Participation Reporting Procedures

Summary
Any Extension youth development program facilitated by an Extension professional or volunteer is a 4-H program and should be reported in the 4-H Enrollment Database (4-H Online) and other reporting tools. High quality 4-H participation reporting is critically important at the county, state and national level. This information is used for a variety program planning, decision-making, and funding purposes.

Participants, Members, and Enrollment
A 4-H Participant is anyone who participates in a 4-H activity. Participation is one-time involvement with no commitment for long-term experience. Not all 4-H Participants become Members. We keep participation records for all youth and volunteers involved in NYS 4-H.

Membership is an individual’s sense of belonging in the 4-H program. All young people who participate in a 4-H Learning Experience are considered members for that year. Members may participate in one or several 4-H Learning Experiences, through one or many delivery modes and in one or many project areas. They may join for a short-term experience or remain involved for several years.

Enrollment is different than membership. Enrollment is the process of signing up an individual or group for an activity or program. Enrollment procedures depend on the nature of the activity and risk management needs.

4-H Clubs
A 4-H Club is a group of 4-H Members mentored by volunteer and professional 4-H Educators who participate in the full 4-H Learning Experience. Clubs provide opportunities for youth voice in planning and decision making, which may include electing officers or other formal youth leadership roles. They develop a set of rules approved by the membership to govern the club. In the case of Clubs with very young members, the approach to governance and decision making may be modified to ensure that it is developmentally appropriate. Clubs may take different forms, depending on their location and leadership. Youth and adults are members of 4-H Clubs in a variety of settings and therefore 4-H Clubs encompass several delivery modes. All clubs, except those with a 4-H Individual Study/Mentoring/Family Learning delivery mode, could be chartered (though only those primarily led by volunteers need to be chartered).
# Programs, Projects, Activities, and Delivery Modes

<table>
<thead>
<tr>
<th>Definition</th>
<th>Reporting Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong>: a planned sequence of learning experiences and opportunities that engage youth in various and sustained projects and activities.</td>
<td>Record each component project and activity separately.</td>
</tr>
<tr>
<td><strong>Project</strong>: programming that focuses on a particular topic area and learning goals over a period of time. Provides a complete 4-H Learning Experience.</td>
<td>Each individual and group enrollment must have at least one project listed with their record. Choose from the NYS 4-H Project Area list. They may also be used to report participation in specific local versions of state-level project areas or for special efforts and events led at the state level. All new projects will be reviewed for approved by State Specialists.</td>
</tr>
<tr>
<td><strong>Activity</strong>: a short-term educational experience (for example, community service events, workshops, competitions, etc.).</td>
<td>Record short-term experiences as activities. Educators may add new activities.</td>
</tr>
</tbody>
</table>
| **Delivery Mode**: the setting and intervention method of a 4-H program. | Either Club or Group Enrollment delivery modes:  
  • Organized 4-H Community Club  
  • 4-H Individual Study/Mentoring/Family Learning  
  • Organized 4-H In-School Club  
  • Organized 4-H After School Club  
  • Organized Military 4-H Club  
  • 4-H Special Interest/Short-term  

Group Enrollment delivery modes:  
  • 4-H Overnight Camping Program  
  • 4-H Day Camping Program  
  • 4-H School Enrichment Program |

## Year-End Reporting

The 4-H year and CCE Administration reporting follows the federal fiscal year, from October 1 to September 30. County Association Staff enter all participation data, except the state activities the State Office has participation information for. Participation data should be entered all year long for your own purposes and to make year-end reporting easier. Please make sure that by the time you submit annual reports, the project and activity information in the enrollment database reflects what people did in 4-H, not what they checked as interests on enrollment forms.
Contents
Summary .......................................................................................................................... 1
Overview ......................................................................................................................... 3
Participants and Members ............................................................................................... 4
4-H Clubs .......................................................................................................................... 4
Enrollment ......................................................................................................................... 4
Recording Participation .................................................................................................... 5
  Programs ........................................................................................................................ 5
  Projects .......................................................................................................................... 6
  Activities ....................................................................................................................... 7
  Youth Volunteers ........................................................................................................... 8
  Delivery Modes ............................................................................................................ 8
Year-End Reporting .......................................................................................................... 10
Using Participation Information ...................................................................................... 11
NYS 4-H Project Areas ..................................................................................................... 12
  Citizenship & Civic Engagement ................................................................................... 12
  Healthy Living ................................................................................................................ 12
  STEM ............................................................................................................................. 13
Reporting FAQs ............................................................................................................... 14
Reporting Decisions .......................................................................................................... 16

