WHO, WHEN, WHAT, HOW, WHY

**Who?** Educators and outreach associates enter data. Extension program coordinators enter data if they work on applicable activities (e.g. gardens; Master Gardener and Master Naturalist programs) or if requested by their county or unit office.

- Educators in AAB/NREE should follow this guidance. Information is also provided [https://extension.illinois.edu/commit/reporting-aabnree](https://extension.illinois.edu/commit/reporting-aabnree)
- Coordinators reporting applicable work (e.g. gardens; Master Gardener and Master Naturalist programs) should refer to this guide and information provided at [https://extension.illinois.edu/commit/garden-reporting](https://extension.illinois.edu/commit/garden-reporting) [https://extension.illinois.edu/commit/master-gardener-programs](https://extension.illinois.edu/commit/master-gardener-programs) [https://extension.illinois.edu/commit/master-naturalist-programs](https://extension.illinois.edu/commit/master-naturalist-programs)

**When?** This guide covers activities conducted 10/1/2021-9/30/2022.

- Enter all activities to date by **9/1/2022** to allow time for review.
- All PEARS entries must be entered by **9/30/2022**.

**What to report?** These are the key Extension-wide (**) and AAB/NREE (+) reporting needs. You may choose to report more frequently (e.g. enter program activity as soon as it is scheduled; fill in demographics after it is held).

- **Direct education** activities (as they occur, or monthly)
- **Indirect activities** (as they occur, or monthly)
- **Impact Success Story.** See **Impact Success story Guide**
- Research projects (as they occur, or watch for periodic requests)
- Expert assistance contacts (monthly)
- Extension-supported gardens (Report in spring, with season-end survey in fall).
- **External collaborations** NEW--collaborations with a one or more external organization
- Evaluations (as completed)
• **Why?** Activity reporting contributes to AAB/NREE program area success in several ways. They provide **accountability** for our funding. They **document and demonstrate** all the ways AAB/NREE staff work to accomplish program objectives. They can help **identify opportunities** for development. They provide program summary data for **marketing** purposes.

• **Questions?** Contact Karen Winter-Nelson ([kwinter@illinois.edu](mailto:kwinter@illinois.edu)). If she is unavailable, contact Beth Welbes ([echamb@illinois.edu](mailto:echamb@illinois.edu))

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**Quick Guide to Reporting and Evaluation**

**Direct education activities—delivery of a curriculum with interaction**

*What is direct education?*
1. Delivery of a planned educational curriculum, with possibility of audience interaction
2. Include webinars.
3. Include asynchronous curricular modules (e.g. Moodle, kits) if they have some evidence of completion (e.g. post quiz; progress tracker; kit evaluation survey).
4. Do not include meetings without educational content or that are internal to Extension

*How is direct education reported?*
5. Reported under PEARS/Track/Program Activities
6. For guidance on which activities should be reported as a single program activity, and which should be separate ones, refer to the [AAB/NREE PROGRAM ACTIVITY ENTRY GUIDE](#) below for additional guidance on entering information for different types of educational activities
7. When naming the activity, use the [AAB/NREE NAMING GUIDE](#) below and [https://go.illinois.edu/AAB-NREE-naming](https://go.illinois.edu/AAB-NREE-naming). For other activities, you may also choose to use your own consistent naming to group activities by topic or initiative.
8. AAB/NREE entries now collect additional data on theme, topic, and program on the custom data screen. See the [Quick reference guide—Custom Data](#) for orientation to custom data.

**Indirect activities—educational/informational resources without audience interaction**

*What are indirect activities?*
1. Educational/informational resources without the possibility of audience interaction or feedback
2. Typical activities include articles, fact sheets, videos, podcasts, blog posts, radio and tv appearances, etc.

*How are indirect activities reported?*
3. Reported under PEARS/Track/Indirect Activities
4. Organize indirect activity entries by channel or by specific content to help group
5. See the [PEARS GUIDE TO ENTERING INDIRECT ACTIVITIES](#) for navigating this section within PEARS
6. Always create a separate intervention channel entry for each output, e.g. each article, blog post, podcast, video. The intervention channel entry is the main level of detail we are aggregating to count output.
7. Use the intervention channel description field to provide info. Include title/topic and date of release.
8. “Reach” numbers are understood to be estimates often. Enter 0 if unavailable. Don’t spend a lot of time searching for these numbers.

Impact Success Stories
1. See Impact Success Story Guide for more information
2. Reporting will be under PEARS/Track/Success Stories

Research projects
1. Make a separate entry for each research project.
3. Update record as needed, e.g. when project has results, in the Research Activities Spreadsheet. Request link to spreadsheet.

Expert assistance contacts—subject matter information/recommendations provided in response to a request via email, phone, face to face, web form
1. Report under PEARS/Track/Direct Contacts
2. Keep track of subject matter information requests via email, phone, and face to face for each month.

