Reporting LEARNING EVENTS in Digital Measures (DM)
Instructions for Extension Educators and for Faculty and Extension Specialists
Updated - 09/26/2018

LEARNING EVENTS
This Digital Measures screen may be completed by Extension Educators, Specialists or Faculty. It is used to report planned, scheduled, and completed events that have educational objectives. It is for capturing Extension educational instruction provided to the public. Examples of learning events are workshops, presentations, field days, courses, seminars, programs, etc., which may be delivered in person or via technology. Learning events are not professional development, staff development for Extension, program planning activities, marketing/promotion efforts, or meetings. Do you have questions? Please email DMhelp@lists.purdue.edu or click on "Help" in the Digital Measures left navigation.

Contents

Reporting Expectations for Extension Educators

Schedule for reporting
- September 1 is the deadline for your annual process.
- By the 5th business day, report your monthly: 1) Communique to your District Director, and 2) LEARNING EVENTS and OTHER ACTIVITIES in DM.
- Deadlines are May 1 and November 1 to report IMPACT STATEMENTS, a minimum of two reported each year in DM.

Monthly Communique or Digital Measures (DM)
Educators do both each month. You use your Communique for reporting activities toward your goals. Then, you go to DM to enter your outputs.

Targeted Set of Metrics for Reporting in DM
While we appreciate the totality of Extension Educators' efforts, we are **not** trying to capture **everything** they do in DM. Our approach is to collect a targeted set of metrics focused on key activities. However, the Communique can be more flexible, with a narrative for documenting progress and activities, and the other activities Educators feel the need to report can go there; also, CED administrative tasks will go in the Communique only, not in DM. Lastly, please remember that *OUTPUTS* are our first step. We also need to report *OUTCOMES and IMPACTS* which are the most important information we will share. We must be quick and efficient in recording outputs so we may focus on our goal of producing outcomes and impacts.

Reporting Expectations for Faculty and Extension Specialists

Faculty and Extension Specialists report on the calendar year – January through December. The annual deadline usually falls during the first week of February.

Faculty (with Extension roles) and Extension Specialists are expected to report their outputs, outcomes, and impact statements.
1) Outputs = consultations, Extension publications, research projects, research publications, workshops, volunteers, and volunteer hours. Also included are direct and indirect contacts (may be called outreach).
2) Outcomes = statements written to capture key results of Extension efforts reported as a number or measure.
3) Impact Statement = A narrative describing an issue, what has been done, and the results.

Are you expected to report on your Extension program? Yes, if any of these apply to you:
1) If you conduct workshops for the public
2) If you publish Extension publications
3) If you have received Smith-Lever funding covering part of your salary
4) If you deliver large Purdue Extension events (or have similar events):
   - Certified Crop Advisors
   - Crop Management Workshop
   - DTC
   - Farm Management Tour
   - Forest Management for the Private Woodland Owner – Indiana Tree Farm Landowners Tour
   - Fort Wayne Farm Show
   - Illiana Vegetable Growers Symposium
   - Indiana Green Expo

- o Indiana Horticultural Congress
- o Midwest Women in Ag Conference
- o Small Farms Conference
- o Top Farmer

Entering Data --- FOUR DM SCREENS AVAILABLE

There are **FOUR screens** that relate to Research and Extension. Because of the variety in roles, Faculty and Extension Specialists will need to determine which screen(s) work best for them. Here are the screens:

1) **Research / Scholarly Activities > Research, Extension, and Programmatic Impacts**
   a. Focus on research and may use REEport for impact statement

2) **Extension > Extension Educators or Specialists – Learning Events**
   a. Focus on instruction to the public
   b. More in-depth and detailed reporting on just two outputs: workshops and direct contacts
   c. Outcomes are short-term results of Extension programming on participants/attendees, communities, businesses, operations, etc.

3) **Extension > Extension Educators or Specialists – Other Activities**
   a. Focus on outputs (other than workshops) - Consultations, Community Committees/Boards/Coalitions, Publications (Popular press – TV/Radio, newsletters, and Professional – Extension and Research), Indirect contacts.

4) **Extension > Extension Educators or Specialists – Impact Statements**
   a. Focus on narrating results of Extension efforts. What issue was addressed? What did Extension do? What were the results?
   b. Outcomes are medium- and long-term results of Extension programming on participants/attendees, communities, businesses, operations, etc.

What is a LEARNING EVENT?

