

## 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. In 2020, delivery via technology – either live or recorded/posted – was added to learning events to capture other times when we provide instruction to the public.

Do you have questions? Please email [DMhelp@lists.purdue.edu](mailto:DMhelp@lists.purdue.edu) or click on “?” located on the Digital Measures top navigation.

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## Reporting Expectations for Extension Educators

### Schedule for reporting

- September 1 is the deadline for your annual review process.
- By the 5<sup>th</sup> 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 (individual and/or team as appropriate to your role).

### 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 (in DM - learning events, other activities).

### 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 to enter data 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
- Indiana Horticultural Conference
- Midwest Women in Ag Conference
- Small Farms Conference
- Top Farmer

### **Entering Data --- FOUR DM SCREENS ARE 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 > USDA Research, Extension, and Programmatic Impacts**

- a. Focus on research activities 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, Extension Faculty or Specialists 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 own professional development. When you are the learner at an event, record that information in your monthly communiqué (Educators) 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.
- 5) When you post a static instructional document online, this is not a learning event. Report that on the Other Activities screen as indirect contacts.

### **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.

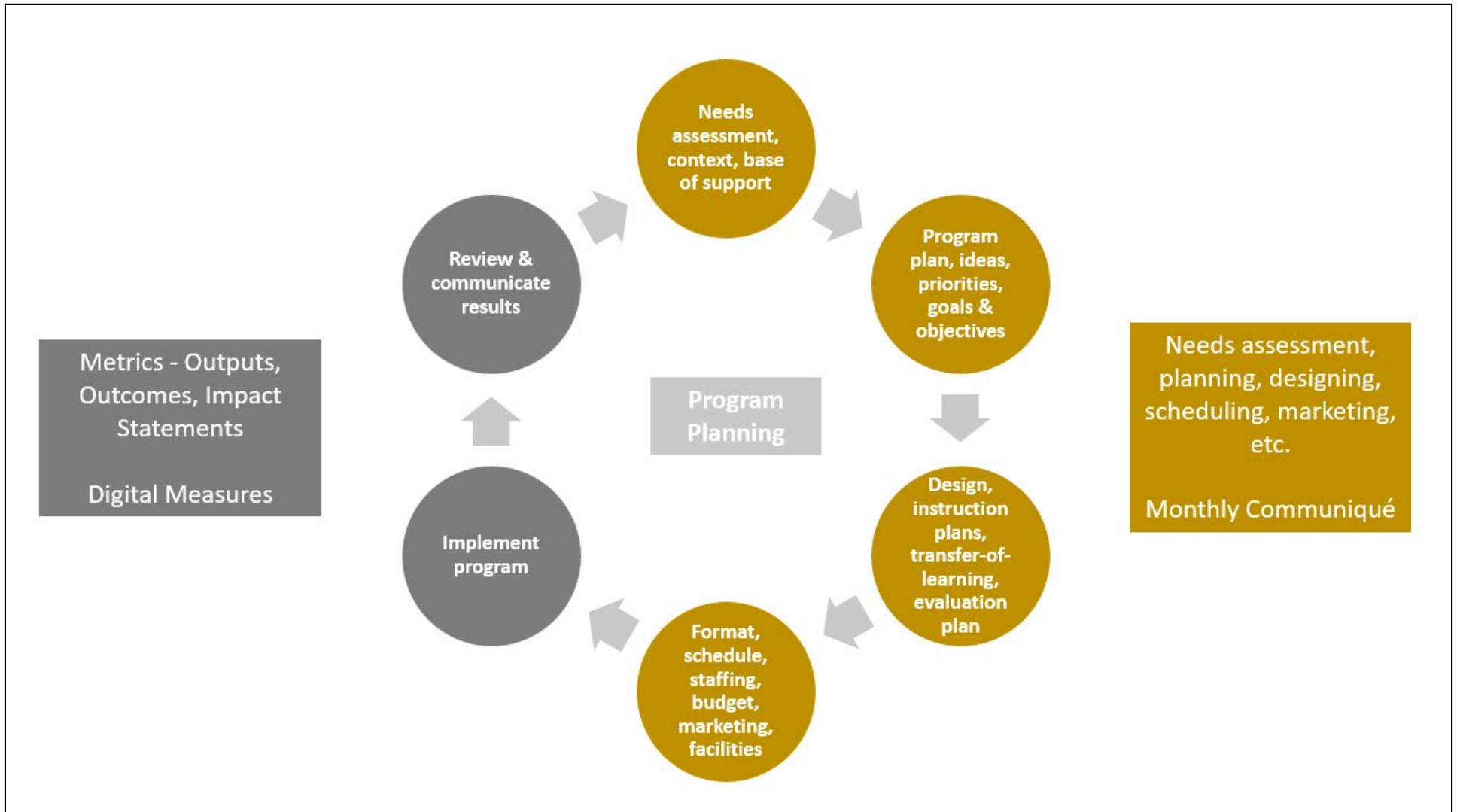


Figure 1. Diagram of program planning process and what to report in the monthly communiqué (Educators) and Digital Measures.

## FAQs about LEARNING EVENTS

**Q: 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.

**Q: 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.

**Q: 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.

**Q: 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.

**Q: 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.

**Q: What about time spent "teaching" fellow Educators for staff development?**

A: This is reported in the Communiqué.

**Q: 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.

**Q: 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.

**Q: For 4-H Educators, what would be the best way to report Career Development Events (CDE)?**

A: New in 2021, 4-H Educators may document CDEs in DM as learning events.

**Q: 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/hub/extension-metrics/4-h-metrics/>

## Step-by-step Instructions



Select Learning Events:

▼ **Extension**

- Extension Educators - Profile
- [Extension Educators or Specialists - Learning Events](#)
- Purdue Fast Start Program

Click ADD NEW ITEM at top right:

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

### Month / Year \*

Select month from the dropdown list and enter the year. This indicates the month in which the learning event occurred.

Month / Year

