ODE

Organizational Development & Evaluation

Supporting LSU AgCenter Faculty & Staff with Tools, Training, & Evaluation

LERS

LSU AgCenter Extension Reporting System



2026-2027

LERS Reporting Guide

LSU AgCenter
Research · Extension · Teaching

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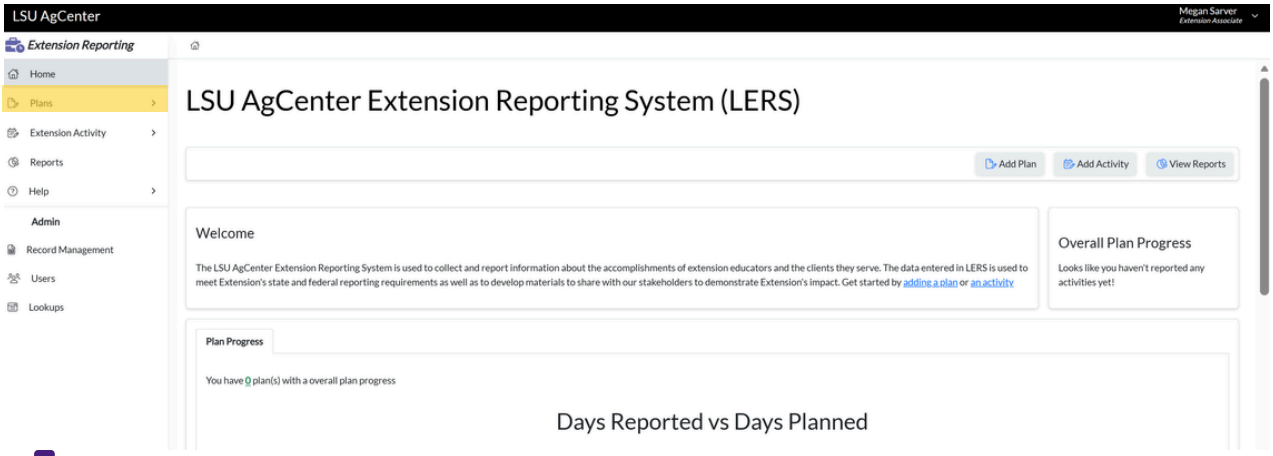
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Extension Reporting: How to Create a Plan of Work (POW) in LERS

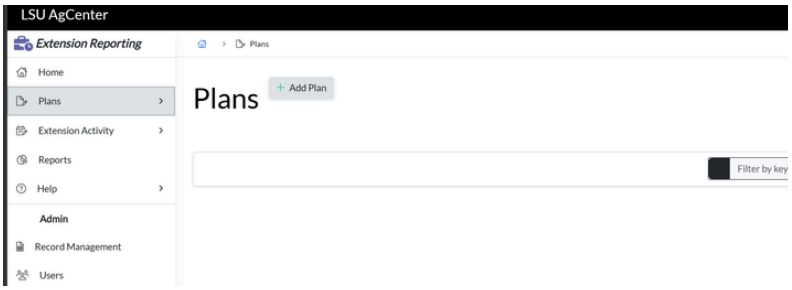
Step 1:

- Login to LERS at lsuagcenter.com/LERS
- Click on Plans on the left navigation.



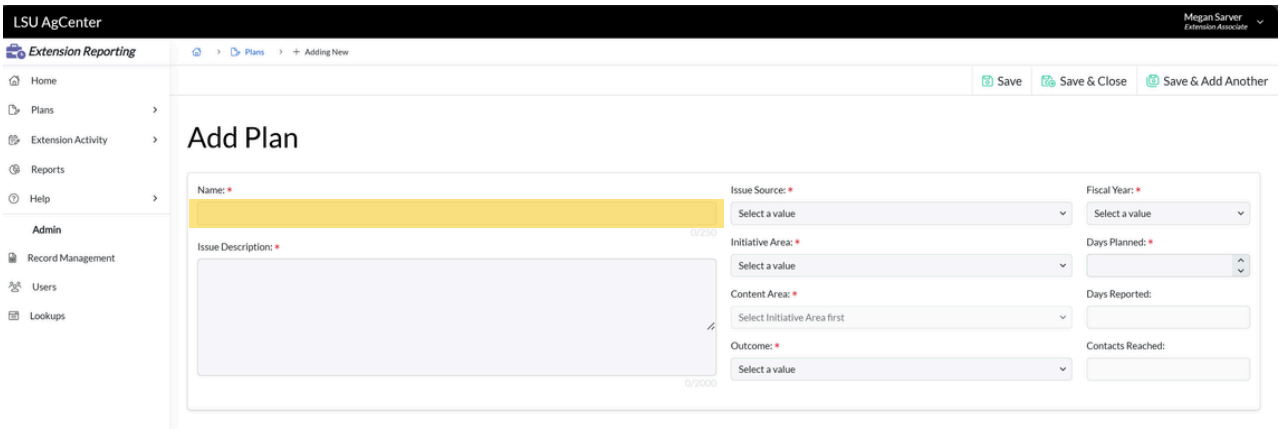
Step 2:

- Click on Add Plan



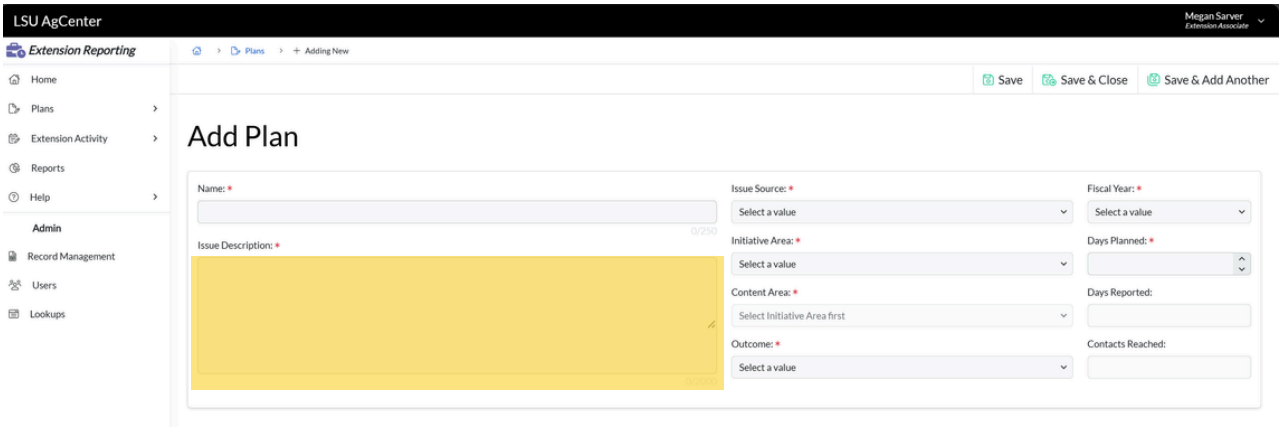
Step 3: Enter a Plan Name

An example of a plan name can include the topic area, program name, or a name that briefly describes the work you will be doing. This should be something easy for you to recall when you are entering your extension activity.



Step 4: Type an Issue Description in the box provided.

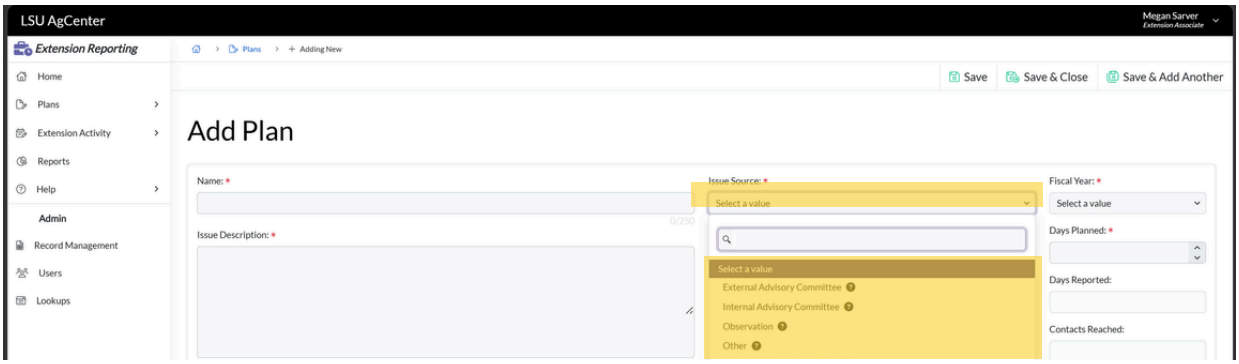
An **issue description** should briefly describe the community issue that your program or extension work is addressing. This should be brief. For example, “Managing Pesticide Resistance in Louisiana Sugarcane.”