Learning events are when Educators or their guest experts/speakers provide education/instruction such as a workshop, presentation, field day, course, seminar, program, etc., which may be delivered in person or via technology.
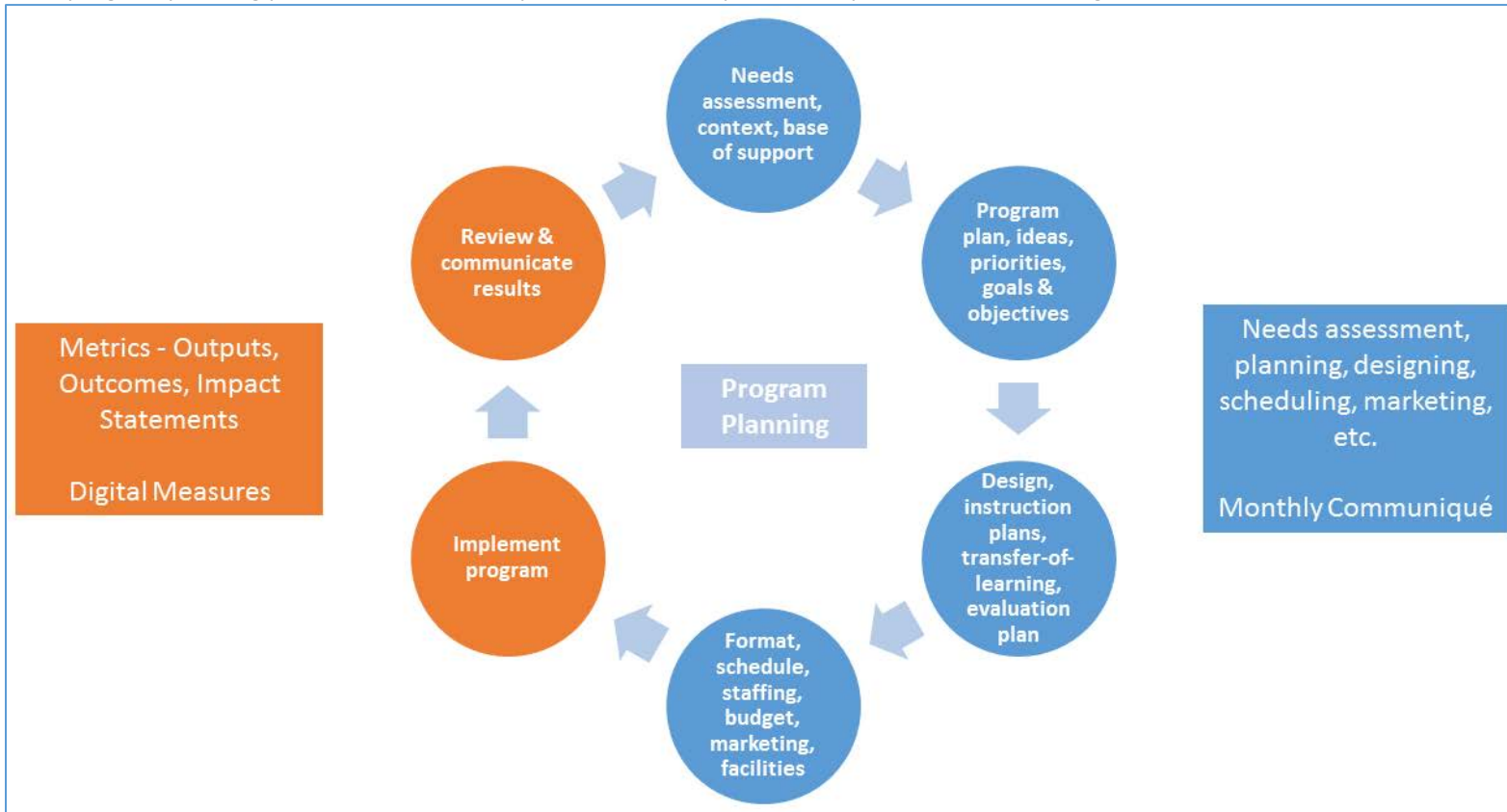
Not these:

1) Your professional development. When you are the learner at an event, record that information in your monthly communiqué under professional development, not in Digital Measures.
2) Staff development for Extension. When you are the presenter/instructor at a training session for Purdue Extension Educators or other Extension staff, report that in your monthly communiqué (Educators) or annual activities report (Faculty & Extension Specialists)
3) Presentations solely for promoting or marketing Purdue Extension.
4) Social events or activities that have no educational component or instruction.

Program planning vs. Metrics

To compare the monthly communiqué (Educators) and Digital Measures, in general, you report progress of your efforts and all that you do in the planning process in the monthly communiqué. Then when you implement your program (learning event), you report the metrics. Here is a diagram of the program planning process to show you which kinds of things you report in your monthly communiqué and which things you record in Digital Measures.

Figure 1. Diagram of program planning process and what to report in the monthly communique (Educators) and Digital Measures.

FAQs about LEARNING EVENTS

LE1Q: Is there any limit on Learning Events to enter for each month?
A: No. You report all Learning Events that you have in each month.

LE2Q: What about Learning Centers or Learning Labs that are in some counties? Do we report the work, planning, and activities for those Centers in DM?
A: You report those activities as a Learning Event in DM only when you are the instructor of a course. The rest of your actions with the Center could be included in your Communiqué as appropriate.

LE3Q: What about time spent training volunteers to implement programs?
A: Record volunteer training as a Learning Event. However, do not report the teaching these volunteers do in DM.

LE4Q: Is a Junior Leader overnight considered a Learning Event?
A: Yes. It is a structured program to train youth in community service, leadership, teamwork, and life events.

LE5Q: How should I report if I use another state's program and send evaluation results to that state?
A: You may report that Learning Event for your location. Should your out-of-state contacts provide results, outcomes, or impact statements, please include those once in DM.

LE6: What about time spent "teaching" fellow Educators for staff development?
A: This is reported in the Communique.

LE7Q: If I sit on a 4-H Youth Activity/Event Committee is that considered a Learning Event?
A: No. That is not considered a Learning Event.

LE8Q: What about time spent training volunteers to implement programs?
A: Record volunteer training as a Learning Event. Do not report the teaching these volunteers perform in DM.

LE9Q: For 4-H Educators, what would be the best way to report Career Development Events (CDE)? These are often team events for which there is much preparation. Should the preparation go in Communiques with the actual event captured in DM?
A: 4-H Educators are involved in CDEs in different ways. If an Educator does coaching for a Team, that would be a Learning Event to record in DM. *HOWEVER,* if the Educator is there to facilitate (e.g., unlock the building, set up chairs, get food, etc.), that would not be a Learning Event for that Educator to record in DM, and instead may report that in the Communique.