Overview
The official national definition of 4-H is “the youth development education program of the Cooperative Extension Service.” This includes a wide array of delivery modes, ways of learning, project and topic areas, and local adaptations. It also includes Extension youth development programs facilitated by Nutrition, Agriculture, Natural Resources, Community Development or any other CCE professional - any Extension youth development program facilitated by an Extension professional or volunteer is a 4-H program and should be reported in the 4-H Enrollment Database and other reporting tools.

Our first priority is to create a safe, inclusive space for learning, sharing, and collaboration welcoming to people from diverse backgrounds, cultures and perspectives. CCE actively supports equal educational and employment opportunities. No person shall be denied admission to any educational program or activity on the basis of any legally prohibited discrimination. CCE is committed to the maintenance of affirmative action programs that will
assure the continuation of such equality of opportunity. These Reporting Procedures will help us evaluate inclusion and compliance with this priority.

High quality 4-H participation reporting is critically important at the county, state and national level. This information is used for a variety program planning, decision-making, and funding purposes. We want to make sure all Cornell Cooperative Extension youth development efforts in your county are reported in the 4-H Enrollment Database.

Participants and Members
A 4-H Participant is anyone who participates in a 4-H activity. Participation is one-time involvement with no commitment for long-term experience. Not all 4-H Participants become Members. We keep participation records for all youth and volunteers involved in NYS 4-H.

Membership is the sense of belonging in the 4-H program. All young people who participate in a 4-H Learning Experience are considered members for that year. Members may participate in one or several 4-H Learning Experiences, through one or many delivery modes and in one or many project areas. They may join for a short-term experience or remain involved for several years.

4-H Clubs
A 4-H Club is a group of 4-H Members mentored by volunteer and professional 4-H Educators who participate in the full 4-H Learning Experience. Clubs provide opportunities for youth voice in planning and decision making, which may include electing officers or other formal youth leadership roles. They develop a set of rules approved by the membership to govern the club. In the case of Clubs with very young members, the approach to governance and decision making may be modified to ensure that it is developmentally appropriate. Clubs may take different forms, depending on their location and leadership. Youth and adults are members of 4-H Clubs in a variety of settings and therefore 4-H Clubs encompass several delivery modes. All clubs, except those with a 4-H Individual Study/Mentoring/Family Learning delivery mode, could be chartered (though only those primarily led by volunteers need to be chartered).

Reporting in 4-H Online
You may have individual-level information about Clubs or only group-level data. Because of this, the activities of youth who participate in 4-H Clubs may be reported in either the Club or the Group Enrollment parts of 4-H Online.

Enrollment
Enrollment is different than membership. Enrollment is the process of signing up an individual or group for an activity or program.

updated 12/22/2015
Youth and adults may be enrolled as individuals or through group enrollment. Individual enrollment includes contact, demographic, risk management, participation, and other information for each person over the duration of their 4-H involvement. Group enrollment includes a summary of each group’s activity for a specific program. Both group and individual enrollment are valuable.

In 4-H Online, we track individual enrollments through the Club section and group enrollments in the Group Enrollment section. Deciding on which kind of enrollment to use depends on your activity and risk management needs (see FORM Code for specific risk management guidelines). It is a practical decision based on program needs and does not reflect on the Membership status of the person.

Individual enrollment for youth and families often includes an enrollment form, Code of Conduct, Permission Slip, and Acknowledgement of Risk forms. Youth and adults should be individually enrolled when they are a member of a club led by volunteers.

Volunteers who volunteer for more than one calendar day during the 4-H year should be individually enrolled, as required of their position by CCE Volunteer Involvement Policy and Procedures. This includes the volunteer application, screening, and matching process outlined in those policies, which may include signing Code of Conduct, Permission Slip, and Acknowledgment of Risk forms. Volunteers need to be enrolled only once through either 4-H Online, the CCE Volunteer Enrollment tool, or another tool that feeds directly into the CCE Program Development and Reporting Tool. If a volunteer’s main job is working with youth, please enroll them in 4-H Online.