Step 5: Next select an Issue Source

An **issue source** describes how the issue was identified. This may be an advisory committee, observation, research and data, or another source.

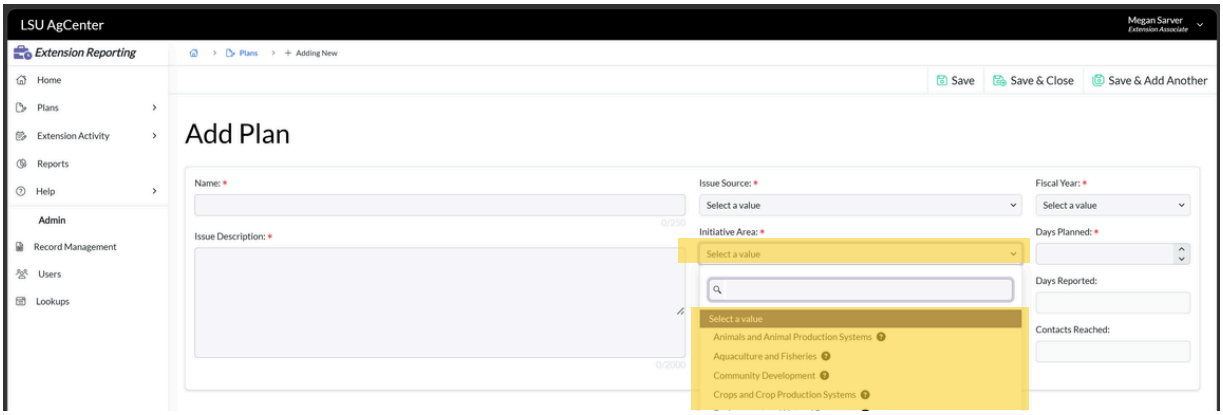
Step 6: Click on the question mark (?) beside each value to view a dsecription.



Step 7: Next select an Initiative Area.

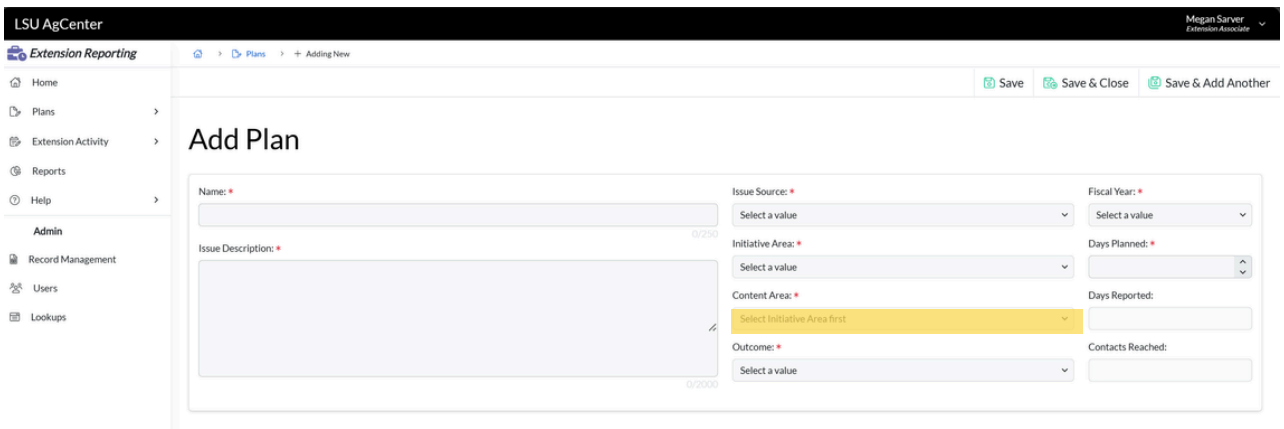
An i**nitiative area** refers to a specific thematic focus or topic around which educational programs, research, and outreach efforts are organized to address pressing community issues and needs. We typically define several initiative areas based on the most significant challenges and opportunities facing our stakeholders and our communities.

Step 8: If additional guidance is needed, consult your supervisor, or click on the question mark (?) beside each value to view a short description.



Step 9: Next select a value for your Content Area.

A **content area** refers to a specizc subject or topic within an initiative area that is the focus of educational programs, workshops, publications, and outreach efforts. Content areas are more specialized topics that fall under the broader umbrella of an initiative area. They provide detailed information and practical solutions related to a particular subject matter. An example of a content area within the initiative area of **“Forestry and Forestry Products”** could be **Pest Management-Animals, Field Crops, Horticulture, Pesticide Cerification, Structural, & Wildlife.**

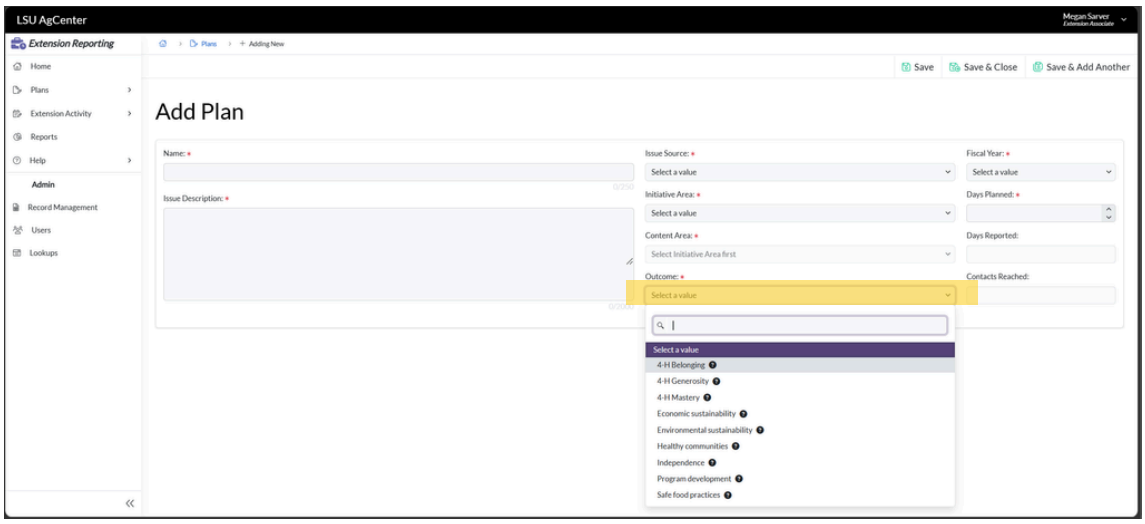


Step 10: Next select a value for Outcome.

