

**Wisconsin Cooperative Extension
Guidelines for reporting direct and indirect teaching contacts**

The individual statistics you provide annually through your teams is used to compile Wisconsin Cooperative Extension civil rights reports and answer other institutional requests for information describing the audiences you serve.

Summary of Statistical Data
Year: 2010
Guidelines for Reporting...

Sample Team Summary

2010 statistical reporting changes

Until now, the Cooperative Extension Planning and Results System (PRS) database allowed reporting individual statistics only for direct teaching contacts under three categories that each total 100%:

Number of Contacts is now renamed Number of Direct Teaching Contacts for this data set with the first category now titled Racial Identity, Ethnicity (Hispanic or non-Hispanic, moved down), then Gender.

At the bottom of the statistical summary, the previous Days Worked line and help text have been replaced in the database, so you can now also report the total number of indirect teaching contacts you made for the period January 1 through December 31, and document those in the box below.

You can see update changes in **bold** on the sample statistical summary to the right, and the following pages explain how you can distinguish direct from indirect teaching contacts for reporting. In the PRS database, you can click on the question mark for help text that will remind you what each entails.

Number of Direct Teaching Contacts ?

Racial Identity:	
American Indian/Alaskan Native:	19
Asian:	26
Black/African American:	37
Native Hawaiian/Other Pacific Islander:	10
White:	39133
Other Race:	74
Two or More Races:	3
Total:	39302
Ethnicity:	
Hispanic:	755
Non Hispanic:	38547
Total:	39302
Gender:	
Female:	11732
Male:	27570
Total:	39302

Number of Indirect Teaching Contacts ?

Total Indirect Contacts:	3,456,789
Description (up to 1,000 characters)	
Volunteers Trained: ?	485

Definition of direct teaching contacts

For federal civil rights reporting, direct teaching contacts are defined as face-to-face. Wisconsin Cooperative Extension direct teaching methods include classes, workshops, train-the-trainer sessions, conferences, farm tours, field days and demonstrations, group discussions, one-on-one consultations, coaching, peer networking and mentoring. Direct teaching contacts also include follow-up telephone, email or web conferencing with the same known individuals you taught face-to-face. When reporting team statistics, you will report the number of direct teaching contacts in three categories that each total 100%, now titled Racial Identity, then Ethnicity (moved down on the screen), and Gender.

Types of direct teaching methods

Classes, workshops, train-the-trainer sessions and conferences — Add the totals for each session of a class, workshop series, training or conference presentation.

Farm tours, field days and demonstrations — Keep good records, record your best estimate for each event, and add the total for all events.

Group discussions, one-on-one consultations, coaching, peer networking and mentoring — Some of your teaching continues with the same people following a face-to-face training. For example, you might meet once a month by web conferencing or follow up regularly by phone. If a group of 15 people you trained face-to-face continue meeting with you by teleconference once a month for 3 months, that counts as 45 direct teaching contacts in addition to the original training.

Help text:

Number of direct teaching contacts

These statistical data you have traditionally provided are used to compile Cooperative Extension civil rights reports as well as other institutional requests for information.

For federal civil rights reporting, direct teaching contacts are defined as face-to-face. Wisconsin Cooperative Extension direct teaching methods include classes, workshops, train-the-trainer sessions, conferences, farm tours, field days and demonstrations, group discussions, one-on-one consultations, coaching, peer networking and mentoring. Direct teaching contacts also include follow-up telephone, email or web conferencing with these same known individuals you taught face-to-face.

When reporting team statistics, you will report the number of direct teaching contacts in three categories that each total 100%, now titled Racial Identity, Ethnicity, and Gender.

Definition of indirect teaching contacts

Indirect teaching contacts occur when you deliver educational information to a person without actually speaking with them face-to-face, and their race, ethnicity and gender are unknown. Wisconsin Cooperative Extension indirect teaching methods include media broadcasts, public service announcements and podcasts, CDs and DVDs, software and custom spreadsheets, web sites and virtual tours, web-based trainings and conferences, displays and exhibits, and print or electronic articles, newsletters, correspondence, curricula, publications and fact sheets. Correspondence includes telephone calls, e-mail responses, letters, memos and technical reports sent directly to clientele, such as technical letters with Cooperative Extension recommendations, soil, water, pest or other test results, diagnostic reports, case study and survey results, for example.

After you report the total number of indirect teaching contacts in the statistical summary, please use the Description of Indirect Contacts box below to create an impact statement documenting audience numbers reached through each type of indirect contact method (up to 1,000 characters). Media contacts should be substantiated with listenership or subscribership information such as Arbitron Ratings Data (radio) and Nielsen (TV).