Recording Participation

Programs

Description
A 4-H program is a planned sequence of learning experiences and opportunities that engage youth in various and sustained projects and activities. Programs include both direct and indirect educational opportunities designed to help youth attain positive youth development outcomes.

4-H programs are made of projects and activities offered through delivery modes. One program may include several projects and/or activities and involve several delivery modes or it may focus on one project in a particular delivery mode.

Reporting in 4-H Online
Record each project and activity separately for each individual and group.
Projects

**Description**
A project is programming that focuses on a particular topic area and learning goals over a period of time. We strive to provide a complete 4-H Learning Experience through a project. A one-time event is not a project—it is an activity.

A 4-H project is an opportunity for a member to gain knowledge and skills in a certain area of interest. It includes a planned sequence of activities that are age-appropriate and research-based. The member often sets individual goals of what he or she wishes to learn and accomplish in the specific project area. 4-H project work is guided by trained adult or youth mentors who help youth set goals and provide access to appropriate curricula and resources. An opportunity to exhibit a finished product related to the project area is typically provided. At this exhibit the member receives constructive feedback on his or her project exhibit.

4-H projects always teach the “whys” as well as the “hows.” For example: a member enrolled in a woodworking project might learn the safest and most effective way to use basic hand tools and gain experience in the selection of hardware and finishing materials while making a birdhouse (tangible product). The knowledge and skills learned (intangible product) can be applied when making other wooden items in the future. It is the transferable knowledge and skills that are the essence of the project—not just the finished product alone.

A project will not always result in a tangible product but may lead solely to an intangible result (for example, learning a CPR technique or how to program a Lego robot).

All 4-H Members are involved in at least one 4-H project. Cloverbuds are the exception to this. 4-H Cloverbuds programs are activity-focused and not project-focused. A Cloverbud 4-H Learning Experience includes varied activities which focus on developing a specific skill or concept utilized in completing the activity rather than focusing on long-term planned learning in a specific project area.

**Reporting in 4-H Online**
Each individual and group enrollment must have at least one project listed with their record. The NYS 4-H Project Areas (attached at the end of this document) represent current projects. They may be revised in the future. If you can’t find the project you are looking for, please contact the State Office. All new projects will be approved by State Specialists. Classifying projects can be challenging. See FAQs at the end of this document and contact the State Office with questions.

Projects reported in 4-H Online are transferred to national 4-H reports, but activities are not. Because of this, even though Cloverbuds won’t complete a project the way an older member would, report Cloverbud activities under the “Exploration” project of the relevant Mission Mandate area.

*updated 12/22/2015*
Activities

Description
An activity is a short-term educational experience sponsored by the 4-H program (for example, community service events, workshops, competitions, conferences, etc.). In 4-H Online, Certifications are also recorded in this category. A certification recognizes a person’s formal, successful completion of training (for example, ATV Safety, CPR education, etc.).

Individual activities often do not include all the elements of the 4-H Learning Experience, but can be a planned component of a larger project and program, each a step in the sequence intended to help youth reach designated outcomes.

Reporting in 4-H Online
Activities can be used to record individual members’ involvement. Activities are only available in individual youth and adult participation records of 4-H Online. Association Educators may add new activities to the 4-H enrollment database if it is not already there.

Use Activities to report participation in specific local versions of state-level project areas. For example, a Vegetable Marketing Program would be recorded as both the Entrepreneurship project and a local Activity, which the Association Educators can create and name. This helps us avoid duplication in annual reports while still providing a practical way to track participation.

They may also be used for special efforts and events led at the state level. For example, NYS 4-H staff will enter participation information for the following activities into 4-H Online.

- NYS 4-H Events
  - Public Presentations
  - STARR
    - General Participation
    - Planning Committee Member
  - Career Explorations
    - General Participation
    - Conference Planning Team Member
  - NYS Fair
    - General Participation
    - Planning Team Member
    - Teen Leaders
  - Agribusiness Career Conference
- NYS 4-H Animal Science Events
  - Animal Crackers
  - Dairy Discovery
  - Dairy Bowl
  - Horse In-Service
  - Horse Bowl
  - Horse Communications
  - March Dog Madness
  - Dairy Challenge
  - Dairy Cattle Judging
  - Jr. Dairy Leaders
  - Hippology Contest
  - Horse Judging
  - Livestock Skillathon
  - Rabbit Science Decathlon
  - Sheep Quiz Bowl
  - Livestock Judging
  - Dog Skillathon
  - Avian Bowl
  - Poultry Judging
  - Chicken/Turkey BBQ Contest
  - Goat Bowl
  - Goat Judging
  - Goat Product ID
  - Kimber Hamm Meat Goat Contest
Youth Volunteers

Description
In 4-H Online, a Youth Volunteer is a person who has not yet graduated from high school and provides unpaid support for CCE. A young person may be both a volunteer and a participant, depending on the program situation.