Extension-supported gardens
1. Report in May/June (PEARS entry/2022 Community Garden survey) and November (end of season reporting survey)
2. See the 2022 Garden Reporting guide or https://extension.illinois.edu/commit/garden-reporting for details.
3. Consult the Extension-supported garden dashboard or Extension Garden Map to see current records in PEARS.
   a. Garden is on map and is continuing ➔ UPDATE PEARS record by attaching completing the 2022 Community Garden survey
   b. Garden is not on map, but is active and Extension-supported ➔ ADD a record in PEARS, then UPDATE by attaching and completing the 2022 Community Garden survey
   c. Garden is on map, but will NOT have Extension support this year ➔ REPORT on garden status here and DELETE record in PEARS
4. Garden entries from 2021 will be copied forward for you.
5. Direct education programs held at the garden each have their own program activity entry, following general program activity guidance. These will not need the Community Garden survey attached.

External collaborations—single partner
1. See the External Collaborations Quick Guide (coming soon at https://extension.illinois.edu/commit/report)
2. Report joint work with a single external partner on an initiative or goal
3. Report in PEARS/Track/Partnerships
4. List all internal Extension collaborators in the collaborators section
5. The SITE field is the primary unit of analysis. Request new sites if needed to uie-inepdocs@illinois.edu; Subject: New PEARS Site. Include organization name, address, city and zip.
6. You do NOT need to complete the evaluations page.
7. Tracking of meetings is also optional; this data is not used at the state level.
8. You do NOT need to mark as complete.

**External collaborations—multiple partners**
1. See the Coalitions Quick Guide (available soon at https://extension.illinois.edu/commit/report)
2. Report joint work involving two or more external partner on an initiative or goal
3. Report in PEAR/Track/Coalitions
4. List all internal Extension collaborators in the collaborators section.
5. Add each external organization as a “Member.”
6. Be sure to list each member SITE as this is our primary unit of analysis. Request new sites if needed to uie-inepdocs@illinois.edu; Subject: New PEARS Site. Include organization name, address, city and zip.
7. You do NOT need to complete the evaluations page.
8. Tracking of meetings is also optional; this data is not used at the state level.
9. You do NOT need to mark as complete.

**Evaluations**
1. Evaluate with intentionality, considering priorities, goals, and feasibility.
2. **Setting evaluation priorities**
   Programs are a priority for evaluation where the information is potentially most useful. Types of programs that most warrant investing in evaluation may include
   a. Same outreach delivered repeatedly (higher collective number of participants)
   b. Collaboration across units (work together to develop evaluation tools)
   c. Major programs—ones where significant time/effort are invested
   d. Programs with potential for scaling up
   e. Best potential for demonstrating impact (e.g. multi-session, focus on action or skills)
   f. Where “multipliers” can demonstrate potential impact beyond participant (benefits beyond participants in a way you can quantify)
3. **Evaluation goals**
   Typical evaluation goals include (1) assessing outcomes; (2) getting feedback on program content and delivery; and (3) gathering information on future needs to help with future program development
4. **Assessing outcomes**
   Types of outcomes typically assessable through standard program evaluation methods include
   a. Changes in knowledge, skills, ability, actions/practices/behaviors, or intent to take action
   b. Other indicators of impact or value, e.g. economic benefits (if applicable)
   c. Use standard question formats where available, include retrospective pre post format (e.g. rate your knowledge before/after) where applicable. Number and label each point.
5. **Share your evaluation data.**
   a. Add Karen Winter-Nelson as a collaborator with data access to Qualtrics surveys.
b. For non-Qualtrics data, **Upload evaluation data to Box**, including (1) copy of instrument; (2) any evaluation summary you’ve written up; (3) access to evaluation data at the record level (via excel or qualtrics).

c. Upload of evaluations to PEARS program activity is optional. It is not required for state purposes.

d. Most useful place for evaluation data in PEARS is as part of an Impact Success Story.
AAB/NREE Program Activity Entry Guide

1. CLASS SERIES of more than one session with a consistent audience organized by Extension (e.g. Master Gardener, Annie’s Project)
   a. Organizer enter as single program activity
   b. Enter all presenters/delivery people from Extension in the collaborator section
   c. List each session, including any delivered remotely via webinar
   d. Presenters do not enter individual session as separate program activity
   e. Naming: series name/city (e.g. Annie’s Project/Champaign)
   f. If a single session has extra attendees not part of full series, enter a separate program activity for the session and list the number of session-only participants (Series name/Extra/topic)

2. SERIES of more than one session that audience can participate in “a la carte”, i.e. audience will differ (e.g. Four seasons gardening)
   a. Each presenter enters their session as separate program activity
   b. Naming: Series name/session topic (e.g. Four seasons gardening/vegetable gardening)
   c. Evaluation: use consistent evaluation instrument, with items within questions customized to session topic
   d. Demographics: If single registration form used for series, request registration report from IT (or work with Karen to obtain) to get demographics for session-registrants. Use proportionate demographics if attendance >50% of registrants. OR see WEBINAR demographics guidance for (8) below.