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**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. You may also consider including in the title, the technology/system that you used to deliver the learning event. 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 the entire group to avoid duplicate reporting and to reduce the reporting burden.

**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](mailto: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.

#### 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.

- Click on the ADD A ROW to open another box, type the team member’s last name to pull up the alphabetical listing of active accounts, select your team member. You can also change the order, by selecting the Actions button.

- 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](mailto:DMhelp@lists.purdue.edu) so we can check on the DM accounts.

- If team members are from outside Purdue, there is space to put their information further down on the screen under “External Partners.”
- If an Educator presents a program in a neighboring county by request, either one could enter data in DM. 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.
- If two people are the leaders of a program, only one needs to be responsible for entering data into DM to avoid duplication.
- Program Assistants are only included “on the team” if the Program Assistants are Purdue employees. If the Program Assistant is paid by the County, you do not enter them on the team in DM.
- For events where an Educator’s county is one of many sites for a statewide webinar, 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.
- Conferences are very large events, most often having multiple days in a row, and offering 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.
- Educators may not be considered on the Team if they simply provide the site for an event. 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, Educators may report this activity in their 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.
- If you have a guest expert, if they are from Purdue, they are on your team. If they are from outside Purdue, they would be an External Partner.
- 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.

## Event County \*

This is to document the GEOGRAPHIC LOCATION of the event. Select the county where the learning event was held. 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.

If the event was delivered via technology – live or via technology recorded/posted, put the technology “host” or origination county/location.

**Event County \*** ?

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. 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 Extension personal or the participants 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, *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 \*

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: **Direct contacts** will be the COMBINATION of “in person” and “via technology – live.” If “via technology – recorded/posted” is selected in addition, be sure to keep those **indirect contacts** separate and record the contacts after 30 days or the end of the month.

Select “in person” if you presented the program face-to-face.

