

## Learning Event Details

### Month / Year\*

Month / Year

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**Month\***      **Year\***

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

### Title\*

**Title\***

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

**Event County\***

Event County - Geographic location for in-person or hosting via live technology ?

- This is to document the GEOGRAPHIC LOCATION of the event or the HOST SITE for virtual events. Select the county where the learning event was held. 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.
- 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 personnel or the learners are coming from.
- For documenting multiple regional workshops whose content was repeated in different counties, enter *ONE* location for the first Learning Event and save it. Then, *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\***

Method of Delivery\* ?

- In Person
- Take-Home Kit/Program
- Via Technology - live
- Via Technology - Online course / Brightspace
- Via Technology - recorded/posted

- 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” learners.
  - If “via technology – recorded/posted” is selected in addition, be sure to report those learners as **indirect contacts**. Check the technology data analytics after 30 days or the end of the month and select the largest number representing the reach, and report that number as the indirect contacts.
- Select "**in person**" if you presented the program face-to-face.
  - Learners are known through registration, sign-in, evaluation or other process, via demographic questions about race, ethnicity, gender, and age – **direct contacts**.
- Select "**via technology – live**" if you used a videoconferencing system to “livestream/broadcast” the event in real time, where learners could attend and interact (chat, use audio, polls, etc.).
  - This is **synchronous** – instructor and learner attending at the same time.
  - Learners may be known through online login, registration, log-in, evaluation or other process via demographic questions about race, ethnicity, gender, and age – **direct contacts**.
- Select "**via technology – recorded/posted**" if you recorded instruction and then made it available online for the public to access.
  - This is **asynchronous** – instructor and learners are not together at the same time, that is, online recorded instruction is made accessible and available to learners when they choose.
  - Learners are not known – **indirect contacts**.
  - Determine indirect contacts by the number of learners who interacted with the recorded/posted instruction in the month following the date it was posted. Select one of the analytics appropriate to the technology/system that was used to post the instruction - hits, views, likes, comments, shares, etc. 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 teachers to use in their classrooms or via e-learning, check the analytics of your video posting, or ask the teachers for the number of learners in that month – **indirect contacts**.
  - **ONGOING** -- If this recorded/posted instruction continues to be available, you may enter it 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.

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

## Technology\*

**Technology\*** ⓘ

- None (for in-person delivery)
- Podcast
- Roku
- Take-Home Kit/Program
- Twitch
- Twitter
- Video

- 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 Explanation of Other

**Explanation of "Other"**

- Describe the “other” technology used.

## Total Sessions, Minutes, Youth / Adult Learners (Direct Contacts), Unique Individuals, and Self-Reported Demographics\*

Total Sessions, Minutes, Youth/Adult Learners (Direct Contacts)

Learner sessions (Record number of times met in month.)* ⓘ	Learner minutes (Total minutes of instructions for the number of learner session(s))* ⓘ	DIRECT CONTACTS - Total # of Youth Learners at All Sessions (If learners attended multiple sessions, count them EACH time.)* ⓘ	DIRECT CONTACTS - Total # of Adult Learners at All Sessions (If learners attended multiple sessions, count them EACH time.)* ⓘ
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Number of UNIQUE individuals who attended the learning event ⓘ

Youth*	Adult*
<input type="text"/>	<input type="text"/>

Number of individuals who self-reported demographics (ethnicity/race/gender/age) via standard survey ⓘ

Youth*	Adult*
<input type="text"/>	<input type="text"/>

- **Total # of Learner Sessions in the Month** - Put the total number of sessions that you delivered this month. For example, if your event was held one evening, two weeks in a row, you would add those together and put 2.
  - However, if reporting a camp or conference event that is held on multiple, consecutive days or overnight, the session becomes the day. If it is a three-day camp or conference or retreat, that would be 3 sessions. If it is a conference, do not count individual breakout sessions, but use the day as the session.
  - If you deliver a program at a school, each separate class you teach is a session. There is an exception to this for Ag Days or others with rotating stations for instruction, where you instead report it as one session and the total minutes for that day's event.
  - There may be times when you report the sessions of a program as separate learning events.
    - First, if the sessions are held in different months. Report sessions in the month they are delivered.
    - Second, if the offerings are located in different counties, you would enter separate learning events based on location.
    - Third, if in the multiple sessions, you had a variety of expert presenters in differing combination each time, you would report each separately. The way Master Gardener trainings are set up is a great example of this. One week