LE10Q: What about 4-H club activities?
A: The following activities *are not* reported in Learning Events: club meetings, social events, recruitment activities/open houses. Instructions for 4-H reporting are here: https://extension.purdue.edu/skillcenter/extension-metrics/4-h-metrics/

Step-by-step Instructions

Left Navigation:

Select Learning Events:

Extension
  Extension Educators - Profile
  Extension Educators or Specialists - Learning Events

Click ADD NEW ITEM at top:

‹ **Extension Educators or Specialists -**   **+** Add New Item
  Learning Events

Month / Year *

Select month and year from drop down lists. This indicates the month in which the learning event occurred.

* Month / Year   [▾]   [▾]

Title *

Type the title of your program. You may want to be descriptive in your title, especially if you offer the program at multiple times or in multiple locations during the month or year. This title will show on your menu of learning events. A more descriptive title often helps you identify your event easily.

* Title   [   ]

Individual or Team *

Select "Individual" if event is one you did yourself or "Team" if you collaborated with others. One person will be team lead and input information for entire group.

❓ * Individual or Team   [▾]

Purdue Team Members and 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. The 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 District Director or Program Leader, or email DMhelp@lists.purdue.edu for clarification on reporting.

• If a team event, the lead individual will search for and select other Purdue staff from the alphabetical list of active accounts.
• Click on the ADD button to open another box, type the team member's last name to pull up the alphabetical listing of active accounts, select your team member.

ROLE
Whether individual or team, assign a role based on contribution to the learning event. The roles are:
  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.
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.

• Including team members will "link" the learning event to their account in DM and they will be able to see it when they log in. Only the lead individual can make edits. Those on the team do have the ability to "duplicate" the learning event if needed for future programs which lets them copy it, then edit the appropriate information for the new program. The "duplicate" button is located on the screen with the menu of your learning events.
• If unable to locate a Purdue Extension staff on list, send that information to DMhelp@lists.purdue.edu so we can check on account.

• If team members are from outside Purdue, there is space to put their information further down on the screen under "External Partners."

FAQs

TEAM1Q: If I present a program in a neighboring county by request, do I enter that as my Learning Event or would the Educator who requested the program do so? Does it matter?
A: Either way would work. For you, consider if this is a major effort and/or part of your annual goals? If so, then you probably want to be the lead in reporting it, and just put the program organizer from that county on your Team.

TEAM2Q: If two people are the leaders of a program, do each of them have to enter Learning Events into DM?
A: No. You are free to have two people lead, but only one would be responsible for entering data into DM to avoid duplication.

TEAM3Q: What about Program Assistants? Do we include them "on the team" in DM?
A: Only if the Program Assistant is a Purdue employee. If the Program Assistant is paid by the County, you do not enter them on the team in DM.

TEAM4Q: If my county is one of many sites for a statewide webinar, should I leave it to webinar organizers to add me to the Team, or should I report a Learner Event?
A: In instances where there are separate sites, *YOU* are the lead for *YOUR* location. Because you are making the program available in your county and you track the attendees, you can go ahead and enter DM information for your county. You may include on your team the overall organizer(s). The overall organizer(s) may report a learning event for those attendees who log in, but are not associated with a County gathering.

TEAM5Q: If I am one of many sites for a statewide webinar, should I leave it to webinar organizers to add me to the Team, or should I attempt a Learner Event based on limited knowledge I may have of the program?
A: When there are separate sites, *YOU* are the lead for *YOUR* location. Because you deliver the program in your county and you track the attendees, you can go ahead and enter DM information for your county.

TEAM6Q: How do teams report efforts for conferences?
A: Conferences are very large events, most often having multiple days in a row, and offer concurrent sessions and/or keynote speakers, so that registrants have a menu and may choose which sessions they attend. Those who plan and deliver these large events are reported on the team in DM. The team will need to communicate and coordinate on who will be entering the information in DM 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 put their individual presentation in DM as their own learning event if appropriate.

TEAM7Q: If two people are the leaders of a program, do each of them have to enter Learning Events into DM?
A: No. Two people may lead, but only one would enter data into DM to avoid duplication.

TEAM8Q: Regarding clinic workshops that I present, do I report those, or will the Team in the Area where the workshops were held report them?
A: This depends on the organization of your team. Were there other workshops at these clinics, or were you the only instructor? In general, if this is one event in one place, the organizer can report it for all of you on the Team. If there were multiple sessions, days, and locations, you can break it up and have team members, such as you as presenter, record for that day or location as appropriate.

TEAM9Q: What should I do if team members leave or retire?
A: You may duplicate the previous or last month's report and edit team members as applicable for the new month. What they entered in DM before leaving Purdue is important to our annual reporting and will remain there until accounts are updated annually.

TEAM10Q: Am I considered on the Team if I provide the site for the event?
A: No. Some programs travel to various sites, and local contacts help make facility/space available, but are not involved in implementing the program. If you are providing space, setup, and the like but are not otherwise involved with development and implementation, you would not be included on the Team. However, you may report this activity in your Communique. A few examples of programs that may work this way are Crop Management Workshops led by John Obermeyer, Career Development Events, Ag Outlook, some of the Farm Bill presentations, and 4-H Specialist presentations. The basis of reporting is on who initiates the program. An example in 4-H is the State Science workshop. It is developed, organized and delivered by the State 4-H staff, but held in a county location. This would be reported by the State 4-H staff, not the county that the provided the space for the event.

TEAM11Q: What if I bring in an expert as the instructor of my Learning Event? Do I report that?
A: Yes. You are developing an educational program and having an expert present it. Examples of experts would be: 1) *ANY* faculty member / researcher / Specialist from campus; and 2) someone representing an agency, company, or other entity from the community.

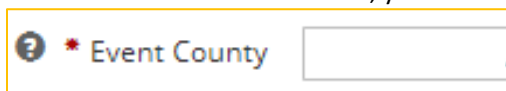**TEAM12Q: Is my guest expert considered to be on my Team?**
A: If they are from Purdue, yes. If they are from outside Purdue, they would be an External Partner.