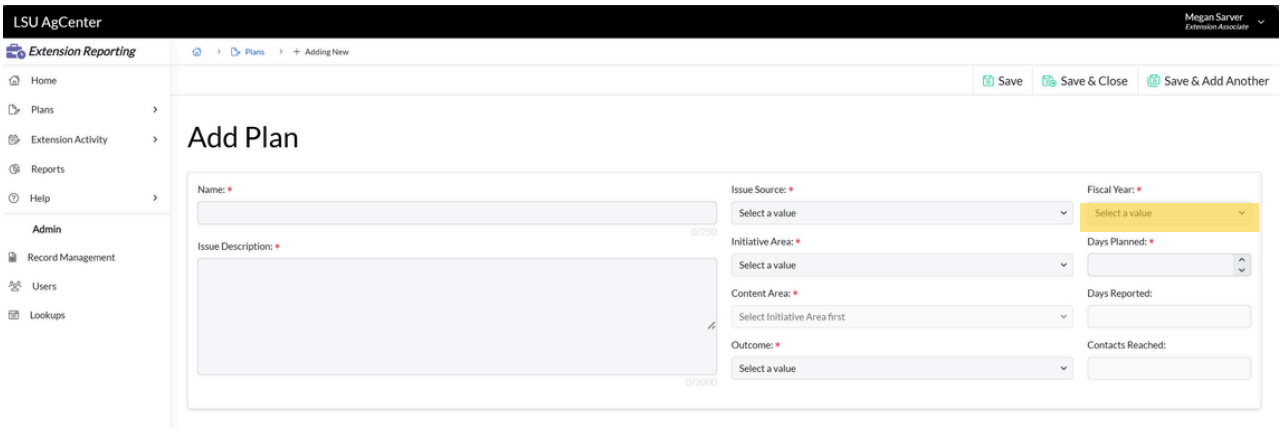
An **outcome** is a specific, measurable change or result that occurs as a direct or indirect result of the educational programs, interventions, and efforts. Select the outcome that **best aligns** with your initiative and content area.

Step 11: The full description of each outcome is viewable by clicking on the question mark beside the value.

"For example, if you click on the Question mark by **safe food practices** the description is *“Participants adopt SAFE FOOD preharvest, handling, storage and/or preparation practices."* If you click on **program development**, you will see the full description is *"Extension ADMINISTRATION/SUPERVISION/PROFESSIONAL DEVELOPMENT/PROGRAM DEVELOPMENT"*



Step 12: Next select the appropriate Fiscal Year by click on the box provided.



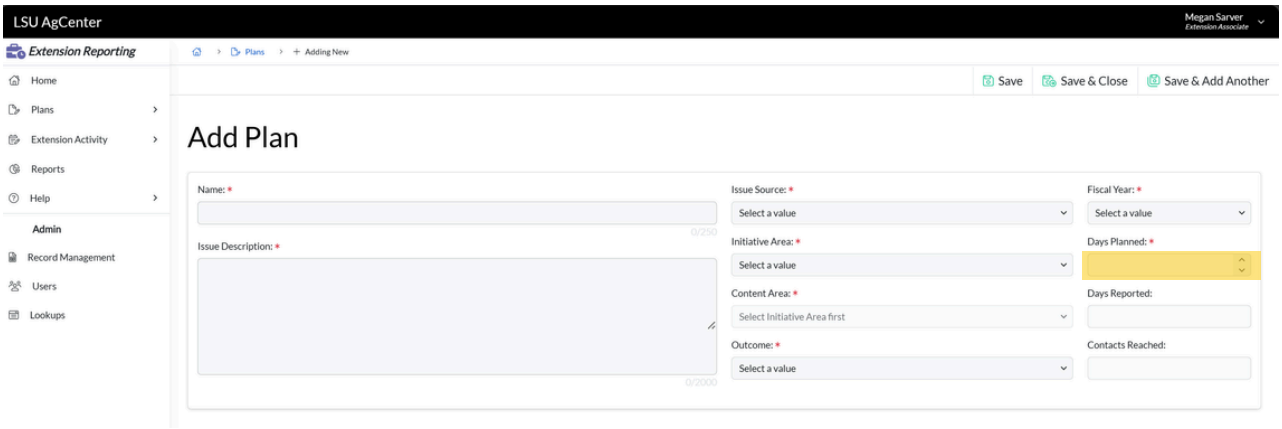
Step 13: Enter the appropriate days planned for this type of Extension work.

Typically, a fulltime extension employee will plan for **220 days total** in a fiscal year.
Most people have between 3-7 plans of work each year. Consult your supervisor on the appropriate number of plans that you should have. When you add up all your planned days, they should equal 220. LERS will do this for you on the top right of your Plans screen.

If you have less than a 100% extension appointment, you will need to calculate the appropriate days you need to plan for.

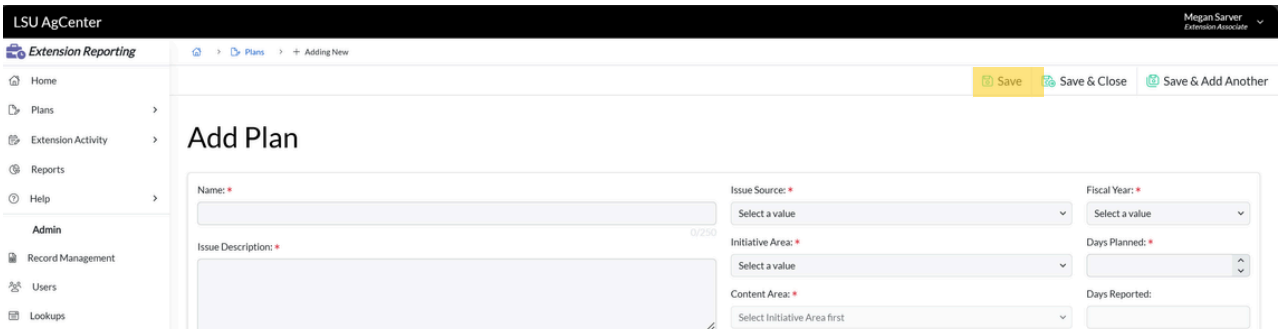
For example, someone with a 40%= extension appointment should plan for 88 days.
220* 0.40 = 88 days

Someone with a 75% extension appointment should plan for 165 days.
220* 0.75 = 165 days



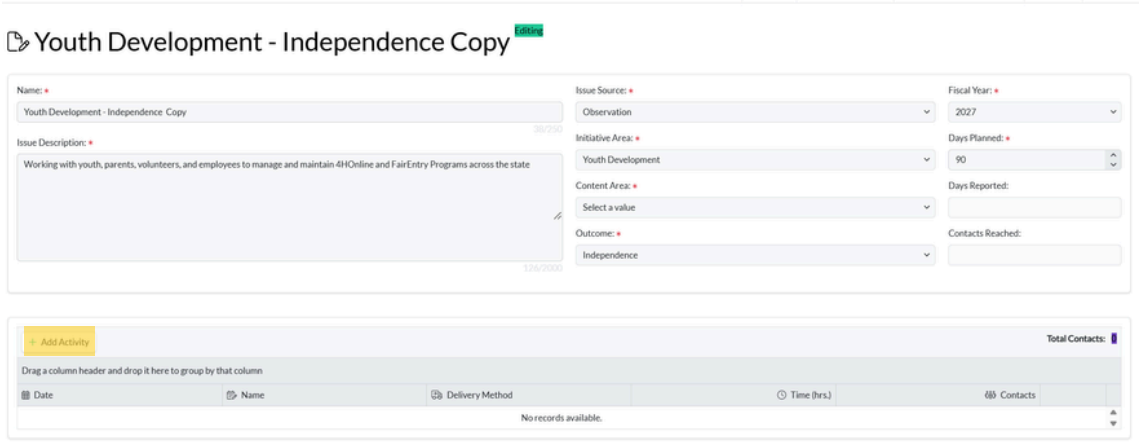
Step 14: Hit the Save key to save your plan of work.

if you make a mistake, you can always go back and fix it. To do this, click on the plan, edit the plan, and click save.



Step 15: Now that you have a Plan of Work (POW) you can begin adding any associated extension activity to the plan.