there are two experts doing the training on soil and fertilizer. At the session on the second week there are three other experts who do the training on ornamentals, pesticide, and pollinators. These would be reported as separate learning events and not combined.

- **Total # of Learner Minutes of Instruction for All Sessions** – Put the number of minutes of instruction.
  - This is the amount of time that learners could attend, participate in, or interact with, the instruction you delivered.
  - For online / Brightspace courses and take-home kits, the curriculum or program-designed amount of time for learner participation is documented as minutes of instruction.
  - This does not include the time for you to setup, prepare, etc.
  - If reporting a camp, conference or large, collaborative event with breakout sessions or multiple kinds of activities, please focus on the instruction or education time of that event. Do not include minutes for social activities, meals, overnight, travel, and so on.
  - In general, the maximum ratio for Extension programs is one session which lasts 480 minutes (8 hours). There are a few exceptions to this (e.g., 4-H statewide events on campus, ServSafe).
- **DIRECT CONTACTS - Total # of Youth Learners at All Sessions** – Count youth more than once if they attended multiple sessions that you delivered (e.g., If you had 3 sessions, and a learner attended all 3, you count that learner 3 times). If there were no youth learners, put the number zero.
- **DIRECT CONTACTS - Total # of Adult Learners at All Sessions** – Count adults more than once if they attended multiple sessions that you delivered (e.g., If you had 3 sessions, and a learner attended all 3, you count that learner 3 times). If there were no adult learners, put the number zero.
- Report the number of **UNIQUE learners** across all sessions.
  - Count each learner once.
- **“Number of individuals who self-report demographics (race/ethnicity/gender/age)”**
  - Compilation of demographic survey data
    - Sort completed surveys by youth and adult
      - If under 18, they are youth
      - If 18 or older, they are adult

- If response for age is “prefer not to answer”, put that response in the age group of the survey used – youth demographics or adult demographics.
    - Count the number of youth and the number of adults who completed the demographic survey.
    - Enter totals for youth and adults in DM.
- Refer to the USDA Guidance and Purdue Extension Instructions for Demographic Data Collection <https://puext.in/demographics> for background information on race, ethnicity, and gender.
- Check out the demographic surveys and other resources available for you to use: <https://puext.in/Demographic-survey>.



## Youth Demographics

▼ Youth Demographics ⓘ

Put the total numbers for each.

**Race/Ethnicity**

Hispanic, Latino, Latinx, or Spanish	Middle Eastern or North African	White	Black or African American
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Some other race, ethnicity, or origin
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
I don't know, or I prefer not to answer	Tribe(s) responses	Some other race, ethnicity, or origin responses	# of individuals reporting two or more races
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Gender**

Female	Male	Non-Binary	Other
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Prefer not to answer	Other responses		
<input type="text"/>	<input type="text"/>		

- Tabulate survey demographic information.
  - Youth surveys - **Race/Ethnicity** - Document total number of responses for:
    - Hispanic, Latino, Latinx, or Spanish
    - Middle Eastern or North African
    - White
    - Black or African American
    - Asian
    - American Indian or Alaska Native
    - Native Hawaiian or Other Pacific Islander
    - Some other race, ethnicity, or origin

