporting for the event in DM and which team members will be included.
- Focus on the roles, geographic location, and scheduling to help sort out who is included on the team in DM.

- Include those team members teaching or directly involved in the event or location, and not those who might have been involved early on in meetings or preliminary planning. This most often occurs with Area team events as the individuals take turns annually on completing tasks, and everyone is not fully active for the event. Some programs are coordinated among staff from the counties and may involve regional or campus staff. These coordinated programs will provide specific instructions to all those delivering the program for consistent data entry and reporting.
- Teams that are evolving or unique that may not fit these guidelines for reporting teams, especially for efforts that span across counties for statewide collaboration, may need to check with your Area Director or Program Leader, or email DMhelp@lists.purdue.edu for clarification on reporting.
- If a team event, the lead individual will “ADD ANOTHER PERSON” and select Purdue faculty or staff by the role.

## Roles

- Speaker/Presenter
- Speaker & other/multiple roles
- Onsite logistics (registration, room facilitation, moderator, site details, etc.)
- Offsite logistics (plan, design, market, grants budget, schedule, etc.) before or after the event
- Onsite & offsite logistics.
- Recognizing that team events are often large-scale events requiring help and support from many, these roles represent key tasks that are necessary to deliver complex and coordinated programs.
- Teams for Conferences and Large Events
  - Conferences are very large events, most often having multiple days in a row, and offering concurrent sessions and/or keynote speakers, so that registrants may choose which activities they attend. Those who plan and deliver these large events are reported on the team.
  - The team will need to communicate and coordinate on who will be entering the information for the whole team.
  - In addition to that event planning team, there may be individuals who give presentations during concurrent, breakout sessions, or pre/post workshops. Depending upon the scope of the event – these individuals are most likely included on the team (small event). However, for very large events, the individuals doing their presentations would probably not be on the team.
  - They may enter their individual presentation as their own learning event if appropriate.
  - For a team to report an event that is repeated in multiple locations, (examples include Ag Outlook, PARP, and others) a team often identifies leaders for planning, then selects “sites” where the program will be offered. Then only the part of the team involved with or contributing to the activities at that location is included, not for every location.

## PK-12

\* Did event include arrangements with or location at PK-12 schools, preschools/Headstart?

[Select an option] ▼

\* NIFA Critical Issue

[Select an option] ▼

? Select YES if arranged/coordinated with or located at PK-12 schools, preschools, or Headstart.

? This does not simply refer to an event that has youth participants in grades PK-12.

- Select YES if the learning event included arrangements and/or coordination with PK-12 school systems/corporations, preschools, or Headstart. Select “No” if not.
- This does not simply refer to an event that has youth participants in grades PK-12.

## NIFA CRITICAL ISSUES

\* NIFA Critical Issue

[Select an option] ▼

\* Multistate

If multistate, indicate states (select states other than Indiana that apply)

[Select an option]

- 1 Climate Change, Natural Resources and the Environment, and Sustainable Energy
- 2 Workforce Development
- 3 Positive Youth Development and 4-H Opportunities
- 4 Big Data, Internet of Things, Broadband Access, Digital Literacy, Inclusion, and Innovation
- 5 Human, Family, and Community Health
- 6 Food Production, Security, and Safety
- 7 Urban Agriculture and Urban Extension

? Select a NIFA Critical Issue

A Critical Issue is used to document the 2 annual reports: 1) Plan of Work (POW) & 2) Annual Accomplishments Report. See examples: [NIFA-Critical-Issues Link](#).

- Select one NIFA Critical Issue that best fits the **primary** activity of the program.
- NIFA Critical Issues are used to document Purdue Extension’s two annual reports: 1) Plan of Work (POW), and 2) Annual Accomplishments Report, submitted to NIFA each year.
- To help you select a NIFA Critical Issues, descriptions and examples are posted here: [NIFA-Critical-Issues Link](#).

## MULTISTATE

\* Multistate

[Select an option] ▼

If multistate, indicate states (select states other than Indiana that apply)

- All
- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado

? MULTISTATE is when Purdue Extension personnel collaborate with Extension personnel from other states to provide education events or research opportunities. It does NOT refer to state residency of learners.

- Multistate = other states than Indiana.
- If you indicate multistate, select all state(s) involved.
  - We are required to report to USDA NIFA about multistate efforts.
  - Multistate refers to situations where Purdue Extension personnel collaborate with Extension personnel from other states to provide education events or research opportunities.
  - It does NOT refer to attendees of the event.
  - If you use a research article from another Extension service to help with your program, that is NOT integrated or multistate, as these terms refer specifically to working with other Extension professionals.

