

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.

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”** – 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 & engagement”** are 2 custom “activity types”
 - Learning Events
 - Impact Statements
- Click **“Add New”** to get started

Homepage

MY ACTIONS

Add your ORCID iD

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

ADD

Cheyenne Kleist
College of Agriculture

ckleist@purdue.edu

EDIT MY PROFILE

Scholarly & creative works

Claimed

You have no claimed scholarly & creative works.

+ ADD NEW VIEW ALL

Grants

Claimed

You have no claimed grants.

+ ADD NEW VIEW ALL

Service & engagement

You have no activities.

+ ADD NEW VIEW ALL

Learning & teaching

You have no activities.

+ ADD NEW VIEW ALL

EXTENSION LEARNING EVENT

Homepage

MY ACTIONS

Add your ORCID iD

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

ADD

Cheyenne Kleist
College of Agriculture

ckleist@purdue.edu

EDIT MY PROFILE

Scholarly & creative works

Claimed

You have no claimed scholarly & creative works.

+ ADD NEW VIEW ALL

Grants

Claimed

You have no claimed grants.

+ ADD NEW VIEW ALL

Service & engagement

You have no activities.

+ ADD NEW VIEW ALL

Learning & teaching

You have no activities.

+ ADD NEW VIEW ALL

Add a new service & engagement

Select service & engagement type

Award/Honor	Broadcast Interview	Clinical Practice	Committee Membership
Community Partnership/Service Learning	Conference Reviewing/Refereeing	Consulting/Advisory	Editorial
Event Administration	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

Add extension learning event

What do I need to do?

Instructions and resources for reporting in Elements are located on the [College of Agriculture's Elements website](https://aq.purdue.edu/department/arqe/elements/index.html): <https://aq.purdue.edu/department/arqe/elements/index.html>. Look for sections by role:

- Faculty,
- Extension Specialists, or
- Extension Educators.

Review instructions for your role on how to enter data for Learning Events.

Learning Events, delivered in person or via technology, are 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, podcasts, YouTube instruction videos, and Brightspace or other online courses.

In addition, consultations may be documented as Learning Events. Instructions for documenting consultations are located with the Extension Specialists or Extension Educators role sections of the College of Ag's Elements website: <https://aq.purdue.edu/department/arqe/elements/index.html>.

Do not report your own professional development, program planning activities, marketing/promotion efforts, or meetings as Learning Events.

At the bottom of the screen is "Additional Information" where demographics and outcomes are reported.

- **DEMOGRAPHICS** -- Self-reported demographic data, collected just ONCE for the Learning Event using Purdue Extension's YOUTH or ADULT surveys at the beginning of the program, are reported just ONCE when documenting the program's first/only session, and not with ongoing sessions if the program is a series. There are some recognized exceptions:
 1. Youth (e.g., classroom teachers or 4-H Online),
 2. External/Grant-funded programs/projects that require specific metrics and demographics be collected,
 - See instructions/information and access to demographic surveys: <https://puext.in/Demographic-survey>
- **OUTCOMES** -- Reported only when documenting results of program evaluation. Short- and medium-term outcomes are reported for:
 - Extension & Workforce Development (WFD)
 - Short-term outcomes
 - Medium-term outcomes
 - Program Areas
 - ANR, CD, & HHS use these Extension & WFD outcomes.
 - 4-H does not report any outcomes. Instead, Common Measures 2.0 survey results are combined and reported in one annual statewide impact statement.
 - PARP, CCH, CCA/CEUs
 - Community Development & North Central Region (NCR)
 - Information about reporting outcomes is shared on the logic model screen of the Extension Hub: <https://puext.in/ExtLogicModels>.
 - Purdue Extension Logic Model
 - Purdue Extension Workforce Development Logic Model
 - **PROGRAM AREAS**
 - 4-H -- Common Measures 2.0 Surveys
 - ANR
 - CD & NCR
 - HHS

RUNNING REPORTS

- Instructions for running Extension reports are on the College of Ag's Elements website: <https://aq.purdue.edu/department/arqe/elements/index.html> (scroll to the bottom).

For your QUESTIONS about:

- Program evaluation, email evaluation@purdue.edu
- Reporting in Elements, email COAelements@purdue.edu

PRIVACY

Service & engagement privacy



This service & engagement may be displayed publicly by Purdue University.

* Relationship privacy



This service & engagement may be displayed publicly by Purdue University. Its relationship to you will be visible to other users of Elements but should not be displayed publicly.

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	<input type="text"/>		?
*	End Date	<input type="text"/>		?
*	Title	<input type="text"/>		?
*	County	[Select an option]		?
*	Method of Delivery (select all that apply)	<input type="checkbox"/> In-Person <input type="checkbox"/> Take-Home Kit/Program <input type="checkbox"/> Technology - Live <input type="checkbox"/> Technology - Online Course/Brightspace <input type="checkbox"/> 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.

