

REReport

(Research, Education, and Extension project online reporting tool)

NIFA Grant and Capacity Funded Progress/Final Reports Summary Guide

REReport is NIFA's singular reporting system for grants (including competitive) and Hatch, Hatch/Multi-state, McIntire-Stennis and Animal Health funded projects, building on and replacing the Current Research Information System (CRIS) web forms system (Formerly AD-416/417/419/421).

Please refer any questions about completing the Project Progress or Final Report to Jen McMahon, ARD REReport Site Administrator by either e-mail jmcmahon10@unl.edu or phone 472-7082.

For a more comprehensive guide please click the attached NIFA REReport PDF link:
<https://www.nifa.usda.gov/resource/reepreport-guide-project-directors>

Summary

The **Progress Report** is used to provide NIFA with annual updates on the progress made for both Formula and Non-Formula projects. Progress Reports are generally due mid-December for the prior Fiscal Year reporting period (October 1-September 30). **Note that the REReport system forces you to submit all progress reports in sequential order.** That means that the system only creates one Progress Report "shell" at time for a given project. Once you fill out the first form (i.e. "shell") and submit the report, the Progress Reporting "shell" for the next reporting period gets created by the system, and so on and so forth until all progress reports are submitted for the life of the project. Note that the final year of any project will not have a progress report. Rather, it will have a "Final Report" in which you will report major accomplishments and associated data for the DURATION of the project.

This sequence applies *even if you are late* in submitting your reports (i.e. you are two reporting periods into the project and you have not submitted the progress report for the first reporting period; the system will still only have the first one waiting for you to submit and will only create the 2nd, 3rd, and 4th ones respectively upon submission of each of the previous reports.)

The **Final Report** module is to be used only when a final report is due. This is typically within 90 days of the anniversary date for grants and mid-December of the final year for Hatch, Hatch/Multi-state, McIntire-Stennis and Animal Health; or when a Project Director (PD) wants to terminate a project early. The Final Report home screen appears similar to the Project Initiation and Progress Report home screens. The REReport system creates a "shell" (i.e. draft) of the final report for any project that is put into Active status. This means that the PD can submit a final report at any time during the life of the project in order to terminate it. Failure to submit the final report for any project will result in the PD and possibly the Institution from being permitted to receive any future funding from NIFA (including competitive grants, Hatch, Multi-State and other NIFA funding) until the report has been submitted. This applies even if the PD moves to another institution.

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Important Reporting Requirements on Final Reports

Final reports appear exactly the same as progress reports, with the same data fields and questions. **However, the data entered in a final report should apply to the PROJECT DURATION, not just the final reporting year (progress reports only cover one reporting period/year).** The only exception to this rule is the FTEs on the Participants page (see details below). In the Final Report, you should report FTEs for the reporting period only, just as you would if you were filling out a Progress Report for the final year of the project.

Important points:

- FTEs in the Final Report (on the Participants page) should be calculated and reported for the FINAL REPORTING PERIOD/YEAR only.
- All other data reported in the Final Report should apply to the PROJECT DURATION.
- Note that the incorrect submission of a Final Report can be “undone” by NIFA, but NIFA staff cannot “convert” a Final Report to a Progress Report. Therefore, please be aware that you will need to go to the Progress Report module and manually re-enter all the data into the Progress Report form if this happens.
- **USDA no longer allows extensions of any kind beyond the 5-year length of a project. They also no longer allow renewals.** Upon completion of a 5 year project, a new proposal will need to be developed and ARD strongly encourages faculty to consider a team-based project.

Steps to complete Progress/Final Reports

Go to the NIFA Reporting Portal: <http://portal.nifa.usda.gov/>

Login with your email and password. If you have not set your password yet, click on “Reset Password”

Once logged in - click on: **REEport (SAES - UNIVERSITY OF NEBRASKA)**

Then click on either: **Progress Report** or **Final Report**

Note: Help text is provided throughout the Modules in REEport by clicking on the  icon.

Cover Page

The cover page in the progress report module is identical to that of project initiation (both Formula and Non-Formula). It does not require you to add any additional information from what was already approved in the project initiation and is therefore completely pre-populated.