- Participants are known through registration, sign-in, evaluation or other process, via demographic questions about race, ethnicity, gender and age – **direct contacts**.

Select “via technology – live” if you used a videoconferencing system to “broadcast” the event in real time, where participants could attend and interact (chat, use audio, polls, etc.).

- This is **synchronous** – instructor and participant attending at the same time.
- Participants:
  - May be known through registration, log-in, evaluation or other process via demographic questions about race, ethnicity, gender and age – **direct contacts**.
  - May NOT be known – **indirect 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 participant are not together at the same time, that is, online recorded instruction is made accessible and available to participants when they choose.
- Participants are not known – **indirect contacts**.
- Determine indirect contacts by the number of participants 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. You may access information about data analytics on the HUB: <https://extension.purdue.edu/hub/category/weekly-tech/>.
- 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 teacher to use in their classrooms or via e-learning, check the analytics of your video posting, or ask the teachers for the number of participants in that month – **indirect contacts**.
- If this recorded/posted instruction continues to be available, enter it into DM for 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 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 of the posted recording in DM.

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 participant are not together at the same time, that is, online recorded instruction is made accessible and available to participants when they choose.
- Participants are not known – **indirect contacts**.
- Determine indirect contacts by the number of participants 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. You may access information about data analytics on the HUB: <https://extension.purdue.edu/hub/category/weekly-tech/>.
- If this online course continues to be available, enter it into DM for each month. The initial month is for the date you made the course available. Following months are considered to be “ongoing”, so in the program title, add the word “ongoing”. You may use the duplicate button to copy the previous month and simply update the month and the number of indirect contacts. If there are NO new indirect contacts for an “ongoing” month, do NOT report that month of the course in DM.

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 participant are not together at the same time, that is, instruction via self-directed materials is made accessible and available to participants when they choose. (The program-designed amount of time for learner participation is documented as learner minutes.)
- Participation is self-directed and asynchronous, so participants are – **indirect contacts**.

Method of Delivery \* 

In Person

Take-Home Kit/Program

Via Technology - live

Via Technology - Online course / Brightspace

Via Technology - recorded/posted

## Technology \*

Select the technologies that you used for instruction delivered. For “in person delivery,” select NONE. If a “Hybrid” event with multiple delivery methods, select all technologies used (e.g., None-for in-person delivery, Zoom, and Facebook post).

Technology \* ⓘ

- Blackboard
- Brightspace
- Canvas
- Facebook live
- Facebook post
- Google Classroom

## Primary Program Area Theme \*

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

Primary Program Area Theme \* ⓘ

[Dropdown menu]

- 4-H Citizenship (Civic Engagement)
- 4-H Science
- 4-H Healthy living
- 4-H College & Career Readiness
- 4-H Universal
- 4-H Teen Leadership
- 4-H Adult Volunteer Development
- ANR Diversified Food and Farming Systems
- ANR Field crops
- ANR Livestock
- ANR Farm & Agribusiness Management
- ANR Natural resources
- ANR Horticulture
- ANR Food & Farm Safety/Security
- ANR Collaborative/Multiple Program Areas
- ANR Other
- CD Community & organizational planning
- CD Economic & business development
- CD Leadership & civic engagement
- CD Local government education

## Secondary/Related Program Area Theme(s)

**ONLY IF** the event is multifaceted and addresses more than one theme, select ONE 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.

**Secondary/Related Program Area Theme(s) ?**

- 4-H Citizenship (Civic Engagement)
- 4-H Science
- 4-H Healthy living
- 4-H College & Career Readiness
- 4-H Universal
- 4-H Teen Leadership
- 4-H Adult Volunteer Development

## NIFA Critical Issues – POW \*

Select one issue that best fits the event.

**NIFA Priorities - POW\* ?**

Childhood Obesity

Climate Change

Food Safety

Global Food Security and Hunger

Human, Family, and Community Health & Wellbeing

Natural Resources and Environment

Sustainable Energy

The seven “critical issues” are 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 by NIFA 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.