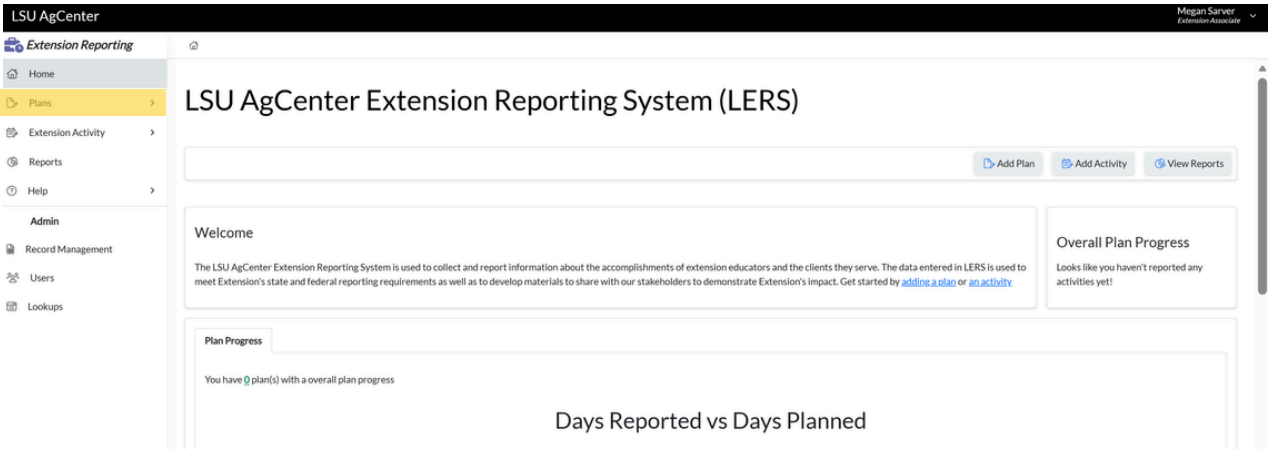
Add any completed work or upcoming work, by clicking **Add Activity** on the bottom of the **Plan**, or click on **Extension Activity, Add Activity**.



How to Copy a Plan of Work in LERS

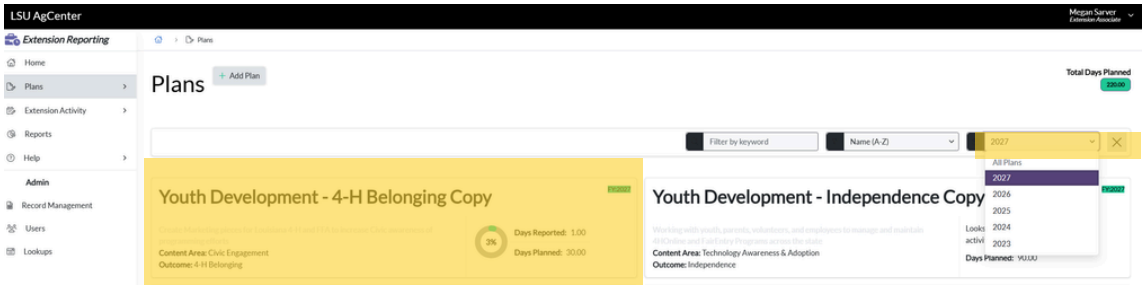
Step 1:

- Login to LERS at lsuagcenter.com/LERS
- Click on Plans on the left navigation.



Step 2: Click on the desired Plan of Work you wish to copy.

To see Plans of Work from the previous year, click the year in the top right corner.



Step 3: Click on Copy...



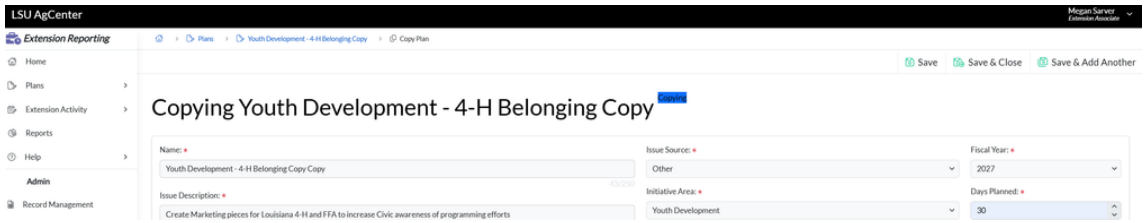
Step 4: Once you copy the Plan of Work you will need to update the Days Planned.

Double check all the values and the description to make sure they are correct.



Step 5: Click on Save...

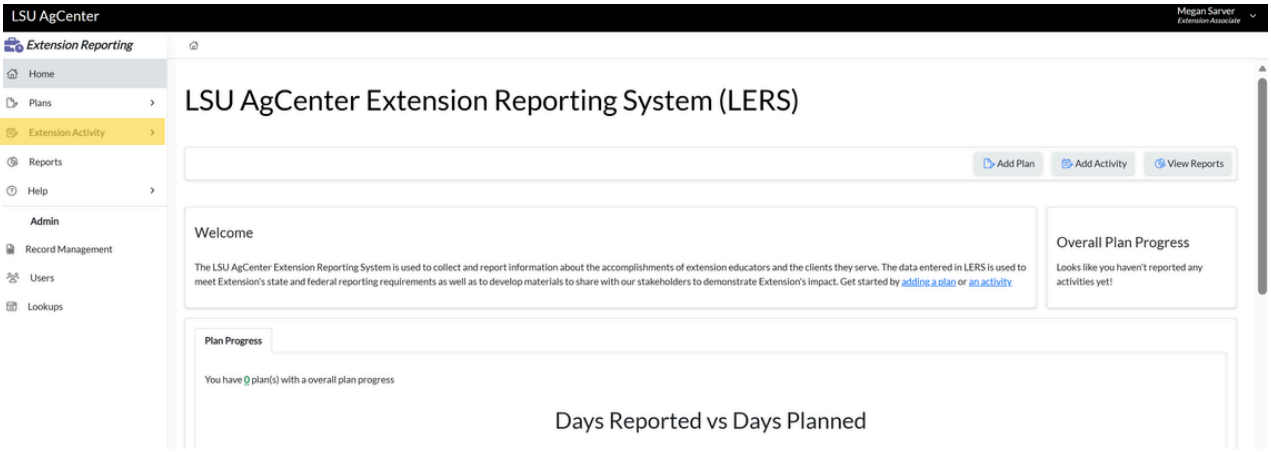
Your previous Plan of Work has been copied. You may not begin reporting new (copied) Plan of Work until that year has been opened.



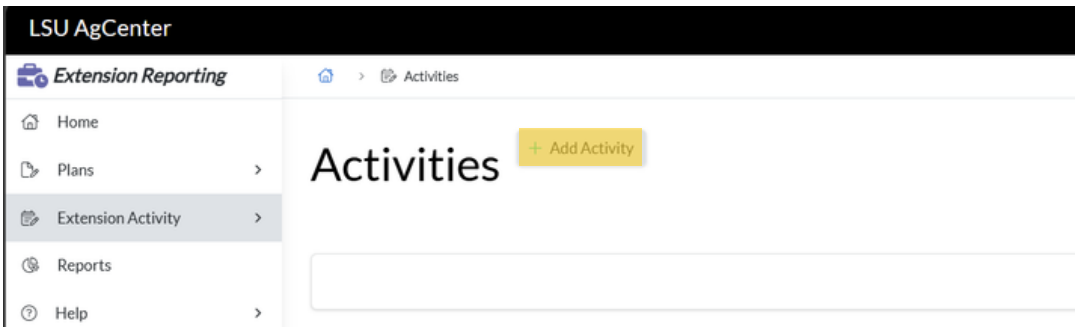
How to Enter Extension Activity in LERS

Step 1:

- Login to LERS at lsuagcenter.com/LERS
- Click on Extension Activity on the left navigation.



Step 2: Click on Add Activity



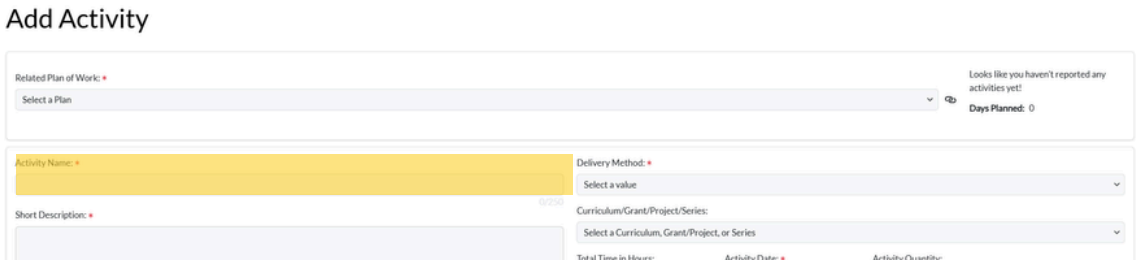
Step 3: Click on Select a Plan

Select an appropriate Plan of Work from the drop down.