Types of indirect teaching methods

Media broadcasts, public service announcements and podcasts — This would be when you speak on local television or radio. This might include a public service announcement (PSA) you produce, a pre-recorded program or documentary, or live discussion on a timely topic in your area of expertise. For broadcast media, record the segment title and date, the channel, station, or show title, and approximate number of viewers, listeners or downloads. Usually you can get this from the broadcaster's sales office. Count the audience numbers for each guest spot or PSA separately and add them together. Audience statistics sources:

Radio — Arbitron Ratings Data

Television — Nielsen Company

CDs and DVDs, software and custom spreadsheets — Count sales, complementary copies and downloads of instructional materials you develop and distribute.

Web sites and virtual tours — You can usually get a summary of web statistics from your site manager or webmaster if you give them sufficient notice. Count visits to key pages as well as downloads of educational material you develop.

Web-based trainings and conferences — Record the program title and number, time and date. The division that hosted or produced the conference can tell you how many registered for the program. For WisLine Web trainings and Webinars, you would request this information from UW-Extension Instructional Communication Systems (ICS) at 608-262-7590 or: wislineweb@ics.uwex.edu

Displays and Exhibits — Any place where you have a display applies. Count each display separately in each location. Record the agency or site where you had the display, the title of the display, and the approximate number of people who viewed the display. These contact numbers will be estimates, but that is fine.

Print or electronic articles, newsletters and correspondence — Any time you run an article in a local newspaper, magazine or newsletter, or hand out educational information at public events, these count as indirect teaching contacts. For newspaper and magazine articles, the number of contacts would be the distribution including sales, subscribers, readership or downloads. You can usually get this from the sales office. For newsletters, this would be the number you print and mail or hand out, or distribute by email.

To report these contacts, record the article title, date and title of the newspaper, magazine or newsletter, and the number of readers, subscribers or downloads. For example, if you write a column that appears in the local newspaper 4 times a year and newspaper distribution reaches 15,000 readers, 4 articles X 15,000 contacts per article totals 60,000 indirect teaching contacts. Correspondence includes telephone calls, e-mail responses, letters, memos and technical reports sent directly to clientele, such as technical letters with Cooperative Extension recommendations, soil, water, pest or other test results, diagnostic reports, case study and survey results, for example.

Print or electronic curricula, publications and fact sheets — Count sales, complementary copies and downloads of all instructional materials you develop and distribute.

Help text:

Number of indirect teaching contacts

These new statistical data you provide are used to compile Cooperative Extension annual federal accomplishments reports as well as other institutional requests for information.

Indirect teaching contacts occur when you deliver educational information to a person without actually speaking with them face-to-face, and their race, ethnicity and gender are unknown. Wisconsin Cooperative Extension indirect teaching methods include media broadcasts, public service announcements and podcasts, CDs and DVDs, software and custom spreadsheets, web sites and virtual tours, web-based trainings and conferences, displays and exhibits, and print or electronic articles, newsletters, correspondence, curricula, publications and fact sheets. Correspondence includes telephone calls, e-mail responses, letters, memos and technical reports sent directly to clientele, such as technical letters with Cooperative Extension recommendations, soil, water, pest or other test results, diagnostic reports, case study and survey results, for example.

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October 2010

University of Wisconsin-Extension, U.S. Department of Agriculture and
Wisconsin counties cooperating. UW-Extension provides equal opportunities
in employment and programming, including Title IX and
Americans with Disabilities Act (ADA) requirements.

Information System Development D1010X Testing
Individual Statistics for Dave Schultz
For the Year: 2010

Guidelines for reporting direct and indirect teaching contacts

County:	Ashland	or Campus:	
or River Basin:			
Year:	2010	Month:	October
Number of Direct Teaching Contacts ?			
Racial Identity	American Indian/Alaskan Native: ?		0
	Asian: ?		0
	Black/African American: ?		0
	Native Hawaiian/Other Pacific Islander: ?		0
	White: ?		10
	Other Race: ?		0
	Two or More Races: ?		0
	Total		10
Ethnicity	Hispanic or Latino ?		0
	Non-Hispanic or Latino ?		10
	Total		10
Gender	Female:		0
	Male:		10
	Total		10
Number of Indirect Teaching Contacts ?			
Total Indirect Teaching Contacts:	1234567890		
Description of Indirect Contacts <small>(Maximum: 1000 characters)</small>	Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Duis sagittis volutpat nulla nec pellentesque. 0In ultrices eros ut neque vulputate ultricies. Vestibulum aculis imperet nulla, eget malesuada lorem ullamcorper non? Ut a magna lectus! Morbi vitae dapibus tueris. Integer quis lorem sit amet magna blandit varius ac in mi. In quis erat risus? Nulla ac tortor urna. In mollis massa in justo viverra suscipit! Aenean ultrices ullamcorper est, sit amet sodales massa eleifend a. Aenean odio mauris, malesuada id facilisis ut, scelerisque ac massa. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Proin libero enim, malesuada non sodalesum eleifend, ris		
Characters remaining: 267			
Number of volunteers trained: ?	10		

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If you have questions or comments about the Cooperative Extension Team Planning and Results System or County Program Planning System web site, email the Cooperative Extension Wisplan Help Desk at: dave.schultz@wisc.edu