3. CONFERENCE or WORKSHOP organized by Extension with generally consistent attendance—participants mostly attend all sessions (e.g. Field Days; Crop Management Conference)
   a. Organizer enter event as program activity
   b. Enter all presenters/delivery people from Extension in the collaborator section
   c. List each session
   d. Presenters do not enter program activity for their session
   e. Evaluation: generally single evaluation with questions covering session content

4. CONFERENCE or WORKSHOP with “a la carte” attendance (e.g. some Saturday Gardening Days)
   a. Organizer enter event as program activity
   b. List all Extension presenters/delivery people in the collaborator section
   c. List sessions/agenda in notes section, not as separate sessions

5. CONFERENCE, WORKSHOP, or SERIES organized outside of Extension (e.g Indigenous Plant Symposium)
   a. Each presenter enters their session as separate program activity
   b. Naming: conference-workshop-series name/session topic (e.g. Indigenous Plant Symposium/Wetlands)
   c. Evaluation: ask organizer for evaluation results

6. PRESENTATIONS delivered IN-PERSON or by WEBINAR to SPECIFIC SITES as part of a CLASS SERIES (e.g., presenter on specific topic within Master Gardener volunteer training)
   a. Not reported separately—will be reported by coordinator of local series

7. STATIONS/TABLES at an event organized either by Extension or outside organization, where participants choose which stations/tables to visit (e.g. booth/table at Chicago Garden Show)
a. Each presenter/delivery person enters their station separately (if multiple people at one station, only enter once)
b. Enter the entire time you are there as a single session.
c. In the notes section, describe the typical length of delivery to each group.
d. For number of participants, estimate the number of people experiencing your delivery, which may differ from total # of participants at the event.

8. WEBINARS: PRESENTATIONS delivered by WEBINAR at EXTENSION OFFICES or similar site, and not part of a “class series” such as Master Gardener volunteer core training.
   a. Local site organizer enters as Program Activity
   b. Organizer lists presenter/delivery person as collaborator
   c. If session is also available to individuals outside of unit offices, presenter also creates a program activity. Number of participants should omit unit-based participants.
   d. Naming: Activity name—location. (Presenter: Activity name—webinar) (e.g.

9. WEBINARS: PRESENTATIONS delivered by WEBINAR with offsite (anywhere) availability
   a. Presenter or session organizer enters as program activity.
   b. List presenters/organizers as collaborators
   c. # of participants: (1) Preferred: Use meeting report to get # of unique visitors; (2) Alternate: use highest number of attendees viewing at a time during presentation
   d. Demographics: use proportionate registration data (if attendance rate of registrations >50%, see worksheet) OR Consider using in-webinar polls on demographic information for actual attendees
## AAB/NREE Program Activity Naming Guide