Step 4: Enter a brief name of the activity

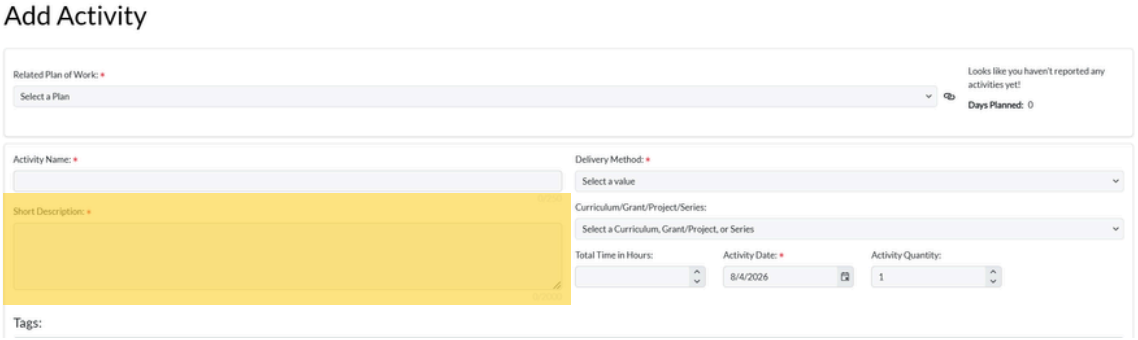
The activity name could be the name of the event, or the title of the training provided.



Step 5: Enter a short description of the activity.

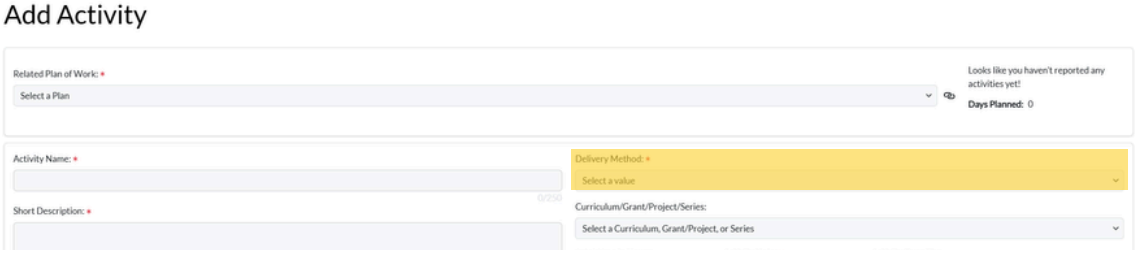
The description should be brief. Describe what the activity was and what was accomplished.

NOTE: If you captured impact or evaluation data for the activity, you should consider submitting an Impact Report.



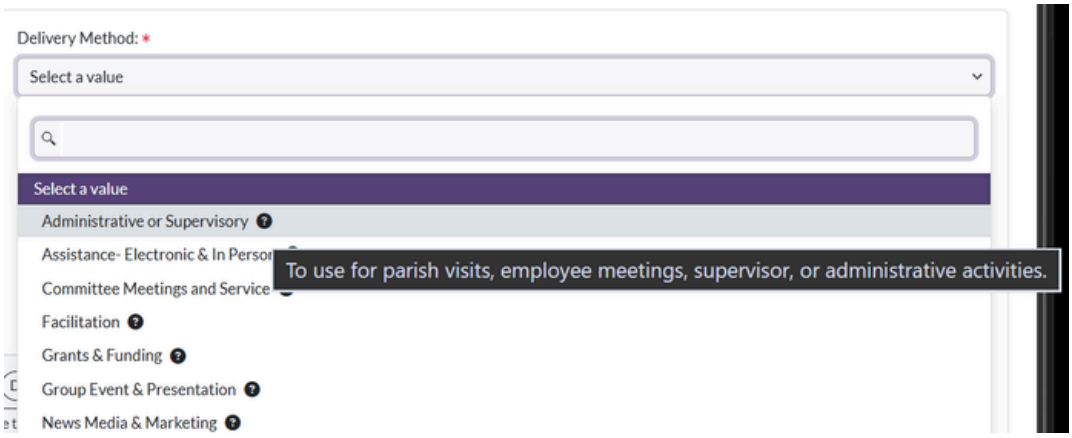
Step 6: Select an Extension Delivery Method.

A **Delivery Method** is the way that the program was delivered to community. There is one educational delivery method **(Group Event & Presentation)** that will ask for contacts to be entered in a ***demographic drop down that appears after you click save.***



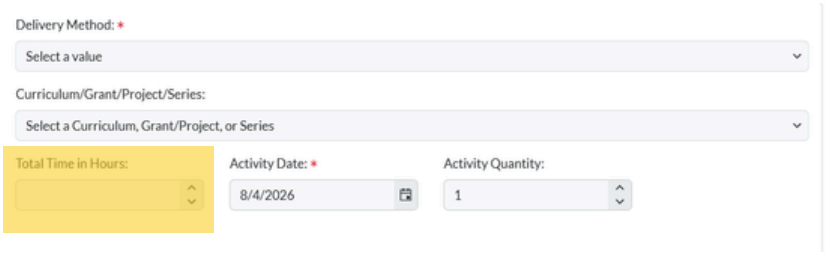
Step 7: For a description of the Delivery Method, click on the ?

A description of each Delivery Method and relevant examples will appear while clicking on the question mark next to the value.



Step 8: Next enter the total time in hours that it took to deliver this activity.

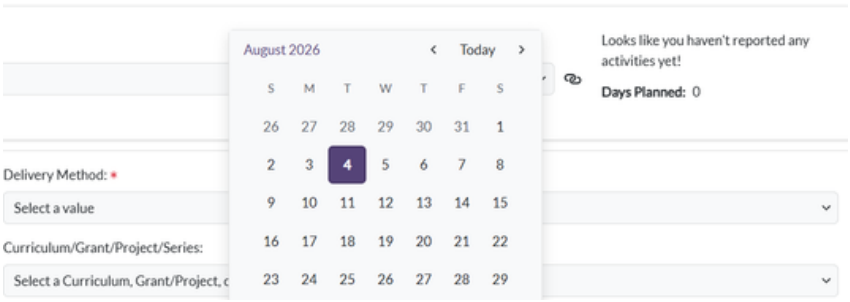
The total time includes the planning, developing, travel, implementation, and evaluation time.



Step 9: Next enter the activity date.

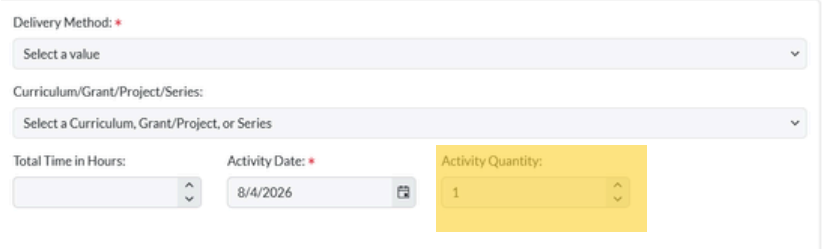
Note that you can also enter dates in the future if you are using LERS to plan out your activity calendar.

Step 10: Click on the calendar icon to see a calendar view.