TEAM13Q: How does a team report an event that is repeated in multiple locations?
A: Examples of this include Ag Outlook, PARP, and others. If a team identifies leaders for planning, then selects "sites" where the program will be offered, the team to report for each site is only the part of the team involved with or contributing to the activities at that location, not for every location.

Event County *

Select the county where the learning event was located. Or, click on list and begin typing to jump to that letter in alphabetical listing.
At the end of the list of counties, you will find additional location options: campus, out-of-state, international, and other.

FAQs
COUNTY1Q: Is there a way to build in a choice of more than one county for those of us with bi-county efforts? I don't want to double-report events or duplicate numbers.
A: In DM, you identify the learning event by *LOCATION*. Because a location is one singular place (e.g., county), that is what you record in DM, no matter where the participants are coming from.

COUNTY2Q: In regard to "Event County," how should I report multiple regional workshops whose content was repeated in different counties?
A: Enter *ONE* location for the first Learning Event and save it. Then, *DUPLICATE* 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.

Method of Delivery *

Select "in person" if you presented program live. Select "via technology" if you used WebEx or other format for broadcasting program and know participants through registration, sign-in, evaluation, or other process.

❷ * Method of Delivery [▼]

Primary Program Area Theme *

Select one theme from our four program areas (4-H, ANR, CD, HHS)

❷ * Primary Program Area Theme [▼]

Secondary/Related Program Area Theme(s)

ONLY IF the event is multifaceted and addresses more than one theme, select a secondary or related theme. *DO NOT* put the same theme as primary and secondary. Leave secondary theme blank if this does not apply to the event.

❷ Secondary/Related Program Area Theme(s)
- ☐ 4-H Citizenship
- ☐ 4-H Science
- ☐ 4-H Healthy living
- ☐ 4-H Universal
- ☐ 4-H Teen Leadership
- ☐ 4-H Adult Volunteer Development

NIFA Priorities – POW *

Select one priority that best fits the event.

❷ * NIFA Priorities - POW [▼]

The seven "planned programs" are issues documented in Purdue Extension's two annual reports: 1) Plan of Work (POW), and 2) Annual Report of Accomplishments, which are submitted to NIFA (National Institute on Food and Agriculture) on April 1 each year.
The following descriptions are provided from NIFA priority statements and have Purdue Extension program areas and programs/descriptions added.

1 Childhood obesity
- Programs to ensure that nutritious foods are affordable and available and that individuals and families are able to make informed science-based decisions about their health and well-being.
- Programs which focus on policies, knowledge, skills and other aspects relating to healthy eating, exercise, etc. to control weight and reduce obesity for individuals, families or communities.

- HHS is program area most likely here.

2 Climate change
- Programs to help producers adapt to changing weather patterns and sustain economic vitality while also reducing greenhouse gas emissions and increasing carbon sequestration in agricultural and forest production systems.
- Programs about weather and climate
- 4-H and ANR are program areas most likely here.

3 Food safety
- Programs to help provide a safer food supply and reduce the incidence of foodborne illness by addressing the causes of microbial contamination and antimicrobial resistance, educating consumer and food safety professionals, and developing enhanced food processing technologies.
- Includes ServSafe
- ANR and HHS are program areas most likely here.

4 Global food security and hunger
- Programs to boost domestic agricultural production, improve capacity to meet the growing global food demand, and foster innovation in fighting hunger and food insecurity in vulnerable populations.
- Economics, community -- food production systems, marketing & retail management, logistics & systems, and/or business development
- Crops -- environment, productivity, and/or biotic/abiotic stress
- Disaster preparation, education and/or recovery
- Hunger and/or malnutrition -- food products, food quality, and/or food quantity
- Livestock -- environment, productivity, and/or health & welfare
- Non-food products and/or non-food systems
- Including gardening and Master Gardeners
- ANR and CD are program areas most likely here.

5 Human, Family and Community Health and Well-being
- Policy and/or regulation about human, family and community health and well-being
- Economics, community -- leadership, economic development, government operations and/or community development
- Family well-being -- family resources management, parenting & relationships, and/or child development
- Human health -- nutrition & wellness, chronic diseases, and/or environmental factors
- Youth development – citizenship, science, healthy living, universal, teen leadership, adult volunteer development
- Including Junior Master Gardeners.
- 4-H, CD, and HHS program areas are here.

6 Natural Resources and Environment
- Programs about forests, land, water, soil, air quality, ecosystems, conservation, wildlife and fish, sustainability, etc.
- Including Master Naturalist
- ANR and CD program areas are most likely here.

7 Sustainable energy
- Programs to develop optimum biomass, forests, and crops for bioenergy production; and produce value-added, bio-based industrial products.
- ANR is program area most likely here.

FAQs
NIFA1Q: How do I report Private Applicator Recertification Program (PARP) events?

A: Because PARP has great variety, you may report it based on the main emphasis of the instruction – "Global Food Security and Hunger," or "Natural Resources," or "Food Safety." If the event has a collection of several topics, then simply record it with "Global Food Security and Hunger." For Learning Events, you can also use other categories to enhance your description, such as Primary Program Area Theme, Secondary/Related Program Area Theme, and Keywords.

NIFA2Q: Do we select only one NIFA priority for a single event?
A: Yes.

NIFA3Q: Where would HHS Educators place a Learning Event in which the topic was hunger, or if the event was working with food pantries on making nutritious selections or using healthy recipes from these sources?
A: From a big-picture perspective, that could be either "Global Food Security and Hunger" or "Human, Family, Community Health and Well-being." *HOWEVER*, as most HHS Educators' efforts align with the latter, the inclination is to choose that category. You would also want to ensure appropriate Keywords — namely the word "hunger" — to help identify/describe this Learning Event.