### General Guidelines

<table>
<thead>
<tr>
<th>Type of Program Activity</th>
<th>PEARS Program Activity Entry--Naming Guide</th>
<th>Program Activity Naming Example</th>
<th>Who enters/notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERIES of more than one session with a consistent audience organized by Extension</td>
<td>Series name/location (if more than one)</td>
<td>Master Gardener core training/South Cook</td>
<td>Site series organizer enters program activity and list all delivery people/presenters in the collaborator section. Presenters do NOT enter their individual sessions.</td>
</tr>
<tr>
<td>SERIES of more than one session that audience can participate in “a la carte”, i.e. audience will differ</td>
<td>Series name/topic</td>
<td>Small Farms Webinar Series/</td>
<td>Individual presenters for each topic should enter. See below for Webinar notes if applicable.</td>
</tr>
<tr>
<td>Conference organized by Extension; attendees generally attend all sessions</td>
<td>Conference name/location (if more than one)</td>
<td>Crop Management Conference/Malta</td>
<td>Lead Extension organizer enters program activity. List each Extension presenter as collaborators. List each session. In notes, list specific session topics with presenters.</td>
</tr>
<tr>
<td>CONFERENCE, WORKSHOP, or EVENT with “a la carte” attendance at sessions</td>
<td>Conference name, following guide below</td>
<td>Gardening Day/Gardeners Big Day</td>
<td>Lead Extension organizer enters program activity. List each Extension presenter as collaborator. In notes, list specific session topics with presenters.</td>
</tr>
<tr>
<td>CONFERENCE, WORKSHOP, or SERIES organized outside of Extension</td>
<td>Conference name/session/topic</td>
<td>Illinois Indigenous Plants Symposium/session/What’s in a Wetland</td>
<td>Individual presenter enter their session separately</td>
</tr>
<tr>
<td>STATIONS/TABLES at an event organized either by Extension OR by outside organization, where participants choose which stations/tables to visit</td>
<td>Event name/station/topic</td>
<td>Stewardship Days/station/Hydrology</td>
<td>Individual presenter will enter. Enter the entire event time as a single session. In the notes section, describe the typical length of your educational delivery to each group. For # of participants, use the best estimate of those experiencing your table, which may differ from the total # of participants at the event.</td>
</tr>
<tr>
<td>Type of Program Activity</td>
<td>PEARS Program Activity Entry--Naming Guide</td>
<td>Program Activity Naming Example</td>
<td>Who enters/notes</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>WEBINARS: PRESENTATIONS delivered as part of a CLASS SERIES</td>
<td>N/A</td>
<td>N/A</td>
<td>PRESENTER does not enter. SERIES organizer enters session and lists presenter as a collaborator.</td>
</tr>
<tr>
<td>WEBINARS: PRESENTATIONS delivered by WEBINAR to SPECIFIC SITES with local hosting, not as part of CLASS SERIES</td>
<td>Presentation name/location</td>
<td>Soil and Water Webinar/Freeport</td>
<td>PRESENTER does not enter. LOCAL SITE organizer enters and lists presenter as a collaborator. Consult presenter for presentation name</td>
</tr>
<tr>
<td>WEBINARS: PRESENTATIONS delivered by WEBINAR with universal (e.g. at home) availability, not part of CLASS SERIES</td>
<td>Presentation name/webinar</td>
<td>Soil and Water Webinar/webinar</td>
<td>Presenter enters as a separate program activity. Uses the highest number of attendees on webinar as total participants, subtracting out any sites that hosted local delivery.</td>
</tr>
</tbody>
</table>

Program-specific Naming and Issue Guide

<table>
<thead>
<tr>
<th>Type of Program Activity</th>
<th>PEARS Program Activity Entry--Naming Guide</th>
<th>Program Activity Naming Example</th>
<th>ISSUE/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annie's Project</td>
<td>Annie's Project/Abbreviated course title/Location</td>
<td>Annie's Project/Know your options/Decatur OR Annie's Project/Managing for Today/Carthage</td>
<td>Food production</td>
</tr>
<tr>
<td>Beef Quality Assurance</td>
<td>Beef Quality Assurance/location</td>
<td>Beef Quality Assurance/Effingham</td>
<td>Food production</td>
</tr>
<tr>
<td>Certified Livestock Management</td>
<td>Certified Livestock Management/location</td>
<td>Certified Livestock Management/Springfield</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>Crop Management Conference</td>
<td>Crop Management Conference/location</td>
<td>Crop Management Conference/Springfield</td>
<td>Food production</td>
</tr>
<tr>
<td>Four Seasons Gardening webinar series--offered at unit site</td>
<td>Four Seasons/Topic/Site</td>
<td>Four seasons/Preserving Flowers/Waterloo</td>
<td>Engagement with home and community landscapes and environment</td>
</tr>
<tr>
<td>Four seasons Gardening webinar series--webinar non-site audience</td>
<td>Four Seasons/Topic/webinar</td>
<td>Four seasons/Preserving Flowers/webinar</td>
<td>Engagement with home and community landscapes and environment</td>
</tr>
<tr>
<td>Type of Program Activity</td>
<td>PEARS Program Activity Entry-- Naming Guide</td>
<td>Program Activity Naming Example</td>
<td>ISSUE/Action Plan</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>FSMA Produce Safety Alliance training</td>
<td>FSMA Produce Safety Alliance training/location</td>
<td>FSMA Produce Safety Alliance training/Carbondale</td>
<td>Food safety</td>
</tr>
<tr>
<td>GIFAA-related training</td>
<td>Add GIFAA to end of Program Activity name</td>
<td>Junior Master Gardeners GIFAA</td>
<td>Food access</td>
</tr>
<tr>
<td>GIFAA training--volunteer delivered</td>
<td>do not enter in PEAR.</td>
<td>do not enter in PEAR.</td>
<td>do not enter in PEAR.</td>
</tr>
<tr>
<td>Illinois Specialty Crops, Agritourism, and Organic conference--Conference sessions</td>
<td>Specialty Crops Conference/Sessions/Topic</td>
<td>Specialty Crops Conference/Sessions/Succession Planting with Brassica Crops</td>
<td>Food production</td>
</tr>
<tr>
<td>Illinois Specialty Crops, Agritourism, and Organic conference--Pre-conference workshops</td>
<td>Specialty Crops Conference/Workshop/Topic</td>
<td>Specialty Crops Conference/Workshop/High Tunnels</td>
<td>Food production</td>
</tr>
<tr>
<td>IPM</td>
<td>IPM/Topic</td>
<td>IPM/Green Industry</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>ISEIF Smart Meter overview sessions</td>
<td>Smart Meter Overview/location</td>
<td>Smart Meter Overview/Monmouth</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>ISEIF Smart Meter workshops</td>
<td>Smart Meter Workshop/location</td>
<td>Smart Meter Workshop/Morton</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>Master Gardener Advanced training</td>
<td>Master Gardener Advanced Training/Topic</td>
<td>Master Gardener Advanced Training/Urban Tree Identification</td>
<td>Engagement with home and community landscapes and environment</td>
</tr>
<tr>
<td>Master Gardener Continuing Education</td>
<td>Master Gardener CE/Topic</td>
<td>Master Gardener CE/Living with wildlife</td>
<td>Engagement with home and community landscapes and environment</td>
</tr>
<tr>
<td>Master Gardener Core volunteer training</td>
<td>Master Gardener Core Training/location/anything else you would like to add</td>
<td>Master Gardener Core Training/South Cook/Spring 2018</td>
<td>Engagement with home and community landscapes and environment</td>
</tr>
<tr>
<td>Master Gardener Core volunteer training--extra session attendees</td>
<td>Master Gardener Core Training/extra/Topic</td>
<td>Master Gardener Core Training/extra/Botany</td>
<td>Engagement with home and community landscapes and environment</td>
</tr>
<tr>
<td>Master Gardener other volunteer-delivered educational sessions</td>
<td>do not enter in PEAR.</td>
<td>do not enter in PEAR.</td>
<td>do not enter in PEAR.</td>
</tr>
<tr>
<td>Master Gardener Speakers Bureau (delivered to the public by Master Gardeners)</td>
<td>do not enter in PEAR.</td>
<td>do not enter in PEAR.</td>
<td>do not enter in PEAR.</td>
</tr>
</tbody>
</table>