# PROGRAM AREA THEMES


\* Program Area Theme(s) - limit 3

- 4-H Adult Volunteer Development
- 4-H Civic Engagement
- 4-H College & Career Readiness / Workforce Development
- 4-H General
- 4-H Healthy Living
- 4-H Leadership
- 4-H Science / STEM
- ANR Animal Science / Livestock
- ANR Diversified Farming & Food Systems
- ANR Farm & Agribusiness Management
- ANR Field Crops
- ANR Horticulture
- ANR Natural Resources & Land Use
- CD Community Economics & Workforce Development
- CD Community Health
- CD Community Planning
- CD Leadership & Civic Engagement
- HHS Financial Resource Management
- HHS Foods & Nutrition
- HHS Health & Wellness
- HHS Human Development

**?** Select 1, 2, or 3 themes based on topics taught and Program Area personnel involved.  
  
EXCEPTION: 4 themes may be selected only if 4 Program Areas work in collaboration (e.g., EVPS: CHC).

- Select one, two, or three themes from Extension’s program areas (4-H, ANR, CD, HHS).
- Exception: four themes may be selected only if 4 Program Areas work in collaboration (e.g., EVPS: CHC).

## ADDITIONAL INFORMATION

Additional Information 79 additional fields 

Click to open

Open the Additional Information section to report:

- Demographics – Race/Ethnicity/Gender – Youth & Adult
- Outcomes are:
  - Extension & Workforce Development – Short- and Medium-term Outcomes
  - PARP for ANR
  - CCH for ANR
  - CCA/CEU for ANR
  - Community Development & North Central Region Outcomes

• This a very long scrolling list. Section Headers are shown with XXXXXXXX and one \*. To navigate “Additional Information” use CTRL + F then \* to find the other sections.

# YOUTH RACE/ETHNICITY & GENDER

Additional Information 79 additional fields ^

XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
YOUTH  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXX



? Document self-reported YOUTH Race/Ethnicity. See Purdue Extension's instructions <https://puext.in/demographics>.

Race/Ethnicity # YOUTH  
Hispanic, Latino, Latinx, or  
Spanish

Race/Ethnicity # YOUTH Middle  
Eastern or North African

Race/Ethnicity # YOUTH White

Race/Ethnicity # YOUTH Black  
or African American

Race/Ethnicity # YOUTH Asian

Race/Ethnicity # YOUTH  
American Indian or Alaska Native

Race/Ethnicity # YOUTH Native  
Hawaiian or Other Pacific  
Islander

Ethnicity/Race # YOUTH Some  
other race, ethnicity, or origin

Race/Ethnicity # YOUTH I don't know, or I prefer not to answer

Race/Ethnicity # YOUTH Tribe(s) responses

Race/Ethnicity # YOUTH Some other race, ethnicity, or origin responses

Race/Ethnicity # YOUTH two or more races

Gender # YOUTH Female

Gender # YOUTH Male

Gender # YOUTH Non-Binary

Gender # YOUTH Other

Gender # YOUTH Prefer not to answer

Gender # YOUTH Other responses




Document self-reported YOUTH gender. See Purdue Extension's instructions <https://puext.in/demographics>.

# ADULT RACE/ETHNICITY & GENDER

XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX\*  
**ADULT**  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXX



Race/Ethnicity # ADULT  
Hispanic, Latino, Latinx, or  
Spanish

 Document self-reported ADULT Race/Ethnicity. See Purdue Extension's instructions <https://puext.in/demographics>.

Race/Ethnicity # ADULT Middle  
Eastern or North African

Race/Ethnicity # ADULT White

Race/Ethnicity # ADULT Black or  
African American

Race/Ethnicity # ADULT Asian

Race/Ethnicity # ADULT  
American Indian or Alaska Native

Race/Ethnicity # ADULT Native  
Hawaiian or Other Pacific  
Islander

Race/Ethnicity # ADULT Some  
other race, ethnicity, or origin

Race/Ethnicity # ADULT I don't  
know, or I prefer not to answer



Race/Ethnicity # ADULT Tribe(s)  
responses

Race/Ethnicity # ADULT Some  
other race, ethnicity, or origin  
responses

Race/Ethnicity # ADULT two or  
more races

Gender # ADULT Female

Gender # ADULT Male

Gender # ADULT Non-Binary

Gender # ADULT Other

Gender # ADULT Prefer not to  
answer

Gender # ADULT Other  
responses



Document self-reported ADULT gender. See Purdue Extension's instructions <https://puext.in/demographics>.