To report Private Applicator Recertification Program (PARP) events, 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.

For HHS Educators recording 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, 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 ONE goal (or TWO if appropriate) that fits the program. Choose NONE if your program does not address a goal.

### CHILDREN, YOUTH & FAMILIES

1. Strengthening families
2. Building effective parenting skills
3. Supporting career preparation
4. Promoting healthy living
5. Enhancing positive life skills

### COMMUNITY, ECONOMY, AGRICULTURE & NATURAL RESOURCES

6. Strengthening workforce, business, and economic development
7. Expanding agriculture-related opportunities
8. Fostering responsible land use and conservation of resources
9. Creating quality communities
10. Increasing civic participation and local government education



**Purdue Extension Goal(s)** \* ?

- Building Effective Parenting Skills
- Creating Quality Communities
- Enhancing Positive Life Skills
- Expanding Agriculture-Related Opportunities
- Fostering Responsible Land Use and Conservation of Resources
- Increasing Civic Participation and Local Government Education
- Promoting Healthy Living

Details on these goals can be found here: <https://extension.purdue.edu/hub/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.

**Purdue Priorities** ?

- PK-12 Schools
- Diversity

- 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. **Do not** put a paragraph description of your course.
- 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.

**Key Words** \* ?

- Limit your key word list. Generally, five words would be enough. 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 do not have to select words from each category.
- Focus on the subject/topic/issue -- 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 -- farmer; producer; community organizations; parents; childcare providers; youth; homeowner; government; businesses
- Perhaps the setting or habitat sets this program apart -- forest; community; wetland; afterschool; lawn; family; prison; urban; pasture; schools
- Maybe the level or involvement is beyond typical county locations or offerings -- state; national; international

## Learner sessions \*

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

**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.
  - 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, 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 duplicating a previous learning event to a new month, only include new funding (e.g., IN Corn & Soybean Alliance gives \$1,000 for a program that occurs over 3 months. Only enter IN Corn & Soybean Alliance and the \$1,000 donation in the first month).
  - If you present 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 report 1 session and the total time for that day’s event.
- Report a Learning Event offered multiple times in the same month, 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 minutes \*

Put total number of minutes, rounded to whole number, for the instruction provided. This is the amount of time that learners could attend, participate in, or interact with, the instruction you delivered in person, via technology - live, via technology - recorded/posted, via technology – online course/Brightspace, or take-home kit/program. For online courses and take-home kits, the curriculum/program-designed amount of time for learner participation is documented as learner minutes.

If you are entering data for multiple learner sessions, you would add up the minutes for each session and put the total minutes. For example:

- If the learner session is 1, the total minutes of instruction would be 30.
- If the learner sessions are 2, the total minutes of instruction would be 60. (2 sessions of 30 minutes each.)

**Learner minutes \*** ⓘ

- These are minutes of instructions provided for the participants/attendees, not 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/education time of that event. If on day one, the instruction occurred between 1:00 and 4:00 – that would be 180 minutes (3 hours). Look at the second day, etc., and do the same, then total those minutes. Do not calculate the minutes for social activities, meals, overnight, travel, and so on, as learner minutes.
- The general ratio is 1 session to 480 minutes (8 hours). There are a few exceptions to this (e.g., 4-H statewide events on campus).