kwinter@illinois.edu  updated 5/26/2022
<table>
<thead>
<tr>
<th>Type of Program Activity</th>
<th>PEARS Program Activity Entry-- Naming Guide</th>
<th>Program Activity Naming Example</th>
<th>ISSUE/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Gardener Speakers Bureau delivery training</td>
<td>Master Gardener Speakers Bureau Training/topic</td>
<td>Master Gardener Speakers Bureau training/Shade gardens</td>
<td>Engagement with home and community landscapes and environment</td>
</tr>
<tr>
<td>Master Naturalist volunteer training</td>
<td>Master Naturalist volunteer training</td>
<td>Master Naturalist volunteer training</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>Master Urban Farmer training</td>
<td>Master Urban Farmer training</td>
<td>Master Urban Farmer training</td>
<td>Food production</td>
</tr>
<tr>
<td>Nutrient Loss Reduction Strategy Implementation</td>
<td>NLRS/Topic</td>
<td>NLRS/Cover Crop Field Day</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>PSEP Commercial sessions</td>
<td>PSEP/Commercial/Topic/Location</td>
<td>PSEP/Commercial/Turf/Marion</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>PSEP Commercial--section within General Standards</td>
<td>PSEP/Commercial/General/Section topic/location</td>
<td>PSEP/Commercial/General/Calibration/Marion</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>PSEP Private sessions</td>
<td>PSEP/Private/Location</td>
<td>PSEP/Private/Kankake</td>
<td>Enhancing and preserving natural resources</td>
</tr>
<tr>
<td>Saturday Gardening Days</td>
<td>Gardening Day/specific title</td>
<td>Gardening Day/Ready Set Grow</td>
<td>Engagement with home and community landscapes and environment</td>
</tr>
<tr>
<td>Small Farms webinar series</td>
<td>Small Farms Webinar/Topic</td>
<td>Small Farms Webinar/Native Pollinators on your Farm</td>
<td>Food production</td>
</tr>
</tbody>
</table>
## AAB/NREE Indirect Activity Entry Examples