Actual FTEs for the Reporting Period

Enter the **actual** Full-time equivalent(s) (FTE) that **supported this project over the course of this reporting period only** (reporting period is one year or less; refer back to your cover page for the exact reporting period).
Description of an FTE: An FTE is defined by the **Government Accountability Office (GAO)** as the number of total hours worked divided by the maximum number of compensable hours in a full-time schedule as defined by law. For most NIFA partners and places of employment, a full-time schedule as defined by law equates to 2,080 hours of work (52 weeks multiplied by 40 hours per week). Thus, a person who works 40 hours per week for 52

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weeks towards a project equals 1 FTE. A person who works 20 hours per week towards a project for 52 weeks per year equals .5 of an FTE. Remember, graduate students on assistantships are 0.5 FTE.

You may enter fractions of FTEs rounded to the nearest tenth. Make sure to separate the FTEs by type as indicated on the table provided: Faculty and Non-Students in the first column and Students with Staffing Roles in the subsequent three columns. Also ensure that the FTE categories are correctly populated, differentiating between the following:

- **Scientist:** A research worker responsible for original thought, judgments, and accomplishments in independent scientific study. This includes investigation leaders and project leaders and portions of the time of supervising scientists or staff assistants who meet the preceding definition. Examples: Professor, Associate Professor, Assistant Professor, Scientist. Graduate students should typically be listed here.
- **Professional:** A professional does not qualify as a scientist under the preceding definitions but may still significantly contribute to research activities. Professionals usually hold one or more college degrees and have otherwise qualified for employments in a professional category. Generally, professionals have a high degree of research activity responsibility but do not hold principal investigator status or equivalent at the reporting institution. Examples: Department Head, Resident Director, Statistician, Analyst, Assistant Director, Dean.
- **Technical:** Technical Staff are associated with research efforts in a technical capacity and do not participate in the investigative aspects of the research. Examples: Lab Assistant, Mechanic, Carpenter, Machinist, Skilled Tradesperson.
- **Administrative and Other:** These are clerical and support staff who contribute to the non-technical support of the project. It is often difficult to assess an individual's clerical and labor support to any one project; they usually support groups of researchers of different projects in a broad manner, such as by ordering supplies, typing reports, managing bill payments, performing janitorial work. Examples: Secretary, Typist, Repairman, Janitor, Data Entry.

Note that there is a “nothing to report” box at the top of the page, above the “project director” field. You may click this box if there were no actual FTEs used to support this project for the reporting period being reported against.

Student Count by Classification of Instructional Programs (CIP) Code

(Screenshot of CIP codes entry fields located directly below FTE matrix on Participants page)



The screenshot shows four input fields for CIP codes. The first three are labeled with red asterisks and blue question marks: * Undergraduate, * Graduate, and * Post-Doctorate. Each has a small dropdown arrow. The fourth is labeled *CIP Code and has a larger dropdown arrow. To the right of the CIP Code field are three buttons: a dropdown arrow, a close (X) button, and a plus (+) button.

If any Student FTEs are reported in the actual FTEs section, then it is now required to enter any applicable CIP codes, and vice versa.

The data entered into the Undergraduate, Graduate, or Post-Doctorate CIP fields, are the **Number of Students that worked on the project, and therefore must be whole numbers.**

For more information visit the CIP code website <http://nces.ed.gov/ipeds/cipcode>

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Target Audience

The target audience(s) you describe on this progress report should include only those that the efforts for this reporting period were focused upon. This may mean you are only listing a subset of all of the original target audiences you listed in your project initiation.

Target audiences include individuals, groups, market segments, or communities that will be served by the project. Where appropriate, you should also identify population groups such as racial and ethnic minorities and those who are socially, economically, or educationally disadvantaged.

Efforts include acts or processes that deliver science-based knowledge to people through formal or informal educational programs. Examples include: formal classroom instruction, laboratory instruction, or practicum experiences; development of curriculum or innovative teaching methodologies; internships; workshops; experiential learning opportunities; extension and outreach.

Products

Publications: Identify the standard products/outputs that have been achieved during this reporting period. This includes only publications, patents, and applications for plant variety protection (PVP). You will report other types of products/outputs on the "Other Products" page. Report only the major publication(s) resulting from the work under this project/award. If this is NOT the first progress report you've submitted, do not include publications already included in any previously submitted progress report(s). There is no restriction on the number. However, agencies are interested in only those publications that most reflect the work under this project/award.

NIFA Support Acknowledgement:

NIFA Policy Note: Proper acknowledgement of your public funding in published articles, manuscripts, dissertations, posters, presentations, inventions, patents, and press releases is critical for the success of the agency's programs.