Note: If a young person is serving an organization other than CCE in a volunteer capacity as part of their 4-H experience, they are doing a community service project and should not be recorded as Youth Volunteers in 4-H Online. So, for example, volunteering at a local food shelf would be recorded through a community service project.

Reporting in 4-H Online
Record youth volunteers either through Individual or Group enrollment (see the Enrollment section for help deciding which).

Individual Enrollment
Select “Yes” for the “Are you a Volunteer” question in the young person’s individual 4-H Online profile to record that they are a CCE youth volunteer. Describe what kind of volunteer work youth do for CCE by recording specific activities and projects. For example, working as a Public Presentation Room Host would be recorded as that activity.

Group Enrollment
Record the number of youth volunteers that had a specific job supporting your group activity or project. For example, a youth leader helping to teach an activity during a Local Foods Awareness Day would be a volunteer in your group enrollment.

Delivery Modes

Description
In NYS, young people can participate in 4-H through multiple delivery modes. A delivery mode is the setting and intervention method of a 4-H program. You will need to designate a delivery mode for both individuals in the Club section of 4-H Online and for groups in the Group Enrollment section.

Reporting in 4-H Online
Club members information can recorded in 4-H Online in either the Club or the Group Enrollment section (see 4-H Clubs section).

These delivery modes may be recorded in either the Club or Group Enrollment sections of 4-H Online:

- Organized 4-H Community Club – a group of youth with a minimum of five members, from at least two or more families. Community Clubs are led by at least two trained adult 4-H volunteers, or paid staff member in some cases, who are supervised by the
local CCE Association Educator. 4-H Clubs develop and carry out an implementation plan in consultation with staff. 4-H clubs typically meet during non-school hours, throughout all or most of the year, in various settings in the community.

- **4-H Individual Study/Mentoring/Family Learning** – this category includes independent members who participate in 4-H Club programming. Adult family members often taken on the role of volunteer leadership for youth.

- **Organized 4-H In-School Club** – a group of youth members, led by trained volunteers and/or Extension Educators, during school hours at a school. School Club learning experiences are delivered in cooperation with school officials during school hours, in direct support of some element of their curriculum.

- **Organized 4-H After School Club** – a group of youth members, led by trained volunteers and/or Extension Educators, outside of regular school hours. The program could take place prior to the beginning of the school day or during the after-school hours. The program will likely be held at the school or in a community center. As general guidance, facilities or settings should operate approximately 3 days per week and two hours per day (e.g. six hours per week) for about five months of the academic year or three days per week for six hours per day (e.g. 18 hours per week) and/or for at least eight weeks in the summer. 4-H Afterschool programming can be delivered in the following ways:
  - 4-H Learning Experiences facilitated through programs that are operated by the school or another community based organization that 4-H is partnering with. In this case 4-H staff are either leading the experience or providing training to others who will be delivering the programming.
  - CCE/4-H serving as the lead agency for the program and delivering 4-H programming in addition to program elements that may be required by the funding source.

- **Organized Military 4-H Club** – 4-H Military programming consists of any of the above clubs specifically designed to reach an audience of youth from families who are Active Duty, Reserve, National Guard, Wounded Warriors, Fallen Warriors and Veterans. This includes all branches of the Military. 4-H Military programming is supported by specific Federal grants and contracts designated for this audience.

- **4-H Special Interest/Short-term** – a group of youth members, led by trained volunteers and/or Extension Educators, who meet for a specific learning experience over a predefined time period. The program is not part of the school curriculum but might be held in a school setting.

These delivery modes are recorded in the Group Enrollment section of 4-H Online:

- **4-H Overnight Camping Program and 4-H Day Camping Program** – this category is specifically related to our nine NYS 4-H Camps and includes both overnight camping as well as day camping programs consisting of multiple day programs, with youth returning home each evening.
  - Note: Day camp type program delivery that does not take place at an official 4-H Camp should be recorded under the Special Interest/Short-Term program group enrollment category.
• **4-H School Enrichment Program** – delivered in cooperation with school officials during school hours in direct support of some element of the curriculum. School enrichment involves direct teaching by Extension Educators or trained volunteers (often teachers).