<table>
<thead>
<tr>
<th>Type of Indirect Activity/Examples</th>
<th>Activity name</th>
<th>Channel</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERIES of regular dispatches, e.g. blog, regular TV or radio appearance, newspaper articles</td>
<td>SERIES name or description</td>
<td>Select channel from list</td>
<td>detail on topic and date</td>
</tr>
<tr>
<td>Down the Garden Path blog</td>
<td>Down the Garden Path blog</td>
<td>Blog</td>
<td>Early Spring Garden Questions 4/2/18</td>
</tr>
<tr>
<td>(same indirect activity entry)</td>
<td>Blog</td>
<td></td>
<td>Three grassy weeds in the lawn 5/15/18</td>
</tr>
<tr>
<td>(same indirect activity entry)</td>
<td>Blog</td>
<td></td>
<td>Now we need to water 7/18/18</td>
</tr>
<tr>
<td>Series of educational tweets</td>
<td>Education Tweet</td>
<td>Social media</td>
<td>Topic: Anaerobic Digestion 5/13/18</td>
</tr>
<tr>
<td>First Light radio appearances</td>
<td>First Light Radio segment</td>
<td>Radio interview</td>
<td>Growing interest in community gardens 5/20/18</td>
</tr>
<tr>
<td>Hort Garden packet</td>
<td>Hort Garden packet</td>
<td>Articles</td>
<td>Backyard Grapes 4/18/18</td>
</tr>
<tr>
<td>MidAmerica Farmer Grower Articles</td>
<td>MidAmerica Farmer Grower</td>
<td>Articles</td>
<td>Watch those first-calf heifers/April 2018</td>
</tr>
<tr>
<td>WIFR TV segments</td>
<td>WIFR Green Thumb segments</td>
<td>TV interview</td>
<td>Sunscald on fruits and vegetables 7/11/18</td>
</tr>
<tr>
<td>ARTICLE or output that appears several places</td>
<td>Article topic</td>
<td>separate channel entries for each outlet</td>
<td>detail on outlet and date</td>
</tr>
<tr>
<td>Thinking about cover crops</td>
<td>Thinking about cover crops</td>
<td>Articles</td>
<td>Article in Chrisman Leader 8/1/18</td>
</tr>
<tr>
<td>(same indirect activity entry)</td>
<td>Articles</td>
<td></td>
<td>Article in Robinson Daily News 8/2/18</td>
</tr>
<tr>
<td>ONE TIME activity such as a fact sheet, curriculum development, or special video</td>
<td>Item name</td>
<td>Select channel from list</td>
<td>additional description</td>
</tr>
</tbody>
</table>
AAB/NREE Reporting Procedures—Checklist

**Direct education activities—delivery of a curriculum with interaction**
REPORT IN: PEARS/Track/Program Activities
___ Action plan/issue
___ Collaborators
___ Demographics
___ All sessions listed

**Indirect activities—educational/informational resources without audience interaction**
REPORT IN: PEARS/Track/Indirect activities
___ Enter an indirect activity for each regular outlet (e.g. radio station, blog, video, etc)
___ Start and end dates— if it’s a multi-entry activity, e.g. blog, use reporting year (10/1/18-9/30/19)
___ Separate “intervention channel” entry for each output, e.g. blog post, podcast episode
___ Topic or explanatory info (in description field of intervention channel)—include title/topic and date of release
___ Add collaborators if applicable
___ Reach, if available

**Evaluation results**
REPORT IN: provide data via qualtrics collaboration or upload results to evaluation folder in Box. If uploaded, please include
___ Copy of instrument used
___ Results in digital format, e.g. excel, including record-level data (individual response data if available in spreadsheet)
___ Written summary, if available
___ If Qualtrics used, may add kwinter as collaborator with download permissions instead of sending instrument and data

**Expert assistance—subject matter information/recommendations provided in response to a request via email, phone, face to face, web form**
REPORT IN: PEARS/Track/Direct Contacts
___ Email contacts
___ Phone contacts
___ Face to face contacts
___ Additional categories also available, use “other” if needed

**Research projects**
REPORT IN: Research activities dashboard. Use the Research Activities Entry form or request link to research activities spreadsheet to update records.
___ Check to make sure project is not already entered.
___ Enter a brief summary of results when available.
Extension-supported gardens

REPORT IN: PEARS/Track/Program activities/
___ Enter garden information at **end of Summer 2021**.
___ Separate entry for each Extension supported-garden: GARDEN/Garden name. Existing gardens will be copied forward for you.
___ Delete any records for gardens that are no longer active.
___ In order to attach garden survey, need to answer “YES” to: *Did you perform any evaluations of this program activity?*
___ Info covers PEARS site, type of location (e.g. school, hospital, park district), use (e.g. food donation, pollinator, therapeutic)
___ Inactive gardens are deleted from PEARS
___ Inactive garden status reported in the [Garden Status Survey](#)
AAB/NREE Reporting Procedures—Common Errors and Omissions

Considering the amount of data entered and the complexity of the PEARS system, some mistakes or omissions are to be expected. Here are a few common data entry errors or omissions to be aware of. NOTE that these may not have been errors in the past due to changed guidelines.