## Direct Contacts (for delivery in person or via technology - live)

- Direct contacts are the number of participants/attendees of your learning event. You are to report youth (under 18 years), adult (18 or older), gender, ethnicity, and race.
- Use your pre-registration, onsite check-in, sign-in sheet, attendance, CVENT registration, log-in, technology/system questions or polls, evaluation, or other processes to ask the standard demographic questions to help you gather information. Standard demographic questions are [here](#). DO NOT GUESS THE DEMOGRAPHIC INFORMATION.
- If some of your participants/attendees do NOT respond to the standard demographic questions, you will mark them as UNKNOWN. If all your participants/attendees are youth, use UNKNOWN YOUTH to put that number. If all your participants/attendees are adults, use UNKNOWN ADULT to put that number. If you do not know your participants/attendees to be youth or adult, use UNKNOWN to put that number. DO NOT GUESS THE DEMOGRAPHIC INFORMATION.
- You 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 the total in this listing. In other words, if participants/attendees were at session one, and at session two, they would be counted twice.
- Do NOT report adult volunteers who are helping with this event in this section. 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 (Not Hispanic/Latino, Hispanic/Latino, Unknown Ethnicity), that total would match the total number reported in the Race section.

- Direct contacts for hybrid events (occurred in-person and via technology –live) should be the total contacts from both methods of delivery. DO NOT INCLUDE via technology – recorded posted contacts here.

**Direct Contacts (for delivery in person or via technology - live) <sup>Ⓢ</sup>**

**Ethnicity**

Not Hispanic or Latino

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

Hispanic or Latino

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

Unknown Ethnicity

**Unknown Youth**

**Unknown Adult**

**Unknown**

**Race**

White

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

Black or African American

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

American Indian or Alaska Native

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

Asian

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

Native Hawaiian or Other Pacific Islander

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

Some other race

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

Two or more races

**Youth, Male**

**Youth, Female**

**Adult, Male**

**Adult, Female**

Unknown Race

**Unknown Youth**

**Unknown Adult**

**Unknown**

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

You will determine indirect contacts by the number of participants 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.)

REMINDER: For hybrid events that include via technology – recorded/posted, be sure to come back and add indirect contacts after 30 days / the end of the month.

If the program delivery continues monthly, 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.

**Indirect Contacts (for delivery via technology - recorded/posted, via technology - online/Brightspace, or take-home kit/program) - at 30 days / end of the month**

?

Indirect Contacts

## Under-served – Under-represented

Our efforts must 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.

**Under-Served** ?

**B** *I* U  $x^2$   $x_2$  ↶ ↷ ↲

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. (This 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.)
- **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.

## Extension/Research \*

Select one option that describes the event.

**Extension/Research \* ?**

In-state Extension

In-state Research

Integrated Research & Extension

Multistate Extension

Multistate Research

Multistate Integrated Research & Extension

International Extension and/or Research

**If multistate, indicate states ?**

All

Alabama

Alaska

Arizona

Arkansas

California

Colorado

- **Extension** refers to education/activities in the community and **Research** refers to studies/projects
- **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.
  - ✓ For Integrated Extension and Research, a 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.
- **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.
  - ✓ 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.

## 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.

Your learning event guest expert would NOT be recorded as a volunteer, but as an external partner.

**Number of adult volunteers** ?

## Number of adult volunteer minutes

If at your learning event, you had volunteers helping with the activities, you would report the total minutes the volunteers worked at the event. For example, if you had 3 volunteers helping at your learning event that was 120 minutes long, that would be 3 volunteers x 120 minutes = 360 minutes.



### Number of adult volunteer hours

Recording of volunteer numbers and minutes pertains only to adults.

When recording 4-H youth volunteering, you will select the Program Area Theme of “4-H Teen Leadership.”

When we have FFA youth volunteering, you will record FFA as an External Partner.


If your event had six sessions with each class 120 minutes long, and there was one adult volunteer, you would count volunteer minutes as:

- Number of Volunteers = 1
- Number of Volunteer Minutes = 720 (6 sessions x 120 minutes).




## External Partners/Collaborators (Name & Category)

**External Partners/Collaborators (1)**

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

1st Partner Actions 

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 **Partner/Collaborator Name**  **Partner/Collaborator Category** 

**+ Add Row**

### Partner/Collaborator

If you worked with others outside of Purdue to provide this learning event, list the NAME OF THE ORGANIZATION.