Step 11: Enter the Activity Quantity

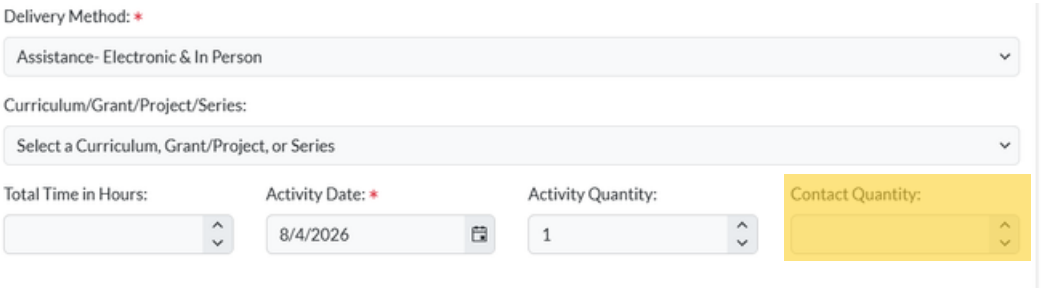
The Activity Quantity is the number of times that you implemented an activity. For example, if you led 10 educational sessions on the same topic ten times over a certain period then enter "10". Be sure that the **description includes** that you led 10 different educational sessions on the topic. Also, **the total time should reflect how long it took to delivery all 10 sessions.**



Step 12: Next enter you contacts

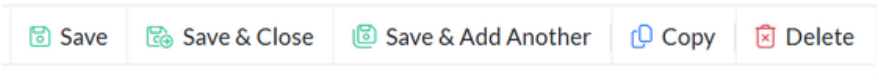
Contact Quantity is the number of people that participated in the activity, or the number of people you reached. *Note that the Group Event & Presentation delivery method will require you to enter your contacts in the demographic drop down that appears after you hit save.*

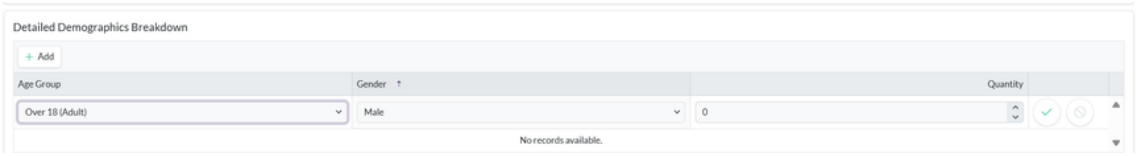
Example: If you had 4 activities with 10 participants each, you would enter 40 ask your Contact Quantity.



Step 13: For Group Event & Presentation

Click save, then enter your contacts in the demographic drop down by clicking the **Add button**.



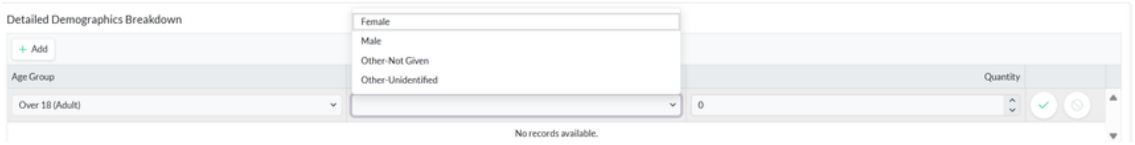


Step 14: Enter demographic information that you have collected.

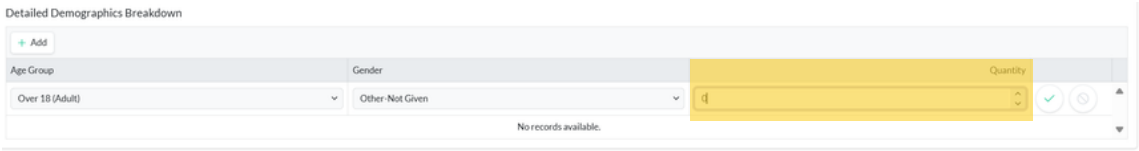
Enter Age Group (Adults or Youth) & Gender, then enter the Quantity of each. If you do not have all this information then enter what you have, select Other/Not Given for what you do not have. If you did not collect any demographic information, then enter Other/Not Given across all values and enter a Quantity at the end of the row.
IMPORTANT: Do not select a non-educational delivery type to avoid the demographic collection box. It is critical that we get an accurate picture of educational activities implemented across the state.

Step 15: Example:

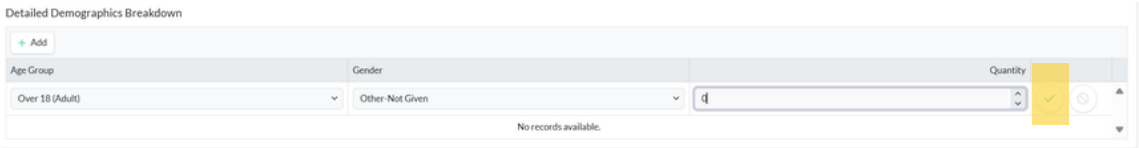
While we collected adult and youth contacts, we did not collect gender information for a particular event. Therefore, we are selecting **Other/Not Given.**



Step 16: At the end of the row, enter the number of contacts in the box provided.



Step 17: Click on the green arrow to save.



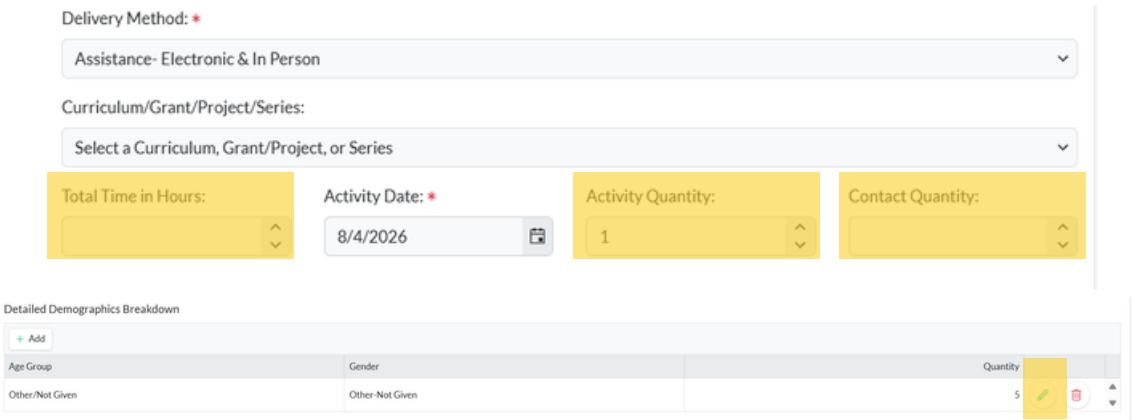
Step 18: If you perform this activity again

Click on your Extension Activity, and find the original activity entered. Update the Activity Quantity to the number of times the activity was performed. Also update the total time in hours to reflect the sum of all activities.

Step 19: Next update the date to the most recent date the activity was performed.

Step 20: Update the contact quantity, either in the contact quantity box or in the demographic drop down.

You will need to click the pencil to edit the demographic drop down.

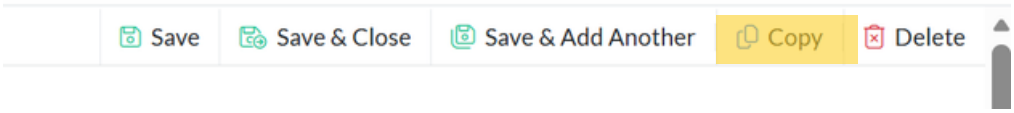


Step 21: Click on Save

How to Copy Activities

Step 1: Navigate to the activity you wish to copy and click Copy.

You can copy any activity from this reporting year or last reporting year.

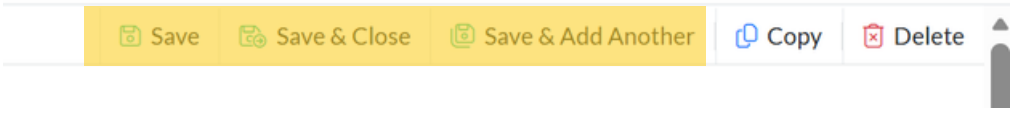


Step 2: Once you copy the activity, review all entries to see if it is correct.

The copy function is very helpful for activities that may have demographics. You can copy the existing demographic structure and then edit it.

Step 3: Once you update all the entries, click Save.

Be sure that the date, time, description, name and contact information is correct. If you need to update something later, you can click on the entry to edit it.



What do I do if I don't have demographics for a Group Event & Presentation?

If you cannot collect demographics, select Other/Not Given across all values, then enter a contact number at the end of the demographic entry box.

Changes effective for FY2027

To improve reporting consistency, simplify data entry, and enhance data analysis capabilities, several updates have been made to the Louisiana Extension Reporting System (LERS).