**Direct education/program activities**

1. Not using NAMING GUIDE
2. Multiple people entering same event.
   a. Check GUIDE to see who should enter
   b. Make sure you enter ALL collaborators, including yourself if applicable
3. Not tagging an Action Plan
4. Not entering monthly—getting behind
5. Entering activities other than direct education
   a. Report client contact outside of educational programming as expert assistance
   b. Meetings should not be included unless they have planned educational content
   c. Events internal to Extension should not be reported

**Indirect activities**

1. Not specifying one or more intervention channels for an activity
2. Not using the intervention channel description field to provide topic info (include topic/title and date of release)
3. Not “keeping up” with entries on a regular basis

**Expert assistance**

1. Not keeping track of contacts on an ongoing basis
2. Including non-subject matter requests in count (e.g. time/place/registration info of Extension event)

**Gardens**

1. Not entering all Extension-supported gardens
2. Not starting program activity name with GARDEN/
3. Not attaching and completing a garden survey to a garden entry
4. Attaching a garden survey to a direct education activity; not having a separate entry for the garden itself distinct from educational activity entries
5. Not deleting inactive gardens
6. Not reporting reason why garden is now inactive in Garden Status Survey

**Evaluations**

1. Not labeling all scale points on survey
2. Not having a clear use for the information you collect
3. Sharing summary data only instead of individual response data
Webinar Reporting and Evaluation Guide

Contains excerpts from ANR webinar guide

Evaluation
1. Use consistent question formats and key questions for whole series.
2. Develop questions based on your learning objectives. Consult with Karen if desired. Not too long
3. Choose evaluation platform: general Qualtrics or Zoom in-webinar polling.
   a. Zoom in-webinar polling
      i. See overview and example below; instructions here
      ii. Most suitable for fully-live webinars (not pre-recorded).
      iii. Will only reach live viewers; cannot be used with viewers of posted videos.
   b. Qualtrics
      i. Can reach viewers of recorded video as well as live viewers
      ii. Use common AAB/NREE questions where applicable
         1. Option: Use ANR survey template. AAB/NREE has a survey template with several questions set up in Qualtrics available for you to copy and adapt to your webinar evaluation needs. Contact Karen (kwinter@illinois.edu) to request access to template. See List of questions for additional guidance on core and optional questions.
         2. Option: Use ANR question library (under development). Examples of question types in the library include the following. Additional questions will be added—contact Karen with suggestions.
            a. Demographics block
            b. Location block—address
            c. Location block—county and zip
            d. Knowledge change (before and after)
            e. Ability change (before and after)
      iii. Provide multiple ways to access survey: QR code on slide, link on slide and in chat box, in description once video is posted on youtube.
      iv. Explicitly request viewers to complete survey and direct to survey link
         1. Request attendees complete evaluation in webinar.
         v. If sending out followup link in email, announce in webinar that it will be coming.
         vi. Can make in-webinar request to audience watching it recorded on youtube. (e.g. “This webinar is also being recorded and will be available on youtube. If you are watching on youtube, we also ask you to complete the survey to help us present the best possible programming.” Include link in youtube video description or at start and end of video.

Reporting
4. See PEARs Webinar Guide (below) and the AAB/NREE Reporting Procedures Guide
5. Enter webinar in PEARs as program activity.
6. Compile and enter participant data
   a. Number of participants
i. Default Zoom participant counts are inaccurate for our purposes (may contain duplicates; includes hosts/presenters)

ii. Download and store a Zoom meeting usage report to get number of participants. Zoom reports are accessed by logging in through a browser, rather than through the desktop app

iii. Be sure to count unique users

iv. Do not count presenters/hosts.

b. Always download your Zoom participant data to document the correct number of participants for your records.

v. Default number of participants provided by Zoom in meeting list is NOT the correct number
   - Default participant count includes participants more than once if they had connection issues and re-logged in
   - Default participant count includes Extension hosts/presenters as participants

vi. To get correct number, generate Usage Report using “show unique users”

vii. Download Usage Reports for any event that is direct education to the public (i.e. will be entered as a PEARS program activity; not an internal/partner/professional meeting)

vi. Sign in at https://illinois.zoom.us/. Reports are available through browser interface, but may not be available through Zoom app.

ii. Select “reports” at lower left.

iii. Choose “usage”.

iv. Adjust date range to get list of meetings.

v. Click on number of participants at far right of data on applicable meeting.

vi. Check “show unique users” box

vii. Export to get list of participants.

viii. Do not count presenters/hosts when counting number of participants.

ix. For most accurate count of public reached, do not count Extension employees in count

x. Keep downloaded data to document participant count for your own records. You do not need to send it to anyone.

xi. NOTE: ZOOM stores data for a maximum of 12 months.

d. Demographic data

i. From ewm registration: Use worksheet to prorate based on # of participants

ii. From Qualtrics or webtools: Prorate based on # of participants; or for most accurate demographic data, link registration records to zoom attendance records. Contact Karen for assistance if needed.

xii. From polling: download poll report from Zoom. Polling reports can be downloaded from the Zoom website in web browser, but not from Zoom app