Purdue Extension Goal(s) *

If the learning event addresses any of the ten Purdue Extension Goals, pick them here. Be selective and choose the goal that fits the program. You may choose more than one if appropriate. Choose NONE if your program does not address a goal.
• Strengthening families
• Building effective parenting skills
• Supporting career preparation
• Promoting g healthy living
• Enhancing positive life skills
• Strengthening workforce, business, and economic development
• Expanding agriculture-related opportunities
• Fostering responsible land use and conservation of resources
• Creating quality communities
• Increasing civic participation and local government education

Details on these goals can be found here: https://extension.purdue.edu/skillcenter/wp-content/uploads/2018/09/Extension-Strategic-Initiatives.Community-Forums.pdf

Purdue Priorities

Check any of the boxes that pertain to the event. Leave blank if they do not apply.

• PK-12 Schools - select if the event involves students, teachers or staff, or building/facilities associated with schools, preschools, Headstart, etc.
• Diversity - select if the event either included instruction about a diversity "topic" or if it was developed and presented for minority individuals, groups or organizations.

Keywords *

List key words to describe the content or subject matter. If you had just a few words to describe the event, what words would you use?

• **Do not** write a narrative description of the learning event.

• Here is an example, for an event with a primary program area theme of 4-H Science: robotics; after-school; urban; STEM.

• Be sure to separate each key word or phrase with a **semi-colon.**

> ❷ * Use key words (separated by ";") to describe your learning event so others know what it is and what it is about. Consider these categories: subject/topic/issue; audience; state/national/international; setting/habitat.

• Try to limit your key word list to about five. Focus on the content provided during the event.

• Here is a very short list of examples to help you think about words you might use for your learning event. Categories may not always apply. Just choose terms to describe your event. You don't have to select words from each category.

- Focus on the subject/topic/issue
  - o weeds; pests; diabetes; grant writing; robotics; corn; turf grass; bees; climate; STEM; wellness; parenting; financial management; economic development; organizational planning
- Maybe you have a unique audience
  - o farmer; producer; community organizations; parents; childcare providers; youth; homeowner; government; businesses
- Perhaps the setting or habitat sets this program apart
  - o forest; community; wetland; afterschool; lawn; family; prison; urban; pasture; schools
- The level or involvement is beyond typical county locations or offerings
  - o state; national; international

Learner sessions *

Sessions refers to how many times the program met or was presented during the month.

> ❷ * Learner sessions (Record number of times met in month.)

• Put the total number of times this learning event met during the month. For example, if your event was held one evening, two weeks in a row, you would add those together and put 2.

• <u>However</u>, 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, 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 have an event with sessions scheduled over multiple months, you would record sessions for that event in one month. In the next month when you have more or the rest of the sessions, you can select "duplicate" for the event from the first month. Working on that duplicate copy, you would assign the new month, then you could skip over and leave the same, the details of the learning event from month to month, but edit information, such as direct contacts, for this new month.

• If you present at a school you report when those sessions are at least 30 minutes. Each separate class you teach is a separate session. There is an exception to this for Ag Days or others with rotating stations for instruction, where you report 1 session and the total time for that day's event.
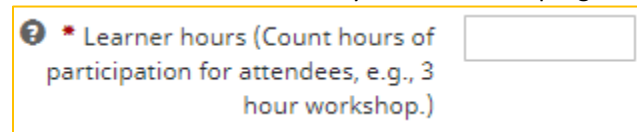
FAQ

SESSION1Q: What is the best practice for reporting a Learning Event offered multiple times in the same month?

A: It can be most efficient to combine your totals for the month and make one cumulative entry into DM. You can add up the sessions, hours, direct contacts, etc. and put the totals for all those for that month. However, there may be times when it needs to be reported separately. First, if the offerings are located in different counties, you would enter individual learning events based on location. Second, 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 separately and not combined in that month.

Learner hours *

Put the *total* number of hours this event met for the month. For example, if your event met 2 times and each meeting was 2 hours, the total for the month would be 2 x 2 = 4 hours. In other words, if you offered this program multiple times or had a series, you would put the total of the hours for *all of those sessions in the month*.

❷ * Learner hours (Count hours of
participation for attendees, e.g., 3
hour workshop.)

- If there were two or more sessions reported here, you would add up the hours for each and put the total hours of instruction. If session 1 was 6 hours and session 2 was 6 hours, you would add those and put 12 hours total.
- These are hours of instructions provided for the attendees, not the time for you to setup, prepare, etc. For example, if an event is scheduled from 10:00 a.m. to 4:00 p.m., you would record 6 learner hours. If there were 2 sessions of that this month, you would have 6 + 6 for a total of 12 hours.
- If reporting a camp, conference or large, collaborative event with breakout sessions or multiple kinds of activities, please focus on the instruction/education time of that event. If on day one, the instruction occurred between 1:00 and 5:00 – that would be 4 hours. Look at the second day, etc., and do the same, then total those hours. Do not calculate the hours for social activities, meals, overnight, travel, and so on, as learner hours.
- The general ratio is one session to between 30 minutes and 8 hours. There are a few exceptions to this (e.g., 4-H statewide events on campus).

FAQs

HOURS1Q: I noticed DM doesn't accept half-hour increments for "learner hours." Should we round up?

A: Yes. Please round up to the nearest whole number.

Direct Educational Contacts

These are attendees/participants of your event.

You must report the number of youth (under 18 years), and adult (18 or older) participants, and their gender, ethnicity, and race. You will count contacts for every session of your event. If your event met twice this month, you would count contacts at session one and count contacts at session two, add them up and put in the direct educational contacts listing. If an attendee was at session one and at session two, they would be counted twice.