Delivery Method Updates

- Multiple delivery methods have been consolidated into broader categories to reduce confusion and improve statewide reporting consistency.

Content Area Consolidation

- Several content areas, particularly those used within Agriculture and Natural Resources (ANR), have been consolidated.
- Similar topic areas have been grouped together to simplify selection and improve reporting accuracy.
- The updated structure reduces duplication and allows for more meaningful statewide reporting and program impact analysis.

Tagging Enhancements

- Users can select multiple tags for a single activity.
- Improved tag visibility helps ensure activities are categorized more accurately for reporting purposes.
- Use of these tags will be instrumental in reprorting Key Performance Indicators for all departments.

Simplified Activity Entry

- Activity titles should be concise, ideally five words or fewer when possible.
- Activity descriptions should generally be limited to one or two sentences.
- Optional fields are displayed only when needed, reducing clutter on the entry screen.

Improved Data Management and Reporting

- Historical data structures have been preserved while improving the user experience.
- Old delivery methods and categories are mapped to newer consolidated options to maintain reporting continuity.
- Enhancements support more effective use of reporting tools such as Power BI and statewide data analysis.

Why These Changes Matter

These updates are intended to:

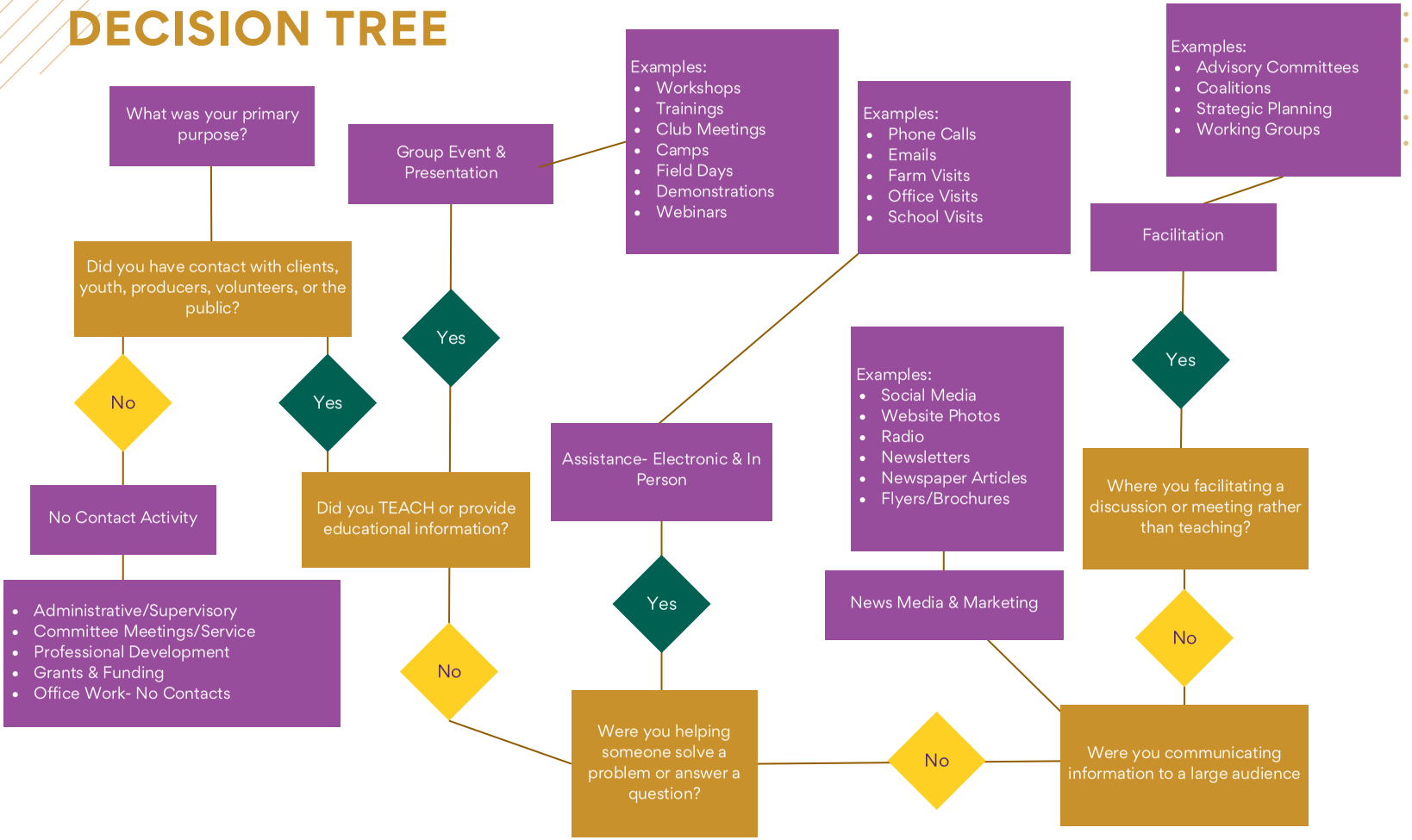
- Reduce confusion when entering activities.
- Improve consistency across all program areas.
- Simplify data entry.
- Increase data quality and reporting accuracy.
- Support better statewide impact reporting and trend analysis.
- Provide more meaningful data for administrators, specialists, and program leaders.

Program Delivery Method or Activity	What are some examples?	Demographic /Contact Method
MASS MEDIA/MASS CONTACTS		
News Media & Marketing	Digital and Traditional, Radio shows, newspaper, or news station/TV appearances, social media postings, Facebook, Twitter, Instagram; webpage, you-tube, blogs, podcasts, digital newsletters, flyers, mailed newsletters, brochures, stand-alone handouts.	No/ Mass Media
Publication & Industry Article	Educational fact sheets, lesson plans, curriculum, extension publications, or peer-reviewed professional journal articles. Research-based articles for the AgCenter or another credible organizations or information source.	No/ Mass Media
INDIVIDUAL OR GROUP CONTACTS		
Group Event & Presentation	Educational presentations, lessons, training (**including train the trainer and presenting at agent training)**, meetings, workshops, contests, educational tours, field trips, camps, after school programs, demonstrations, field days, live webinars, health fairs, festivals, exhibits, trade shows; May be one-time or ongoing. In-person or virtual.	**Yes/ Individual or Group**
Assistance- Electronic & In Person	**One-on-one or small group** office visits, farm visits, livestock shows, home visits, school visits, site visits, livestock project visits, virtual or video-conferencing visits, electronic correspondence, including email and phone calls (NOT MASS), responding to social media questions, or message boards or blog questions. Water test kits; soil test kits; radon kits; 4-H kits; garden starter kits; self-paced online learning modules or courses; pre- recorded webinars or video series	No/ Individual or Group
Facilitation	**Facilitating a meeting (Not teaching)** Stakeholder meetings, working groups, community advisory planning meeting, councils, coalition meetings, taskforces, strategic planning teams.	No/ Individual or Group
N/A - NO CONTACTS		
Grants & Funding	Grant/funding applications, donor/stakeholder correspondence or activity to secure funding or in-kind support.	N/A
Committee Meetings/Service	Internal committees and meetings, community committee meetings.	N/A
Professional Development & Society /Continuing Education	Webinars or in-person training attended, professional improvement, conferences attended, certifications, continued degree, or course work.	N/A
Administrative or Supervisory	To use for parish visits, employee meetings, supervisor, or administrative activities.	N/A
Office Work- No Contacts	**Office work NOT related to planning for a program or providing assistance to clientele.** Responding and reading internal emails, LERS Reporting, managing enrollment and event registrations, etc. Other activities that are not covered in any other area.	N/A

LERS Delivery Method

DECISION TREE

Don't choose a delivery method based on who attended. Choose it based on your primary purpose.