7. Enter video in PEARS as indirect activity. Enter as specific intervention channel, listing the topic and date posted. Put reach as 0—numbers will be pulled from youtube.
8. Provide evaluation results
   a. Add Karen as collaborator on qualtrics
   b. OR upload any summaries and data (individual record-level if available) to Box folder for evaluation results

In-webinar Evaluation—overview and example

a. Overview
   viii. probably 2-4 questions would be max for in-webinar polling
   ix. Can assess change in attitude or knowledge by doing the same set of questions at the beginning and end
       1. Change in knowledge or attitude: can either be likert-style scale or categories.
          See farmdoc example below
          a. Use poll at end to ask participants to rate their knowledge increase using likert-style scale
          b. Ask factual questions before and after covering topic, see if % with accurate answers increases
       x. OR, can assess mastery of material by using a factual question at the end.

b. Example from farmdoc—demonstrates attitude change as result of presentation

BEFORE
Poll asked early in presentation

![QuickPoll Example](image)

AFTER
Poll asked later in presentation, after bulk of content. Same questions asked. See increase in % on “more strict measures should be implemented”—shows attitude change
Reporting overview—PEARS Guide for webinars

Where to report?
- Live webinars are reported in PEARS/Program Activities as they fit the definition of direct education.
- Videos posted on youtube and similar sites are reported in PEARS/Indirect Activities.
- Webinars that are later posted as videos should be reported in both Program Activities and Indirect Activities.

Program activities
1. Follow guidance above on how to enter typical AAB/NREE programs.
2. For general Extension-wide information, consult guidance at https://extension.illinois.edu/commit/report
3. Typically, webinar presenter should make the entry. If multiple presenters, or if the webinar is part of a series, coordinate so that only one entry is made.
4. Naming: include series name and topic/title, e.g. Everyday Environment/Sky Spectacles; Hemp Grower Spotlight/Sulcanna
5. Special instructions for webinars
   a. SITE: For webinars, use the address where the webinar broadcasts from or where the webinar viewing is hosted (if statewide webinar viewing events are hosted locally).
   b. SITE: **Select your office location if you are working from home.
   c. UNIT: Select the option that best represents the catchment area for participants (e.g. county, unit, Illinois)
6. Participants
   a. Use Zoom “usage report” to get total number of participants.
   b. Sign in at https://illinois.zoom.us/. Reports are available through browser interface, but may not be available through Zoom app.
   c. select “reports” at lower left.
   d. choose “usage”.
   e. Adjust date range to get list of meetings.
   f. Click on number of participants at far right of data on applicable meeting.
   g. Check boxes for “export with meeting data” AND “show unique users”
   h. export to get list of participants.
   i. Do not count presenters/hosts.
j. Keep downloaded data to document participant count for your own records. You do not need to send it to anyone.

k. NOTE: ZOOM stores data for a maximum of 12 months.

**Indirect activities**

1. Follow guidance above on how to enter typical AAB/NREE programs.
   a. Webinar presenter should enter the video.
   b. ***NEW-- multiple collaborators can now be entered
   c. Enter a **separate Intervention Channel** for each video
   d. Name (in “Description”) should include the name of the series and the topic

2. For general Extension-side information, consult guidance in “**PEARS Guide for Reporting Indirect Activities**.” (Note: not updated for 2019-2020.)
Notes on program registrations and Zoom data

Registration guidance
- Extension’s preferred platform is still EWM since it provides a central repository for registration data
- For any registrations conducted using Qualtrics, Webtools, Zoom, or any platform other than EWM: download the registration data and upload to Box folder: https://go.illinois.edu/RegistrationData_AAB/NREE
- Include questions on demographics and location (address or county/ZIP) in registration

Download Zoom participant data to document correct count
1. Always download your Zoom participant data to document the correct number of participants for your records.
   - Default number of participants provided by Zoom in meeting list is NOT the correct number
     - Default participant count includes participants more than once if they had connection issues and re-logged in
     - Default participant count includes Extension hosts/presenters as participants
   - To get correct number, generate Usage Report using “show unique users”
   - Download Usage Reports for any event that is direct education to the public (i.e. will be entered as a PEARS program activity; not an internal/partner/professional meeting)

2. How to get correct participant count and list
   - Use Zoom “Usage Report”
   - Sign in at https://illinois.zoom.us/. Reports are available through browser interface, but may not be available through Zoom app.
   - Select “reports” at lower left.
   - Choose “usage”.
   - Adjust date range to get list of meetings.
   - Click on number of participants at far right of data on applicable meeting.
   - Check “show unique users” box
   - Export to get list of participants.
   - Do not count presenters/hosts when counting number of participants.
   - Keep downloaded data to document participant count for your own records. You do not need to send it to anyone.
   - NOTE: ZOOM stores data for a maximum of 12 months.