Direct Educational Contacts @

Ethnicity

	Youth, Male	Youth, Female	Adult, Male	Adult, Female
Not Hispanic or Latino				
Hispanic or Latino				

Race

	Youth, Male	Youth, Female	Adult, Male	Adult, Female
White				
Black or African American				
American Indian or Alaska Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Some other race				
Two or more races				

- *Do NOT* report adult volunteers who are helping with event as direct educational contacts. You have space further down on this screen to report volunteers.
- *Do NOT* report teachers in the classroom who are there monitoring their class and/or assisting you in your instruction. You may report this school as an external partner further down on this screen.
- As you look at your reported numbers in this chart, if you were to total all contacts reported in the Ethnicity section, that total needs to match the total number reported in the Race section.
- Please use your pre-registration, onsite check-in, attendance, evaluation, or other processes to help you gather information about direct contacts.
- For definitions of ethnicity and race, go to https://extension.purdue.edu/skillcenter/programming-resources/
- For more information on collecting this demographic data, go to https://extension.purdue.edu/skillcenter/programming-resources/

FAQs

DIRECT1Q: If I host a projects workshop with participants who attended up to three sessions, do I count them one time or three times?

A: Three times.

DIRECT2Q: How I do record numbers for Hispanic contacts? Do they go into another race, or two or more races?
A: Those who are Hispanic might be from different races; *HOWEVER,* most would generally be classified as white.

DIRECT3Q: How do I enter the numbers if I teach, for example, three sessions lasting four hours each to the same people? Should I multiply the number of people by three, or does the number automatically multiply when I write "three sessions"?
A: You must multiply the number by three. DM does not "do the math," as it were.

DIRECT4Q: If I give the same program to six audiences, should I combine all demographics into one entry?
A: Yes, combine numbers for direct contacts. That would be the easiest way to enter them.

Under-served – Under-represented

Our efforts <u>must</u> include reaching out to individuals across our communities. This section is for you to describe **how** you advertised/marketed your event, and **what you did** to invite and include individuals, groups or organizations, so that they would know they were eligible, knew how to register, where to attend, etc. Or, you might have chosen to locate your event in a place that those individuals, groups or organizations could readily attend. If you did not do any of these actions for your event, leave it blank.

❓ Describe your actions to reach out to "under-served" or "under-represented" for participation in event.

(Under-served = Individuals, groups, and/or organizations whose needs have not been addressed in past programs. Under-represented = Individuals, groups, and/or organizations, including but not limited to, women, racial & ethnic minorities (Black or African American, Asian, Native American or Alaska Native, Native Hawaiian or Other Pacific Islander, or Hispanic), Vietnam era veterans, special disabled veterans, individuals with disabilities, and limited resource clients.)

For our US Department of Agriculture (USDA) Civil Rights reporting, and for the National Institute for Food and Agriculture (NIFA) annual report, we must indicate our actions to invite, include and involve:

• **Under-served** = Individuals, groups, and/or organizations whose needs have not been addressed in past Extension programs.
• **Under-represented** = Individuals, groups, and/or organizations, including but not limited to, women, racial and ethnic minorities (Black or African American, Asian, Native American or Alaska Native, Native Hawaiian or Other Pacific Islander, or Hispanic), Vietnam era veterans, special disabled veterans, individuals with disabilities, and limited resource clients.

It may be that the under-served and the under-represented are the same individuals, groups, and/or organizations for your event in your community.
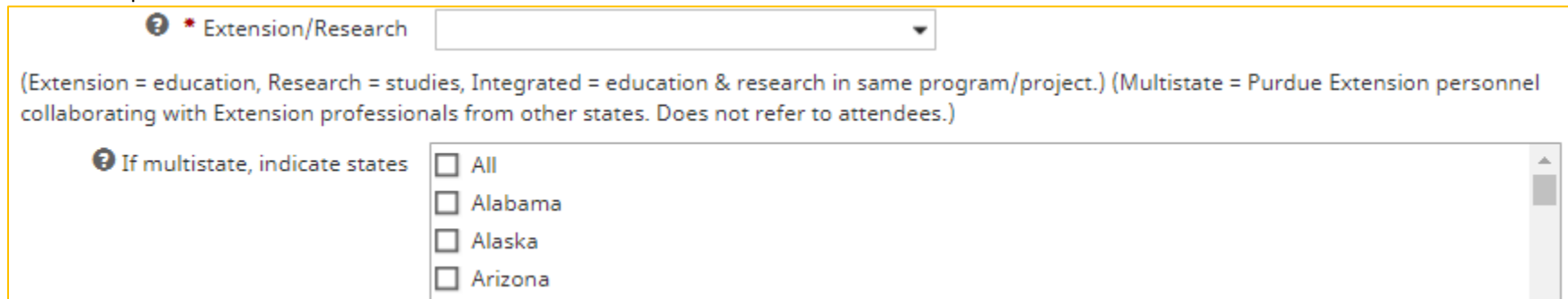
FAQ
POP1Q: What constitutes an under-served population?
A: It depends upon your county's overall population, and the extent of previous Extension experience of the population in question (i.e., have they been part of past Extension programs?). Also, please note that while select populations may no longer necessarily be underserved (e.g., a grant-funded program has served this population for several years), they may still be under-represented.

Extension/Research *

Select one option that describes the event.

❓ * Extension/Research	[▼]

(Extension = education, Research = studies, Integrated = education & research in same program/project.) (Multistate = Purdue Extension personnel collaborating with Extension professionals from other states. Does not refer to attendees.)