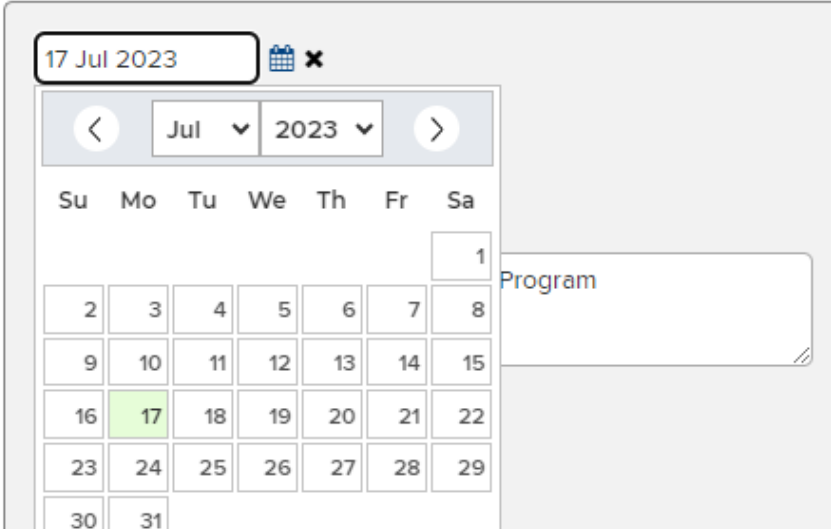
Essential Information

* Start Date

* End Date

* Title

* County



- 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 Elements 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.

INDIVIDUAL or TEAM

* Individual or Team

People at Purdue University
(Speaker/Presenter)

[Select an option] ▼

[Select an option]

Individual

Team

[edit](#)

? Select “Individual” if event is one you did yourself or “Team” if you collaborated with others from Purdue

?

- Select “Individual” if event is one you did yourself or “Team” if you collaborated with others from Purdue. For the team, one person will input information for the entire group to avoid duplicate reporting and to reduce the reporting burden.

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](#)

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

* NIFA Critical Issue

* Multistate

If multistate, indicate states (select states other than Indiana) All

? Elements automatically puts the name of the individual entering the data into all 5 roles. This MUST be edited.

These 5 roles DO NOT OVERLAP. For Extension personnel involved, names need to appear with JUST ONE ROLE.

If an individual delivered this event, they click on the trash icon to delete 4 of the roles and leave the ONE ROLE they had.

If a team delivered this program, each team member's name will be shown just ONCE. Select ONE role for each team member. The individual who is entering the event for the team needs to use the trash icon to delete their name from 4 of the 5 roles.

1 -- Speaker/Presenter

? 2 -- Speaker & other/multiple roles (presenting the content of the event and also doing ANY OTHER ROLE(S) to implement the program)

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

? 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 Elements 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 Elements.
- 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 COAelements@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

Elements automatically puts the name of the individual entering the data into all 5 roles. This MUST be edited.

These 5 roles DO NOT OVERLAP. For Extension personnel involved, names need to appear with JUST ONE ROLE.

If an individual delivered this event, they click on the trash icon to delete 4 of the roles and leave the ONE ROLE they had.

If a team delivered this program, each team member’s name will be shown just ONCE. Select ONE role for each team member. The individual who is entering the event for the team needs to use the trash icon to delete their name from 4 of the 5 roles.

1. Speaker/Presenter
2. Speaker & other/multiple roles (presenting the content of the event and also doing ANY OTHER ROLE(S) to implement the program)
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
5. 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.

Engagement

* Is there at least one community partner* collaborating** that meets the definition of engagement?

Which best describes the role of the community partner(s) on this activity?

Indicate the community partner/agency(s)

[Select an option] v

[Select an option]

Yes

No

[None] v

No Indicate the community partner/agency(s) - please add...

Organisation

Department

? *A Community Partner/Agency is any organization or individual(s) independent of Purdue University

? **In this collaboration, the community partner:

- makes decisions with Purdue about the activity, and/or help conduct the activity (i.e., a community partner is considered to be a co-researchers, co-educators, or co-creators in this activity/process),
- -OR-
- provides guidance to Purdue about design and/or other aspects of the activity

- Select “Yes” if organization or individual(s) are independent of Purdue AND either make decisions with Purdue and/or provide guidance to Purdue. Select “No” if organization aren’t independent of Purdue AND either doesn’t help make decisions with Purdue, provides guidance to Purdue, and/or provide access to resources.
- If you indicated Yes, select the role that best fits the role of community partner
 - Option 1: Community partner(s) make decisions with the University about the activity and/or help conduct the activity (i.e. community partner(s) are considered co-researchers, co-educators, or co-creators in this process)
 - e.g., decisions based on planning, implementation, and conducting the event or helping deliver the program
 - Option 2: Community partner(s) do not make decisions about the design or conduct of the activity but provide guidance to the University about design and/or other aspects of the activity
 - e.g., advising, recommending, suggesting, offering feedback on a curriculum or program
 - Option 3: Community partner(s) only provide access to resources needed for the activity (e.g., study participants, project site). They are not involved with any other aspect of the activity
 - e.g., resources can include meeting spaces or venues, equipment or supplies, and funding
- If you indicated Yes, type the community partner/agency(s) in the organization and click add

PK-12

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

* NIFA Critical Issue

[Select an option] v

[Select an option] v

? 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 Purdue Extension's 2 annual reports: the Plan of Work (POW) & 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 Issue, 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
- 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

? All Program Areas report EXTENSION short-term outcomes.

EXTENSION & WORKFORCE DEVELOPMENT OUTCOMES – MEDIUM-TERM

XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX* MEDIUM-
TERM
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXX

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

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.



LEAVE BLANK. This is a section header.
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

? LEAVE BLANK. This is a section header.
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)