- I don't know or I prefer not to answer
- Compile "**Tribe**" responses
  - List each once, but do not document duplicates.
  - Example:
    - Responses: Cherokee, Cherokee, Miami, Delaware, Delaware, Delaware, Shawnee
    - Document: Cherokee, Miami, Delaware, Shawnee
- Compile "**Some other race, ethnicity, or origin**" responses.
  - List each once, but do not document duplicates.
- Count the number of **individuals reporting two or more races**.
  - White, Black or African American, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Some other race, ethnicity, or origin.
  - Do not include Hispanic, Latino, Latinx, or Spanish, or Middle Eastern or North African.
- Document **Gender** total numbers of responses for:
  - Female
  - Male
  - Non-Binary
  - Other
  - Prefer not to answer
- Compile Gender "**Other**" responses
  - List each once, but do not document duplicates.
- Enter compilation of demographic survey responses in DM.
- Refer to the USDA Guidance and Purdue Extension Instructions for Demographic Data Collection <https://puext.in/demographics> for background information on race, ethnicity, and gender.
- Check out the demographic surveys and other resources available for you to use: <https://puext.in/Demographic-survey>.

## Adult Demographics

### ▼ Adult Demographics ⓘ

Put the total numbers for each.

#### Race/Ethnicity

Hispanic, Latino, Latinx, or Spanish

Middle Eastern or North African

White

Black or African American

Asian

American Indian or Alaskan Native

Native Hawaiian or Other Pacific Islander

Some other race, ethnicity, or origin

I don't know, or I prefer not to answer

Tribe(s) responses

Some other race, ethnicity, or origin responses

# of individuals reporting two or more races

#### Gender

Female

Male

Non-Binary

Other

Prefer not to answer

Other responses

- Tabulate survey demographic information.
  - Adult surveys - **Race/Ethnicity** - Document total number of responses for:
    - Hispanic, Latino, Latinx, or Spanish
    - Middle Eastern or North African
    - White
    - Black or African American
    - Asian
    - American Indian or Alaska Native
    - Native Hawaiian or Other Pacific Islander
    - Some other race, ethnicity, or origin

- In don't know or I prefer not to answer
- Compile “**Tribe**” responses
  - List each once, but do not document duplicates.
  - Example:
    - Responses: Cherokee, Cherokee, Miami, Delaware, Delaware, Delaware, Shawnee
    - Document: Cherokee, Miami, Delaware, Shawnee
- Compile “**Some other race, ethnicity, or origin**” responses.
  - List each once, but do not document duplicates.
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  - White, Black or African American, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Some other race, ethnicity, or origin.
  - Do not include Hispanic, Latino, Latinx, or Spanish, or Middle Eastern or North African.
- Document total **Gender** numbers of responses for:
  - Female
  - Male
  - Non-Binary
  - Other
  - Prefer not to answer
- Compile Gender “**Other**” responses
  - List each once, but do not document duplicates.
- Enter compilation of demographic survey responses in DM.
- Refer to the USDA Guidance and Purdue Extension Instructions for Demographic Data Collection <https://puext.in/demographics> for background information on race, ethnicity, and gender.
- Check out the demographic surveys and other resources available for you to use: <https://puext.in/Demographic-survey>.

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

- You will determine indirect contacts by the number of learners who interacted with the recorded/posted instruction in the month following the date you posted it. Select one of the analytics appropriate to the technology/system that you used to post the instruction - hits, views, reach, likes, comments, shares, etc. (You would probably choose the largest of those numbers for the technology that you have used.)
- REMINDER: For hybrid events that include via technology – recorded/posted, be sure to come back and add indirect contacts after 30 days or the end of the month.
- If the program delivery continues monthly, you may report it for each of those months as “ongoing” and capture the NEW analytics for each month – that is new learners who are participating for the new month.

## Keywords

Keyword List - Enter content or topics taught - Maximum of 4

Keyword - 1

Keyword - 2

Keyword - 3

Keyword - 4

- List up to four key words to describe the content or subject matter.
- Do not** write a narrative description of the learning event.
- Do not** put a paragraph description of your program.
- Here is an example, for an event with a primary program area theme of 4-H Science:
  - Robotics
  - STEM
- Focus on the subject/topic/issue. Here are some examples: weeds, pests, diabetes, grant writing, robotics, corn, turf grass, bees, climate, STEM, wellness, parenting, financial management, economic development, organizational planning.