❓ If multistate, indicate states
- ☐ All
- ☐ Alabama
- ☐ Alaska
- ☐ Arizona

- **Extension** refers to education/activities in the community and **Research** refers to studies
- **In-state** = Indiana. Any Extension efforts located in Indiana.
- **Integrated** = Combined efforts for Extension faculty and staff working together in extension and research
  - ✓ We are required to report to NIFA our Extension (education) and Research (studies) efforts. Also, NIFA is looking to see that our events bring extension and research together – this is labelled "integrated." For example, an integrated event would be when Educators and Researchers collaborate on a learning event where the latest research is shared with attendees/participants. Or, when Researchers coordinate with Educators to arrange on-farm research studies, leading to new knowledge that is shared with the farmers.
- **Multistate** = other states than Indiana. If you indicate multistate, then select all state(s) involved.
  - ✓ We are required to report to 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.

FAQs

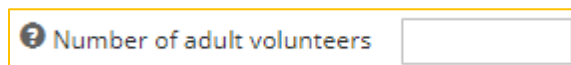**EXT1Q: In regard to Integrated Extension and Research, does a researcher need to be with Extension for this?**
A: Yes. That researcher *MUST* be with Extension *OR* working on a USDA-funded project. Remember: NIFA expects that Educators and researchers collaborate. NIFA funds both education and research, and is looking to see that those of working in those two areas don't exist in our own silos, but work together to provide events.

EXT2Q: If I use a research article from another Extension service to help with my program, is that considered integrated or multistate?
A: No. "Integrated" and "multistate" refer specifically to working with other Extension professionals.

Number of adult volunteers

If at your learning event, you had ADULT volunteers helping with the activities, you would report the number of volunteers. If you did not have volunteers, leave this blank. If you had 4-H YOUTH volunteers, you would not report that here. You would indicate that above by selecting "4-H Teen Leadership" in either the Primary Program Area Theme or the Secondary/Related Program Area Theme. If you had FFA youth helping, you would not report that here, you would type FFA in the External Partner box.

❓ Number of adult volunteers	[ ]

Number of adult volunteer hours

If at your learning event, you had volunteers helping with the activities, you would report the total hours the volunteers worked at the event. For example, if you had 3 volunteers helping at your learning event that was 2 hours long, that would be 3 x 2 = 6 hours.

❓ Number of adult volunteer hours [   ]

(Sum of hours all volunteers completed for event, e.g., 3 volunteers "worked" at 2-hour workshop, 3 x 2 = 6 hours.)

FAQs

VOL1Q: How do we record youth volunteers in Learning Events?
A: Recording of volunteer numbers and hours pertains only to adults. When recording 4-H youth volunteering, you will now select the Program Area Theme of "4-H Teen Leadership," which has been added to DM. When we have FFA youth volunteering, you will record FFA as an External Partner.

VOL2Q: Do I record my guest expert as a Volunteer?
A: No.

VOL3Q: If the event had six sessions with each class 2 hours, and I had one volunteer, how would I count volunteers hours?
A: Number of Volunteers = 1. Number of Volunteer Hours = 12 (6 x 2).

External Partners/Collaborators (Name & Category)

External Partners/Collaborators
If you worked with others outside of Purdue to provide this learning event, list the name of the organization.

Partner

❓ Partner/Collaborator Name [   ]

❓ Partner/Collaborator Category [▼]

Select the number of partner rows to add: [1 ⊘]   [+Add]

Partner/Collaborator Name
If you worked with others outside of Purdue to provide this learning event, list the name of the organization. Click on the ADD button to open more boxes for listing partners. Here are a few examples: YWCA, Farm Bureau, Boys and Girls Club, or Chamber of Commerce.

Partner/Collaborator Category
Once you have listed the partner name, indicate which category applies to that partner. Here is a listing of those categories and examples of each:
• **Agribusiness** - a local grain elevator, local farm, John Deere dealership, grocery store

- **Local Business** - local hardware store, hair salon, self-employed grant writer
- **Bank** - Lafayette Community Bank
- **Community Club** - Kiwanis, Rotary, Girl Scouts, FFA
- **Community Foundation** - Greater Lafayette Community Foundation
- **Non-Profit** - Habitat for Humanity, United Way, Friends of the Library, Indiana Restaurant and Lodging Association
- **Ag Organization/Farm Bureau** - fair board, Indiana Pork Producers, Farm Bureau
- **Government** - Soil & Water Conservation District, Library
- **Health** - hospitals, retirement centers
- **Education** - schools, universities, 21st Century Scholars
- **Extension Related** - 4-H Boards, Master Gardeners, Homemakers

FAQ
PART1Q: For external partners, should I list every individual's name or just key ones?
A: You may name the organization.

Grant/Sponsorship (Category)

If you received external funding to support this learning event, indicate the name of the funder, the level (local, state, national, or international), and the amount.

- *Do not* report on funds in your County budget, 310 account, etc.
- *Do not* report on funds for IBATs or other Purdue Extension funded efforts.
- *Do not* report fees collected from participants/attendees.
- If you received "in-kind" support, record the funding source, level and amount, then type a description in the last box. A couple examples might be: room reservation charge; lunch provided for participants.
- You can use "Add another Grant/Sponsorship" to include additional funders.

Grant/Sponsorship Category

Once you have listed the partner name, indicate which category applies to that partner. Here is a listing of those categories and examples of each:

• **Agribusiness** - a local grain elevator, local farm, John Deere dealership, grocery store
• **Local Business** - local hardware store, hair salon, self-employed grant writer
• **Bank** - Lafayette Community Bank
• **Community Club** - Kiwanis, Rotary, Girl Scouts, FFA
• **Community Foundation** - Greater Lafayette Community Foundation
• **Non-Profit** - Habitat for Humanity, United Way, Friends of the Library, Indiana Restaurant and Lodging Association
• **Ag Organization/Farm Bureau** - fair board, Indiana Pork Producers, Farm Bureau
• **Government** - Soil & Water Conservation District
• **Health** - hospitals, retirement centers
• **Education** - schools, universities, 21st Century Scholars
• **Extension Related** - 4-H Boards, Master Gardeners, Homemakers

FAQs

GRANT1Q: Are any in-kind donations to be recorded in DM?
A: Yes.