As your project progresses, please use the following language to acknowledge NIFA support in such publications, as appropriate:

This work is/was supported by the USDA National Institute of Food and Agriculture, *[insert project type, e.g. Hatch/Evans-Allen/McIntire Stennis]* project *[insert accession number]*.

Definitions for the categories of publications:

- **Publications** are the characteristic product of research. Agencies evaluate what the publications demonstrate about the excellence and significance of the research and the efficacy with which the results are being communicated to colleagues, potential users, and the public, not the number of publications.
- **Journal publications:** Peer-reviewed articles or papers appearing in scientific, technical, or professional journals. Include any peer reviewed publication in the periodically published proceedings of a scientific society, a conference, or the like. A publication in the proceedings of a one-time conference, not part of a series, should be reported under "Books or other non-periodical, one-time publications."

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- **Books or other non-periodical, one-time publications:** Any book, monograph, dissertation, abstract, or the like published as or in a separate publication, rather than a periodical or series. Include any significant publication in the proceedings of a one-time conference or in the report of a one-time study, commission, or the like.
- **Other publications, conference papers and presentations:** Identify any other publications, conference papers and/or presentations not reported above. Patent(s) and Plant Variety Protection(s) (PVP) Identify inventions for which patents or plant variety protection (PVP) has been or will be sought. Include patent/PVP applications that have been filed with the patent or PVP office for more than 18 months. Include the date of application for an award of patent /PVP protection and/or licenses that have resulted from the research. Submission of this information as part of this Progress Report is not a substitute for any other invention reporting required under the terms and conditions of any award.

Other Products

Enter the significant products/outputs achieved during the **project duration** as a result of the project's research, extension or education activities. NIFA considers the terms “products” and “outputs” to be synonymous. Do not include publications, patents, and plant variety protection applications; those should be included only on the "Products" page of this Progress Report.

- **Other Products/Outputs** are activities, events, services, and products that reach people.
- **Activities** include: conducting and analyzing experiments or surveys, assessments, facilitating, teaching, or mentoring.
- **Events** include: conferences, demonstration sites, field days, symposia, workshops, and trainings.
- **Services** include: consulting, counseling, and tutoring.
- **Products** include: audio or video products; curricula; data or databases; equipment or instruments; models; networks and/or collaborations fostered by the project or activity; physical collections or resources, new animal germplasm, or genetic maps; software; technology, methods, or techniques; train-the-trainer manuals; website(s) with the appropriate URL(s); information, skills, and technology for individuals, communities, and programs; or students graduated in agricultural sciences.

Accomplishments

Note that at the beginning of this page you will see a listing of the “major goals of this project.” This listing is non-editable because it is prepopulated with what you entered as goals for the project when it was initiated. Keep in mind that referring back to this listing is helpful when filling in the various fields on the accomplishments page, as anything written in those fields should related directly back to the goals of the project.

PLEASE CLICK ON THE “?” ICON WITHIN REEport FOR DETAILED INSTRUCTIONS RELATIVE TO THIS SECTION

- **Data Field/Box #1:** What was accomplished under these goals?

Please make this section “stand alone” so that NIFA can compile these without needing to refer back to other sections. As noted below, this section requires an introductory paragraph, restatement (retyping) of objectives, and a per-objective listing of the specific experiments and results obtained.

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NIFA defines Accomplishments as impacts and outcomes achieved as a result of the project AND the results of the experiments that led to the impacts and outcomes.

At the beginning of this box, before information on specific goals and objectives, include a statement of 1 to 2 paragraphs describing the IMPACT of your project. This statement will be a primary tool for briefing leadership and legislators about what has been accomplished with the public funding invested in grant programs. Refer back to the non-technical summary you provided at the outset of your project. This impact statement should reflect the results and conclusion of your work that will provide benefits to broad audiences. It is imperative that this portion of your report be written in plain, non-technical language. Please do feel free to use numbers that will be meaningful to non-scientific audiences such as community leaders, politicians, taxpayers, and farmers. You will need to translate results of your work into lay terms – things that everyday people can relate to. Consider reporting things like changes in economics, community dynamics, environmental conditions, or agricultural norms.

How to accomplish this:

Revisit the logic model for your project if you have one. Impact statements should arise from the outcomes described in a logic model. A good impact statement in a final report has three elements:

1. State the issue in terms that will connect with a broad audience. Think back to what need you were seeking to address when you proposed the project.
2. Describe, in general terms, who did what, and the results. Specific quantitative values or trends help validate the impact.
3. Translate those results into broader outcomes in the real world. Engage your peripheral vision in order to remember how the work you are doing is important to the bigger picture and then explain that simply and directly.