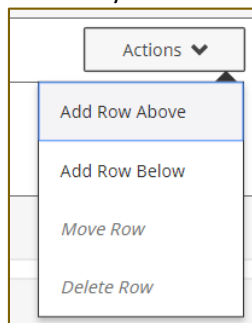
Here are a few examples: YWCA, Farm Bureau, Boys and Girls Club, or Chamber of Commerce.

- Do not enter “N/A.” Just leave it blank if it doesn’t apply.
- Enter one External Partner/Collaborator per entry.
- Do not enter individual names without listing their affiliation.
- Be specific if possible. Avoid general terms, (e.g., police, business, etc.)
- Do not enter entities that only provide funding, put that in Grants/Sponsorships.

- Do not list every individual's names, just a key individual, but do not list names alone. Name the organization and only if necessary, a contact person.

Adding more:

- Click on the "Add Row" button to open more boxes for listing additional partners.
- You could add rows above and below by using the "Actions" button on the right.
- You could rearrange the order of the rows by using the "Actions" button on the right, or by dragging and dropping the 6 dots on the left.
- You may also delete a row by selecting the "Actions" button.



### Partner/Collaborator Category

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

Category	Description	Examples
Ag Organization/Farm Bureau	Farm Bureau, American Poultry Association, Future Farmers of America, etc. - entities that are involved in agriculture directly in a support capacity.	Tippecanoe County Farm Bureau, Fair Board, Indiana Pork Producers, Purdue Ag Alumni board
Agribusiness	Entities that are financially involved in agriculture. Commercial agriculture or industry entities dealing with agricultural produce and services.	Local grain elevator, local farm, John Deere dealership, Beck's Hybrids, Corteva Agriscience
Bank	Financial institution or lenders.	German American Bank, Purdue Federal Credit Union, Fifth Third Bank
Community Club	Group or organization with community members who meet for social, educational, or service activities.	Kiwanis, Rotary, Optimist, Girl Scouts, Junior Achievement
Community Foundation	A public charity that supports a geographic area by making donations available to address community needs and support local nonprofits. Approaches include grants, endowments, scholarships, etc.	Community Foundation of Greater Lafayette, Jasper Newton Foundation

Education	Public or private educational entities	Pre-K, Elementary, Middle, and High Schools. Colleges and Universities. Headstart.
Extension Related	Entity, organization or group which may be funded by or organized with Extension (Purdue Extension or other states)	4-H boards, Master Gardeners, Homemakers
Government	Governing body for a nation, state, or community. May include state, county or municipal government departments and agencies.	SWCD, ISDH, Library, Commissioners, Law enforcement, Fire Department, Sea Grant, Parks and Recreation
Health	Health, wellness, and medical providers	Hospitals, clinics, retirement centers, Centerstone
Local Business or Other Companies/Corporations	Retail entities in the community. Companies or corporations in the community or other locations.	Local hardware store, grocery store. Microsoft, Google, Verizon, General Electric, Johnson & Johnson.
Non-Profit	Non-business entities. Charitable entities for common good, furthering a particular social cause or point of view.	Habitat for Humanity, United Way, Churches, Humane Society, American Red Cross

## 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.

**▼ Grants/Sponsorships (1) ⓘ**

The purpose of this field is to indicate if any external funding was used to support this Learning Event. This is not the complete reporting for a grant, just the connection of external funds with a program/workshop.  
Faculty members and Extension Specialists report their grant information in the Contracts, Fellowships, Grants and Sponsored Research screen.

1st Grant/Sponsorship Actions ▼

Funding Source	Category ⓘ	Level	Amount
⋮ <input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	\$ <input style="width: 90%;" type="text"/>
Description <input style="width: 90%;" type="text"/>			

[+ Add Row](#)

- **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.
- When receiving grant funds for a program, indicate the funds only the first time you enter data for the program.
- When you are involved in a large grant (e.g., AFRI – obesity grant) where someone else is the principal investigator, but you implement the event in your county, do *not* include the grant funds for this project with your learning event as the money was awarded to the Principal Investigator.
- Click on the “Add Row” button to open more boxes for listing additional funders.
- You could add rows above and below by using the “Actions” button on the right.
- You could rearrange the order of the rows by using the “Actions” button on the right, or by dragging and dropping the 6 dots on the left.
- You may also delete a row by selecting the “Actions” button.