GRANT2Q: When receiving grant funds for a program, do we indicate that every month when we conduct those program activities or only the first time we enter data for the program?
A: You should report only when you apply funds to your program, not when you receive them. For example, if you receive funding in December but implement your program in January, report fund information for January. If you apply the funds to more than one learning event or program, you may report it for each one.

GRANT3Q: If I am involved in a large grant (e.g., AFRI – obesity grant) where someone else is the principal investigator, but I implement the event in my county, do I report that grant in DM?
A: When you implement the Learning Event in your county, you would report it. You do *not* include the grant funds for this project with your learning event, however, as the money was awarded to the Principal Investigator.

Evaluation Plan/Method

If you have planned an evaluation of this learning event, describe what methods you are using to evaluate it. Not every learning event has to be evaluated. If you did not evaluate this learning event, leave it blank.

❓ Briefly describe your evaluation plan/method (if applicable)

Here are some examples in the questions below.
• Was it "post-test only" where you gave a paper survey at the end of the final session of the learning event?
• Was it a "post/pretest" where you asked questions using clickers at the end about their knowledge before and after the learning event?
• Did you measure attitudes at the beginning (during registration) and again at the end (of the last session) in a "pre-test/posttest" to compare changes?

- Or, did you set up a 6-month follow-up that you emailed the URL to access an online survey to participants to ask them about what changes had occurred since the learning event ended?
- Did you use another plan, approach, or method for your evaluation?
- 4-H - Did you use Common Measures?
- HHS - Did you use Survey Builder?

Outcome Indicators

If your event is complete and you have outcome indicators to report, "Click here" to select your Program Area.

Each Program Area has a unique approach to reporting outcomes.
- 4-H – does not report any outcomes with learning events. All outcome reporting will be with the use of Common Measures surveys for medium-term outcomes and reported with impact statements. Instructions on 4-H outcomes are here: https://extension.purdue.edu/skillcenter/extension-metrics/4-h-metrics/
- ANR – Most outcomes associated with learning events involve simply counting the number of attendees at ANR events. Educators may count the participants and indicate that number for the appropriate outcome(s). Instructions and examples for measuring, collecting and reporting ANR outcomes are here: https://extension.purdue.edu/skillcenter/extension-metrics/anr-metrics/
- CD has outcomes that Educators may report as appropriate to their spotlight program or Program Leads may report for signature programs. Instructions on reporting CD outcomes are here: https://extension.purdue.edu/skillcenter/extension-metrics/cd-metrics/
- HHS has short-term outcomes that may be reported here but only if this *is not* a signature program and if the SURVEY BUILDER *is not* being used. If an HHS educator has an evaluation survey they are implementing that can address the short-term outcomes, they may report them here. Instructions for coordination of HHS outcomes reporting are here: https://extension.purdue.edu/skillcenter/extension-metrics/hhs-metrics/

- When the Program Area popup window opens, scroll down to find the appropriate theme, identify the outcome, and put the number in the box. Then, scroll to the bottom and click "OK" to **save your data** and close this window.

Outcome Indicators

Select outcome indicator(s) only if event is complete and results are in hand as reported for this month, and enter the number. If l multiple sessions over time greater than a month, you may choose to put outcome indicators only in the month with the last repo learning event, or you may report the outcome indicators with an impact statement.

None for **4-H**

Click here for **ANR**

Click here for **CD**

Click here for **HHS**

form fields

# of participants indicating an increase in knowledge and skills related to decision making for quality places	[ ]
# of participants indicating an increase in understanding how to access the resources, data, and technical assistance needed to create and sustain quality places	[ ]

Cancel   OK

- "Outcome Indicators" are statements created from the Outcomes/Impacts posted on logic models. These indicators are used to capture key results of Extension efforts.
- For Extension, through the work of many Educators, Specialists and Program Leaders, themes, logic models, and common sets of outcome indicators have been developed for each program area: 4-H, ANR, CD, and HHS. Outcome indicators vary between Program Areas based on organization and coordination of programs. With LEARNING EVENTS, the outcome indicators are short-term, that is, focusing on knowledge gained or intentions to take action. With IMPACT STATEMENTS, the outcome indicators are medium to long-term, that is, from behavior change or adopting a practice, to condition, environmental, economic or social changes.
- Using Logic Models to Map out Structure. Each program area has a structure to the organization of its content. Key themes are identified as priorities for programs. These themes provide the framework in which programs are organized. Using Logic Models, each program area theme was mapped including outcomes and impacts resulting from Purdue Extension efforts. The approach to logic models varies among the four program areas. Logic models were already in place, or have now been created, from the program area "themes." In addition, logic models are integral to the structure of funded IBAT projects and for Signature/Statewide programs.
- For 4-H logic models: https://extension.purdue.edu/skillcenter/extension-metrics/4-h-metrics/
- For ANR logic models: https://extension.purdue.edu/skillcenter/extension-metrics/anr-metrics/
- For CD logic models: https://extension.purdue.edu/skillcenter/extension-metrics/cd-metrics/
- For HHS logic models: https://extension.purdue.edu/skillcenter/extension-metrics/hhs-metrics/

Save

Select save button at top of screen.

‹ **Edit Extension Educators or Specialists - Learning Events**   Cancel   💾 Save

- **SAVE** = if you are finished reporting learning events for now.
- **SAVE + Add Another** = if you have another learning event you are ready to report now.