**REEport Progress Report Instructions**

Progress Reports must be submitted annually for all Formula and Non-Formula projects that are active in REEport.

*Progress Report* and *Final Report* are separate modules in REEport, but their screens and the information required are the same (therefore they will use the same template). The only difference is that on Progress (Annual) Reports the PI records activity during the past calendar year, and on the Final Report the PI records activity for the entire duration of the project (up to a maximum of 5 years).

**Follow these steps to enter Progress and Final Reports in REEport:**

- Click "REEport (NAES - UNIVERSITY OF NEVADA)"
- Click "Progress Report" or "Final Report" button
- Click the project in the "Progress Reports in Draft" or "Final Reports in Draft" folder
- The Cover page is automatically filled out with the information from the Project Initiation
- Click "Next" and fill out each of the following pages with the information from the template (every time you move to a new page, progress from previous pages is saved):

**Participants**

**NOTE:** Only check the box for "nothing to report" if no actual FTEs supported this project during the reporting period. Checking this box tells NIFA that no one worked on this project for this reporting period, and that no progress or activity occurred.

**Actual FTEs for the Reporting Period**

- NIFA requires reporting the actual FTEs that have supported this project during this reporting period.
- This includes FTE for personnel paid from all fund sources.
- During the annual financial reporting process, the Dean's Office plans to generate FTE data for all AES projects under CABNR/NAES and then provide this FTE data to department personnel for inclusion in the annual progress report in REEport.

**AES Projects in REEport**

- Including Hatch (H), Hatch/Multistate (RR), and Animal Health (AH)
- Your AES Analyst in the CABNR/NAES Dean's Office will provide FTE data during the annual call for Progress Reports.

**Non-Formula Projects in REEport**

- Including competitive grants and all other NIFA sponsored research awards
- Contact your AES Analyst in the CABNR/NAES Dean's Office for assistance in filling out this FTE section.

**Enter the actual Full-time equivalents (FTE) that supported this project over the course of this reporting period only.**
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.

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.

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 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.

NOTE: Include only those publications not previously reported.

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. See definitions below 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.”

• **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.

**Patents and Plant Variety Protections (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

At the beginning of this screen in REEport you will see a listing of the "major goals of this project." This list is prepopulated with the goals entered for the project in Project Initiation. If you are filling out this section, it may be helpful to refer to the Goals section of the Project Initiation for the project.

**What was accomplished under the major goals of this project?**

- Major activities completed
- Specific objectives met
- Significant results achieved, including major findings, developments, or conclusions (both positive and negative)
- Key outcomes or other accomplishments realized

Remember that 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.

**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).

**NOTE:** Include a discussion of stated goals not yet met. As the project progresses, the emphasis in reporting in this section should shift from reporting activities to reporting accomplishments (such as in later Progress Reports or in the Final Report of this project).
What opportunities for training and professional development has the project provided?

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.

How have the results been disseminated to communities of interest?

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.

What do you plan to do during the next reporting period to accomplish the major goals?

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:

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