• **Afterschool programs using 4-H curricula/staff training** – afterschool program supported by Extension through staff training, using 4-H curricula, or other significant support such as needs assessment, evaluation and/or resource development. Includes training for Afterschool staff. Where program is directly led by Extension staff or volunteers, use “Afterschool Club” delivery mode

### Year-End Reporting

The 4-H year and CCE Administration reporting follows the federal fiscal year, from October 1 to September 30. All references to a year in this document refer to that time period.

County Association Staff enter all participation data into 4-H Online, except the state activities listed in the Activity section. Participation data should be entered all year long for your own purposes and to make year-end reporting easier.

At the beginning of the 4-H year, individual enrollment information often includes 4-Hers’ expressed interest in projects and activities. While this is useful programmatically, please make sure that by the time you submit annual reports, the project and activity information in the enrollment database reflects what people did in 4-H, not what they checked as interests on enrollment forms.

NYS 4-H reports participation through two main systems – National 4-H Headquarters and SUNY. Only those projects and programming meeting a threshold of a minimum of six hours of direct learning are counted among the statewide 4-H efforts reported to National 4-H Headquarters. We also recognize the value of activities within our program that are less than six hours and track those accordingly. New York State and SUNY reporting requirements deem that this valuable programming data be collected as well.

NYS 4-H Office and the CCE Administration Database Team will migrate information from 4-H Online into CCE Admin Program Development and Reporting Tool for their annual report. Follow other annual reporting guidelines as shared by CCE Admin for program outcome data collection and success stories.

Note: if you use CCE Event Registration for Programs, you have the option to “Migrate Data to the Program Participant Tool”, which would add participants directly to CCE Administration annual reporting. Please do NOT do this. Instead, report participation only through 4-H Online. This will avoid reporting duplication when data from 4-H Online is sent to CCE Administration systems.
Using Participation Information
Here are some ways we use participation data.

- National 4-H Headquarters
  - Reporting trends in project areas, demographic groups, volunteer leadership, etc. to Congress and federal department such as Interior, EPA, Forest Service, Education, National Science Foundation, Energy, etc.
  - Help to justify appropriations to land-grant universities.
- National 4-H Council
  - Recruit private-sector partners and funders
  - Demonstrate the scope of the proposed target audience for a given project
- Campus staff
  - NYS Program and Participant Portfolios – who is doing what in which areas
  - Setting priorities and planning for the future – understanding what project areas are growing or not, in which areas. Articulating volunteer support for different projects and delivery modes. Directing staff effort and focus. Planning training efforts.
  - Supporting and building current and new partnerships on campus and with external stakeholders, including funders
  - Supporting county staff (and, maybe less often, volunteers and families)
- County staff
  - County Program and Participant Portfolios – who is doing what in which areas
  - Setting priorities and planning for the future – understanding what project areas are growing or not, in which areas. Articulating volunteer support for different projects and delivery modes. Directing staff effort and focus.
  - Supporting and building current and new partnerships on campus and with external stakeholders, including funders
  - Supporting volunteers and families, including providing recognition
- Volunteers
  - Some program planning
  - What kinds of activities youth can get involved in
  - Where to go for particular program offerings
- Youth and families
  - What kinds of activities youth can get involved in
  - Where to go for particular program offerings
NYS 4-H Project Areas

Citizenship & Civic Engagement

CIT-1 Citizenship and Civic Education
- Citizenship
- Cultural Education
- Global Education
- Intergenerational Programming
- Government Principles
- Personal Roles and Responsibilities
- Heritage, Culture and Global Competency
- History
- Citizenship & Civic Engagement
- Exploration

CIT-2 Service
- Volunteerism
- Service Learning
- Community Service
- Community Youth Development

CIT-3 Personal Development and Leadership
- Career Exploration and Employability
- Critical Thinking Skills
- Problem Solving Skills
- Economics, Business, and Marketing
- Entrepreneurship
- Introductory 4-H Projects
- Exploratory 4-H Projects
- Hobbies and Collections
- Leadership Skills Development
- Leisure Education
- Personal Development
- Reading Literacy
- Social Recreation Skills
- Values Clarification, Mutual Respect and Understanding
- Character Development