TEACHING? → Group Event & Presentation

HELPING? → Assistance- Electronic & In Person

FACILITATING? → Facilitation

MARKETING? → News Media & Marketing

NO PUBLIC CONTACT? → No Contact Categories

LERS Revised Tags as of 08.01.2026

Tag	Description	Program Area
CDC-HOP	Center for Disease Control- High Obesity Programs	NCH
Community/School Gardens	Activities that include work with either commmunity or school gardens	ANR/NCH
EFNEP	Expanded Food and Nutrition Education Programs	NCH
Farm to School	Farm to School Programming	ANR
Field Day	Field Day Educational Experience including tours, demonstrations, workshops and seminars.	ANR
Flavors of Health	Flavors of Health is a nutrition and health program with a community focus.	NCH
Healthy Communities-Coaltion	Healthy Communities: Only use this Tag for Coalition Meetings	NCH
Master Gardener	Activities that involve Master Gardeners or the Master Gardener program.	ANR
Multi-State	Involves a multi-state effort	All
On- Farm Demonstration	On Farm Demonstration	ANR
Pesticide Recertification	Training for Pesticide Recertification	ANR
Professional Society/Service to Profession	Includes professional society activities (service to profession)	All
PSEs	Policy System & Environmental Changes used for your completed activity report.	NCH
Service- Learning or Community Service	Learning or educational experience that incorporates service or volunteering	ALL
Workshop	Educational Workshop conducted by AgCenter Employee	ANR/All

Outreach & Media Reporting Guidance

This document has been deleveloped to provide guidance on reporting on various mass media and outreach delivery methods in LERS. For additional guidance, visit lsuagcenter.com/ode and click on LERS Traning and Resources.

NEWSPAPER

Readers count as **News Media & Marketing** contacts. Before the internet, this was more straightforward. But now you may need to ask your local newspaper for multiple data points:

Physical distribution

- Print subscriptions (audited; these can be daily or weekly, depending on the paper, and can be via carrier
- or mail delivery)
- Single-copy distribution (audited)

Online distribution

- Digital subscriptions (audited)
- Pageviews (commonly accessible via Analytics)

Most newspapers have their distribution figures audited/verified, which provides the standards by which newspapers and other publishers can legitimately tell potential advertisers about their readership/audience size. You should be able to ask your local newspaper about its audited distribution numbers, which they provide to advertisers when trying to attract business.

Newspapers typically report three main sets of numbers:

- **Circulation**: The number of copies distributed on an average day/week
- **Paid circulation**: The number of copies sold (some newspapers are provided for free)
- **Readership**: An algorithmically determined number higher than circulation because it is assumed that many copies will be read by more than one person.

Any of the above can be used to tally your contacts legitimately. But for whichever you choose, stick with that metric from reporting interval to reporting interval for consistency. Additionally, you can ask your newspaper for specific website page views depending on whether and how they post your content on their website.

PODCASTS

Listeners count as **News Media and Marketing** contacts. Some podcast hosting services provide episode-level download statistics. Numbers of unique downloads can be counted. We don't know whether someone listened or how much of the episode they listened to, but just like newspaper subscriptions, we assume the content was at least partially consumed if it was downloaded.
Some services use the term “streams” instead of downloads. Those words are interchangeable in this case. If a podcast episode is streamed, it is still technically downloaded to the device for consumption. When reporting downloads, check if your hosting service keeps Spotify download stats separate from the rest of your downloads. If so, the Spotify numbers may need to be manually added to the standard downloads.

RADIO

Listeners count as **News Media and Marketing** contacts. Ask station management for an audience reach number within that station's signal area or the listenership number for the time slot in which the AgCenter employee appears.

TELEVISION

Viewers count as **News Media and Marketing** contacts. When you appear on a local TV news program, whether on location as part of a feature segment or if you appear live in-studio, you are likely to be able to report contacts in the
tens of thousands for that one appearance.
Follow up by sending an email to the news director or assignment editor. Reporters and anchors likely will need more information, so you may need to ask them to whom in management you should direct your follow-up email.

- Email is preferable to phone calls because it can be forwarded and remembered.
- Note in your email the day you appeared on air and how many times the piece aired.
- It could air on multiple newscasts daily if it were a pre-recorded news feature.
- Also, note if the piece was included on the TV station’s website.
- Ask them to give you an audience estimate for the newscast(s).
- TV measurement is generally done using Thousands. Thousands refer to how many thousands of households viewed the program at a given interval.

TV stations regularly receive these kinds of requests for this information. PR agencies and advertisers ask for these numbers for their clients. Charities ask for these numbers to report back to their donors. You can ask for these numbers for our reporting; it’s common. If you appear on TV regularly, make this audience estimate request part of your checklist of things to include and prepare for.
If you have a standing feature on a local TV station, say a weekly or monthly appearance, you can ask for an audience estimate on an annual basis because TV ratings/thousands are mostly the same. The station can provide a yearly average for you.

WEBSITES

Viewers count as **News Media and Marketing**. When you share resources on a website, a user will likely download or view those resources. Our IT department does have web analytics information available if you contact them.

- If a user downloads a resource, this counts as a contact.
- Video views on a website count as contacts. You can gather this information from the YouTube dashboard.

SOCIAL MEDIA

Counting contacts via social media counts as **News Media and Marketing**. Use these quick references below to help you determine how to measure actual engagements. If you have an Instagram, you can make it a business or professional account and link it to your Facebook. Doing this allows you to gather data for up to 90 days. If you don't, you'll have to check your post-performance weekly to track data. After you collect this information, it is unnecessary to add or update additional contacts that may have occurred after you collected the initial data.

Facebook, Instagram and Instagram Stories

Count as **News Media and Marketing** unless there is a direct exchange of resources, helpful information, etc., through responding to comments, messages, or Direct Messages. Then, it is considered **Assistance- Electronic & In Person.**

- **Post Engagements:** Shares
  - Counts as **News Media & Marketing**
- **Post Engagements:** Likes, dislikes, love, haha, mad, etc.
  - Counts as **News Media & Marketing**

Educational Video (posted directly to platforms like YouTube)

Views under 15 seconds, likes, dislikes, and shares count as **News Media & Marketing**. Views over 15 seconds and interactions are measurable engagement. This can include completing a survey, answering evaluation questions, or demonstrating something learned/gained from participating. Count as **Assistance- Electronic & In Person**.

Comments on educational videos are **News Media & Marketing** unless you comment with an exchange of programming, resources, helpful tips, etc. Then, it is considered **Assistance- Electronic & In Person**.

Engagements on educational videos, such as link clicks, count as **News Media & Marketing**.

Twitter

Comments, messages, retweets, favorites, shares, etc., count as **News Media & Marketing** unless there is a direct exchange of resources, helpful information, etc. Then, it is considered **Assistance- Electronic & In Person**.

- How to access data/insights for each platform:
  - Facebook: The Ultimate Guide to Facebook Analytics
  - Twitter: Twitter account activity analytics – engagement, impressions and more
  - Instagram: View Account Insights on Instagram

OTHER

Email

Simply sending e-blasts, list-serves, and announcements count as **News Media and Marketing**. Don't count everyone you send it to unless you know they opened the email.

You can see delivery rates and open rates if you use an email service or **4-H Online**. In 4-H Online, click on Broadcasts, then view your sending results (Opened vs. Delivered).

Emails back and forth sharing resources or providing valuable knowledge and information is considered **Assistance- Electronic & In Person**.

Teams Presentations or Training

These sessions count as **Group Event & Presentation**. Count the number of participants that attend. Take a moment to record the attendees once the training starts. If the educational session is recorded and sent out via YouTube or Stream, you can count the number of people who view the activity on YouTube or Stream. Including a post-session survey to capture evaluation data and educational contacts is helpful.

Unstaffed Displays at Fairs, Events

Count the number of handouts you have on the table when you set it up. When you return to tear down, count the number you have left. These are considered **News Media & Marketing**.

Another strategy is to do a giveaway. Ask participants to drop their contact info in a container. Count how many you receive. These are considered **News Media & Marketing**.

Staffed Displays at Fairs, Events

This is typically considered **News Media & Marketing**; you can record attendance like the unstaffed display. However, if the event is educational and the participants learn something from the interaction, it should be recorded as a **Group Event & Presentation**.

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LERS Management, Adding Employees

https://www.lsuagcenter.com/portals/our_offices/departments/ode