### Grant/Sponsorship Categories

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

Category	Description	Examples
Ag Organization/Farm Bureau	Farm Bureau, American Poultry Association, Future Farmers of America, etc. - entities that are involved in agriculture directly in a support capacity.	Tippecanoe County Farm Bureau, Fair Board, Indiana Pork Producers, Purdue Ag Alumni board
Agribusiness	Entities that are financially involved in agriculture. Commercial agriculture or industry entities dealing with agricultural produce and services.	Local grain elevator, local farm, John Deere dealership, Beck’s Hybrids, Corteva Agriscience
Bank	Financial institution or lenders.	German American Bank, Purdue Federal Credit Union, Fifth Third Bank
Community Club	Group or organization with community members who meet for social, educational, or service activities.	Kiwanis, Rotary, Optimist, Girl Scouts, Junior Achievement
Community Foundation	A public charity that supports a geographic area by making donations available to address community needs and support local nonprofits. Approaches include grants, endowments, scholarships, etc.	Community Foundation of Greater Lafayette, Jasper Newton Foundation
Education	Public or private educational entities	Pre-K, Elementary, Middle, and High Schools. Colleges and Universities. Headstart.
Extension Related	Entity, organization or group which may be funded by or organized with Extension (Purdue Extension or other states)	4-H boards, Master Gardeners, Homemakers

Government	Governing body for a nation, state, or community. May include state, county or municipal government departments and agencies.	SWCD, ISDH, Library, Commissioners, Law enforcement, Fire Department, Sea Grant, Parks and Recreation
Health	Health, wellness, and medical providers	Hospitals, clinics, retirement centers, Centerstone
Local Business or Other Companies/Corporations	Retail entities in the community. Companies or corporations in the community or other locations.	Local hardware store, grocery store. Microsoft, Google, Verizon, General Electric, Johnson & Johnson.
Non-Profit	Non-business entities. Charitable entities for common good, furthering a particular social cause or point of view.	Habitat for Humanity, United Way, Churches, Humane Society, American Red Cross

## Evaluation Plan/Method

If you have a program evaluation for this learning event, describe what methods you used. 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)** ⓘ

**B** *I* U x<sup>2</sup> x<sub>2</sub> ↺ ↻ ↗

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, 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/hub/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/hub/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/hub/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/hub/extension-metrics/hhs-metrics/>
- Select the Program Area, locate the appropriate theme, identify the outcome, and put the number in the box. Do not select if outcomes are listed as “retired.”

**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 learning event has multiple sessions over time greater than a month, you may choose to put outcome indicators only in the month with the last reported session of the learning event, or you may report the outcome indicators with an impact statement.

**None for 4-H**

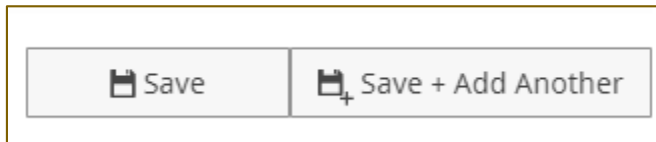
- ANR - Retired December 2018
- ANR - Updated January 2019
- ANR - Updated 2021
- CD - 2015 - 2017 (Retired)
- CD - Updated in 2018
- HHS

- “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/hub/extension-metrics/4-h-metrics/>
- For ANR logic models: <https://extension.purdue.edu/hub/extension-metrics/anr-metrics/>
- For CD logic models: <https://extension.purdue.edu/hub/extension-metrics/cd-metrics/>
- For HHS logic models: <https://extension.purdue.edu/hub/extension-metrics/hhs-metrics/>

## Save

Select the save button at top of screen.



- **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.