CIT-3 Communicative and Expressive Arts
- Communication Arts
- Speaking/Radio/TV
- Writing/Print
- Performing Arts
- Clowning and Mime
- Dance and Movement
- Drama and Theater
- Music and Sound
- Visual Arts
- Arts and Crafts
- Drawing, Painting, and Sculpting
- Graphic Arts, Displays, and Exhibits
- Photography and Video

Healthy Living

HL-1 Healthy Eating and Active Living (National 4-H: Healthy Eating, Physical Activity)
- (CHFFF): Choose Health Food, Fun and Fitness
- (CHAT): Choose Health Action Teens
- (EFNEP): Expanded Foods and Nutrition Education Program
- (ESNY): Eat Smart New York
- (CHANCE): Collaborating for Health, Activity and Nutrition in Children’s Environments
- Other Nutrition Activity
- Other Fitness/Sports, Outdoor Education, Recreation/Adventure/Challenge
- Healthy Living Exploration

HL-2 Food Safety, Preparedness, and Preservation (National 4-H: Healthy Eating)
- Food Preservation
- Food Safety

HL-3 Risk and Thriving in Adolescence (National 4-H: S-E Development, Substance Abuse Prevention)
- Social-Emotional Wellness
- Sexual Health
- Substance Use/Abuse Prevention
- Other Risk and Thriving in Adolescence

HL-4 Personal Safety & Preparedness (National: Injury Prevention, Unintentional Injury)
- Home Nursing, First Aid, CPR, Emergency Preparedness
- Emergency Preparedness
- Bicycle Safety
- ATV Safety
- Tractor and Machinery Safety
- Automotive Safety
STEM
SCI-1 Consumer and Family Science
- Child Development, Child Care, Babysitting
- Consumer Education/Financial Literacy
- Entrepreneurship
- Fiber Science (Clothing and Textiles)
- Home Environment/Home Improvement
- Parenting and Family Life Education
- Other Consumer and Family Science

SCI-2 Biological Sciences
- Aquatic Science
- Entomology and Bees
- Forensic Science
- Herpetology
- Marine Science
- Other Biological Sciences

SCI-3 Technology and Engineering
- Aerospace and Rocketry
- Automotive
- Bicycle
- Biological Engineering
- Civic Making
- Computer Hardware
- Computer Software & Coding
- Electricity
- Electronics
- Engines, Tractors, Field
- Geospatial Science & Tech State Project
- Geospatial Science/GIS/GPS
- Mechanical Engineering & Industrial Arts
- Nano Science & Technology
- Renewable & Sustainable Energy
- Robotics
- Science Tech Literacy/STEM Explorations
- STEM Library Partnership
- Sustainable Polymers
- Sustainable Polymers
- Wood Science/Woodworking
- Other Technology and Engineering

SCI-4 Physical Sciences
- Astronomy
- Chemistry
- Mathematics
- Physics
- Other Physical Sciences

SCI-5 Environmental Education/ Earth Sciences
- Citizen Science
- Composting
- Environmental Stewardship and Conservation
- Forestry
- Geology and Minerals
- Invasive Species Action Teams
- Pathways to Science through Nature
- Project NestWatch
- Range Science
- Shooting Sports
- Soils
- Waste Management and Recycling
- Water
- Weather and Climate
- Wild Birds
- Wildlife and Fisheries
- Other Environmental Education / Earth Sciences

SCI-6 Ag in the Classroom
- Ag in the Classroom
- Agriculture Literacy

SCI-7 Domestic Animals
- Aquaculture
- Beef Cattle
- Cats
- Dairy Cattle
- Dogs
- Goats
- Horse, Pony
- Incubation and Embryology
- Llamas and Alpacas
- Meat Science
- Poultry
- Rabbits, Cavies
- Sheep
- Small Animals, Pets, Lab Animals
- Swine
- Veterinary Science
- Other Domestic Animals

SCI-8 Plant Science
- Container Gardening
- Crops and Weeds
- Flower Gardening and House Plants
- Fruit & Vegetable Gardening
Reporting FAQs

Complementary Projects
4-H Members often participate in several projects in succession. For example, a 4-H Community Club member hatches a chick from an egg and continues to care for the chicken then shows it in Fair. The beginning part of this experience includes activities that are part of an Embryology and Incubation project. Raising and showing the chicken are activities that are part of the Poultry project. The Member’s participation records would include both projects in this scenario (Poultry and Embryology and Incubation), and may also include the activities (showing at Fair, etc.).