NEXT:

For each goal listed in your project initiation form, there will be a numbered list of objectives. Please continue to use this format by numbering and restating the objective you are reporting on. Be certain to report on ALL objectives. For each objective, report for this reporting period on:

- 1) Major activities completed / experiments conducted;
- 2) Data collected;
- 3) Summary statistics and discussion of results and
- 4) Key outcomes or other accomplishments realized.

For the impact statement and #4 above, remember that impacts and key outcomes/accomplishments are defined as changes in knowledge, action, or condition.

A change in knowledge occurs when the participant (scientist, trainee, or citizen) learns or becomes aware.

Examples of a change in new fundamental or applied knowledge significant enough to be included in a publication; methods and techniques; policy knowledge; improved skills; or increased knowledge of decision-making, life skills, and positive life choices among youth and adults.

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A change in action occurs when there is a change in behavior or the participants act upon what they have learned (adoption of techniques and methods or a change in practice).

***Examples of a change in actions** include: application and actual use of fundamental or applied knowledge; adoption of new or improved skills; direct application of information from publications; adoption and use of new methods or improved technologies; use of skills by youth and adults in making informed choices; adoption of practical policy and use of decision-making knowledge.*

A change in condition occurs when a societal condition is changed due to a participant's action.

***Examples of a change in conditions** include: development of human resources; physical, institutional, and information resources that improve infrastructure technology transfer; management and behavioral changes and adjustments; quantified changes in descriptive statistics (trade balance, export sales, etc.); better and less expensive animal health; changes in conditions (e.g., wages, health care benefits, etc.) of the agricultural workforce; higher productivity in food provision; quantified changes in quality-of-life for youth and adults in rural communities; safer food supply; reduced obesity rates and improved nutrition and health; or higher water quality (e.g., increased water clarity) and a cleaner environment (e.g., measurably reduced pollution).*

- **Data Field/Box #2:** What opportunities for training and personal development has the project created? (If applicable, you may click the “nothing to report” box.)

Describe opportunities for training and professional development provided to anyone who worked on the project or anyone who was involved in the activities supported by the project.

- **Training activities** are those in which individuals with advanced professional skills and experience assist others in attaining greater proficiency. Training activities may include, for example, courses or one-on-one work with a mentor.
- **Professional development** activities result in increased knowledge or skill in one’s area of expertise and may include workshops, conferences, seminars, study groups, and individual study. Include participation in conferences, workshops, and seminars not listed under major activities.

If the research is not intended to provide training and professional development opportunities or there is nothing significant to report during this reporting period, click the "nothing to report" box.

- **Data Field/Box #3:** How have the results been disseminated to communities of interest? (If applicable, you may click the “nothing to report” box)

Describe how the results have been disseminated to communities of interest. Include any outreach activities that have been undertaken to reach members of communities who are not usually aware of these research activities for the purpose of enhancing public understanding and increasing interest in learning and careers in science, technology, and the humanities.

- **Data Field/Box #4:** What do you plan to do during the next reporting period to accomplish the goals? (If applicable, you may click the “nothing to report” box.)

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Describe briefly what you plan to do during the next reporting period to accomplish the goals and objectives. If there are no changes to the agency-approved application or plan for this effort (i.e. nothing was submitted through the "project change" module), click the box for "nothing to report."

Changes/Problems

Describe major changes/problems in approach and reason(s) for these major changes. If applicable, provide special and/or additional reporting requirements specified in the award Terms and Conditions.

Major changes include:

- problems or delays that may have a significant impact on the rate of expenditure;
- significant deviations from research schedule or goals;
- unexpected outcomes;
- or changes in approved protocols for the use or care of animals, human subjects, and/or biohazards encountered during the reporting period.

Submit for Review

To actually submit the project report, make sure to click the "Submit for Review" button at the bottom of the screen (red circle). The PD can tell that the project is at the first level of submission by the workflow status shown on the screen (red underline). Also, note the red arrow indicating that the project is being submitted "For Review."

NOTE: If there are missing or incorrect data fields in the project report, a list of red correction items will show up on the Submit screen; each item needing to be fixed is a clickable link for easy access to that particular section.

Send an email to the Site Administrator (jmcmahon10@unl.edu) indicating that you have completed the Progress/Final Report and it is ready to submit to NIFA.