# EXTENSION OUTCOMES – SHORT-TERM

XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX\* SHORT-  
TERM  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXX

? LEAVE BLANK. This is a section header.  
Use CTRL + F then \* to find the other sections.

E1.1 Knowledge - # participants who self-report learning something new

? All Program Areas report EXTENSION short-term outcomes.

E1.2 Attitudes - # participants who increased awareness of or confidence about a topic

E1.3 Skills - # participants who learned new skills

E1.4 Aspirations - # participants who aspire/intend to “try, adopt, change, apply” what they learned

# EXTENSION & WORKFORCE DEVELOPMENT OUTCOMES – MEDIUM-TERM

XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX\* MEDIUM-  
TERM  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXX

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E2.1 # participants who self-report adopting practice/behavior

E2.2 # new certifications, licenses, jobs, or employment achieved

E2.3 # participants who took on new volunteer/leadership roles/opportunities in the community

WFD2.4 # participants who advanced their job/work/career responsibilities

WFD2.5 # participants who made new connections to job/career resources, networks, or opportunities

WFD2.6 # participants who shared what they learned with peers and/or others in the workplace



All Program Areas report EXTENSION & WORKFORCE DEVELOPMENT medium-term outcomes.

## PARP FOR ANR

XXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX\*  
PARP/CCH/CCA  
XXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXX

1 character remaining.



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Use CTRL + F then \* to find the other sections.



PARP Program #

PARP Topics (select all that apply)

- Cover Crops
- Crop Management
- Nutrient/Manure Management
- Soil Health
- State PARP videos/topics

PARP Regulatory Topics (select all that apply)

- Anhydrous Ammonia Safety
- Dicamba Drift with Emphasis on Specialty Crops
- Dicamba Update
- Driftwatch
- Fungicide Mode of Action
- Managing Product in Inventory
- Personal Protective Equipment
- Pesticide Jeopardy
- Pesticide MiniBulks
- Pesticide Regulatory Update
- Pollinator Protection
- Understanding the Revised Worker Protection Standards (WPS)
- Using Herbicide Classification Chart
- Other

Total # PARP credits available for program

Total # individuals receiving PARP credits

# CCH FOR ANR

CCH Categories (select all that apply)

- Category 1 Agricultural Pest Management
- Category 2 Forest Pest Management
- Category 3a Ornamental Pest Management
- Category 3b Turf Management
- Category 3b Turf Management Golf Courses
- Category 4 Seed Treatment
- Category 5 Aquatic Pest Management
- Category 6 Industrial Weed Management
- Category 7a Industrial, Institutional, Structural and Health Related Pest Management
- Category 7b Termite Control
- Category 7d Fumigation
- Category 8 Community Wide Mosquito Control
- Category 11 Aerial Application
- Category 12 Wood Destroying Pest Inspection
- Category 13 Limited Certification
- Category 14 Agricultural Fertilizer Application
- Category RT Registered Technician



Total # CCHs available for program

Total # individuals receiving CCHs

# CCA/CEU FOR ANR

CCA/CEU Categories (select all that apply)

- Crop Management
- Nutrient Management
- Pest Management
- Soil and Water Management
- Professional Development



Total # CCAs/CEUs available for program

Total # individuals receiving CCAs/CEUs

# COMMUNITY DEVELOPMENT & NORTH CENTRAL REGION OUTCOMES

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX\* CD

**OUTCOMES**

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXX

CD1.1 # unique generated data  
items/reports/publications  
produced

CDNC2.1 # community or  
organizational plans/policies  
developed

CDNC2.2 # community or  
organizational plans/policies  
adopted and/or implemented

CD2.3 # networks, partnerships,  
or collaborations created

CD2.4 # community or  
organizational systems changed  
or created

CD2.5 # community or  
organizational strategies  
changed or created

CDNC2.6 # business plans  
developed

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Use CTRL + F then \* to find the other sections.



CDNC2.7 # businesses created

CDNC2.8 # volunteer hours for  
community-generated work

CDNC3.1 \$ value grants and  
resources leveraged/generated  
by communities

CDNC3.2 # jobs created

CDNC3.3 # jobs retained

CDNC3.4 \$ value resources  
leveraged by businesses

CDNC3.5 \$ value efficiencies  
and savings

CDNC3.6 \$ value volunteer  
hours leveraged to deliver  
programs (Independent Sector  
value)

CDNC3.7 \$ value organization  
and/or community-generated  
volunteer hours (Independent  
Sector value)