Multiple Project Areas
Some programs may involve youth in explorations of a variety of project areas.

If Participants are part of an event that highlights multiple projects (maybe a one-day event that cycles youth through entomology, engineering, and nutrition lessons), you would use multiple, separate group enrollments – one for each topic offered.

If Members are part of a long-term exploration of project area, tied together by a theme – use “other” or the exploration project, depending on how much of the mission mandate area is covered. If the project area exploration covers a sprinkling from most of the mission area, choose “Explorations.” If it is more focused, choose the more specific “Other”. For example, a project that includes plant life cycles, potato batteries, chromatography, pets, and wind turbines would be entered as “Science and Technology Literacy/STEM Explorations” while one that included pets, horses, cows, and goats would be entered as “Other Domestic Animals”.

Whole Day Events
Whole day events may involve more than 6 hours of learning and therefore resemble projects. However, these are activities. Projects are more than a one-time, one-day experience.

For example, youth may participate in events like Environmental Field Days or Ag Awareness Days. These activities are reported in Group Enrollments.

For Clubs, a 4-H member who completes an activity is also involved in project because activities are part of projects, and this can confuse the classification process. For example, the Horse project in NYS is composed of many involved activities – like Horse Bowl, Hippology, Communications, etc. Each of these activities could feel like a project on their own. However, Horse Bowl is the activity a 4-Her completes as part of the Horse project. You would record both the Horse Bowl activity and the Horse project on this 4-Her’s participation record.
Local Project Names
In order to reduce duplication and increase clarity, the State Office is limiting projects to a list of current topics. Often, local Association programs have specific versions of these project areas. Use “Activities” in 4-H Online to record these local adaptations of state-level project areas. For example, a Vegetable Marketing Program would be recorded as both the Entrepreneurship project and a local Activity, which the Association Educators can create and name. This helps us avoid duplication in annual reports.

Statewide Initiatives
Often Associations are part of larger statewide initiatives like a Geospatial Science Smith-Lever project or the STEM Library Partnership. To help our campus and community partners reporting efforts for these projects, we would like you to record two projects for people involved in these initiatives. For example, you have a group read Olivia’s Birds and complete the associated learning activities as part of the STEM Library Partnership initiative. Record this as both “STEM Library Partnership” and Environmental Stewardship.

Youth Activities Led by CCE Volunteers not enrolled in 4-H
If a Master Gardener Volunteer, for example, or a nutrition student intern, leads a program for youth in your county, please record the youth participants in 4-H Online. The volunteers do not have to be enrolled in 4-H Online if they do not primarily have 4-H responsibilities and are enrolled in another CCE System.

Events Open to Current and Potential Members
Let’s say for example you are running a winter break program. You have both current afterschool club members and new youth from the community registered for the event. There will be two separate steps for reporting participation in this event. Please add the relevant project and/or activity to the individual record for the youth already in your afterschool club (Club part of 4-H Online). Then also do a Group Enrollment for the youth who participated that you don’t have individual enrollment information for.

Siblings as Youth Volunteers
Sometimes siblings help out at 4-H events even though they are not currently participating in a 4-H project or program. For example, a family with two children might have one youth as a 4-H participant in Public Presentations and another youth volunteering as room host for the county event who otherwise is not participating in 4-H. In this case, the 4-H participant’s Public Presentation work would be recorded and counted as a project on their individual enrollment profile. The sibling who is helping out just for the day would be enrolled and counted as a youth volunteer through a group enrollment.
Reporting Decisions
This is an oversimplification of data classification decisions, but it can be used as rule of thumb guidance.

- **Individual or Group enrollment?**
  - Who leads the group?
  - If the group is lead by volunteers, enroll as individuals in the Club section.
  - If the group is led by staff, may be group or club section.
  - What kind of information do you need to communicate and build relationships?
  - What are the risk management requirements of the project?

- **Delivery Mode?**
  - Where do learning activities take place?

- **Project(s)?**
  - What topic is the group learning about?
  - Are they participating in a current statewide initiative?

- **Activity(ies)?**
  - What events and learning activities have individuals completed?