

CYFAR Annual Report Tutorial

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Annual Reports

What is Annual Report? +

[Instructions for Annual Report](#)

Brand New Grant

STATE REPORT

Name	Status	Action
Brand New Grant	Data Incomplete	Edit State Report Impact Statement

COMMUNITY REPORTS

Community Project Name	Status	Action
SLP Test Community Project	Not Started	Edit Community Report
SLP Test2 Community Project	Not Started	Edit Community Report
ComSite Add Test	Not Started	Edit Community Report

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Introduction

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0524-0043. The time required to complete this information collection is estimated to average 322 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

This information is designed to assist CYFAR Project Directors with using the CYFAR Online Reporting System. It is important to read and follow the instructions carefully in order to successfully enter your data with minimal problems.

This tutorial is a step-by-step guide for both the State and Community reports.

All Projects, including Close-out Projects, will use the system to complete an annual narrative report. For Close-out Projects, the 5th year annual report will serve as your Project Close-Out Report.

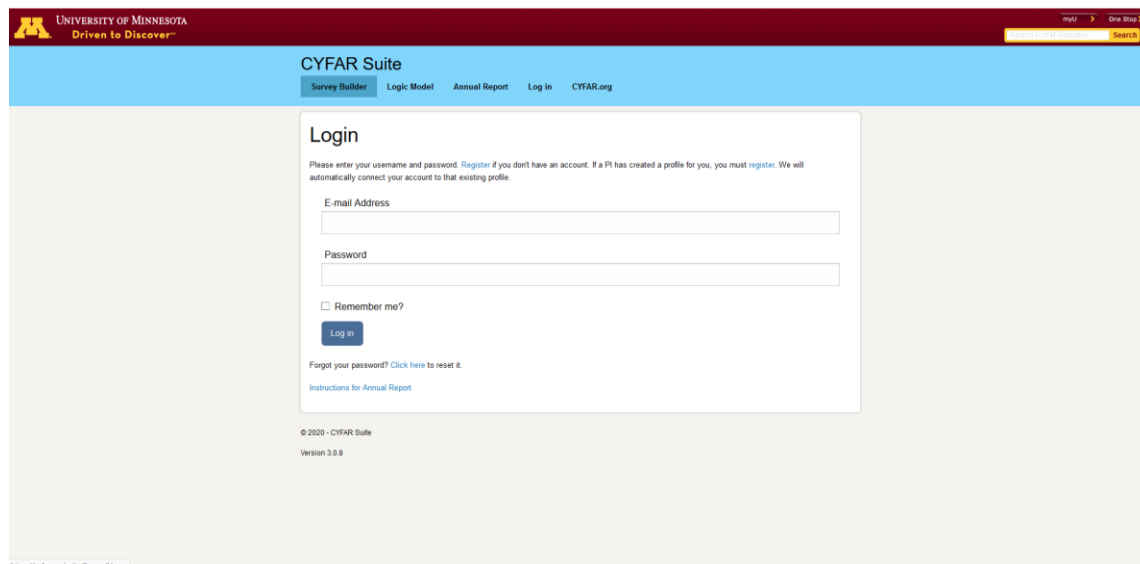
Questions should be directed to Bonita Williams at bonita.williams@usda.gov or (816) 926 1685. Technical questions and concerns should be directed to cyfarpdta@umn.edu.

Only person(s) with authorization can access the reporting system to input data, and they can only access the level of data for which they are authorized. The sections about the State report are designed for the Grant Principal Investigator (PI). A Community Director who is authorized to enter their community data can enter their community data. They will only see what relates to their community project(s) when they access the reporting system. Community Directors must not use the Grant PI login to complete their community reports, as this can create problems during the approval process.

Some reports use text boxes that make it easier to format text and to copy/paste text into the report. To do this, copy your text, click in the text box, then use your browser's EDIT/PASTE function to paste the text into the box.

Logging Into the System

- Access the CYFAR reporting tools at: <http://cyfar.org>
- Select the “Tools” tab and click “CYFAR Suite”
- Login using your email address as your username.
- If you have forgotten your password, you can reset it by selecting the words in blue below the Login button that state “Forgot your password? [Click here](#) to reset it.”
- If you reset your password and are still unable to login, please contact: cyfarpdta@umn.edu



Verify and Modify Grant Details

Before you begin inputting data into the Annual Report tool, you need to verify and update any grant details.

Select “Manage Grant” from the CYFAR Suite’s first screen

CYFAR Suite Survey Builder Logic Model Annual Report My Account

Home

Welcome to the CYFAR Suite.
Select **Survey Builder** or **Logic Model Builder** from the menu above to get started.

Grant: Brand New Grant
Coach: Carroll, Jan
Year Funded: 2016

Description: At vero eos et accusamus et iusto odio dignissimos ducimus qui blanditiis praesentium voluptatum deleniti atque corrupti quos dolores et quas molestias excepturi sint occaecati cupiditate non provident, similique sunt in culpa qui officia deserunt mollitia animi, id est laborum et dolorum fuga. Et harum quidem rerum facilis est et expedita distinctio. Nam libero tempore, cum soluta nobis est eligendi optio cumque nihil impedit quo minus id quod maxime placeat facere possimus, omnis voluptas assumenda est, omnis dolor repellendus. Temporibus autem quibusdam et aut officiis debitis aut rerum necessitatibus saepe eveniet ut et voluptates repudiandae sint et molestiae non recusandae. Itaque earum rerum hic tenetur a sapiente delectus, ut aut reiciendis voluptatibus maiores alias consequatur aut perferendis doloribus asperiores repellat.

[Manage Grant](#)

Your Surveys

The surveys below are associated with the Brand New Grant grant. Click below to create a survey for this grant.

Title	Owner	Created	Print	Import	Online
Brandnewgrant2018cohortHS	PI-B, Test	1/3/2018	Pre Post	Import Pre Data Import Post Data	Pre Survey Post Survey Reports Duplicate Survey Delete

[Add a New Survey](#)

And then select “Edit Grant Details”

Grant Management

[Edit Grant Details](#)

State Project

Below are all the staff assigned to this state project. You can edit staff project by clicking the **Edit Staff** link, and you can remove assigned users by clicking the **Remove** button.

Staff Members

User Name	Role	
jackson mizusaki	State Coordinator	Remove
jackson mizusaki	State Project Director	Remove

[Edit Staff](#)

Community Projects

Below are all the community projects assigned to this grant. You can edit each project by clicking the **Edit** link, and you can see and manage assigned users by clicking the **Details** link.

Test Community Project A	
Staff Members	Edit Details Deactivate
No Users Assigned	
Add User to Project	

On this screen you can edit and update your Grant's -

- **Description:** Brief description of purpose, audience served, program content and strategies of the CYFAR Project. Include major collaborations, connectivity and the community projects.
- **Marketing Statement:** Input your marketing statement
- **Website:** Enter your complete CYFAR Website address or type the word "None" if you don't have a CYFAR Project Web site (don't use your 4-H, FCS or Extension site if you don't have a CYFAR website.)
- **Affiliation:** This is the name of the Land Grant University that was awarded the grant.
- **Common Name:** This is the common or short-hand name for the grant. Often times it is a clever acronym.
- **Long Name:** This is the long name of the grant, usually the official grant name from the grant proposal, often it has all of the acronyms spelled out.
- **Counties:** These are the counties where the CYFAR Grant Communities are located.

Select **“Save”** when finished.

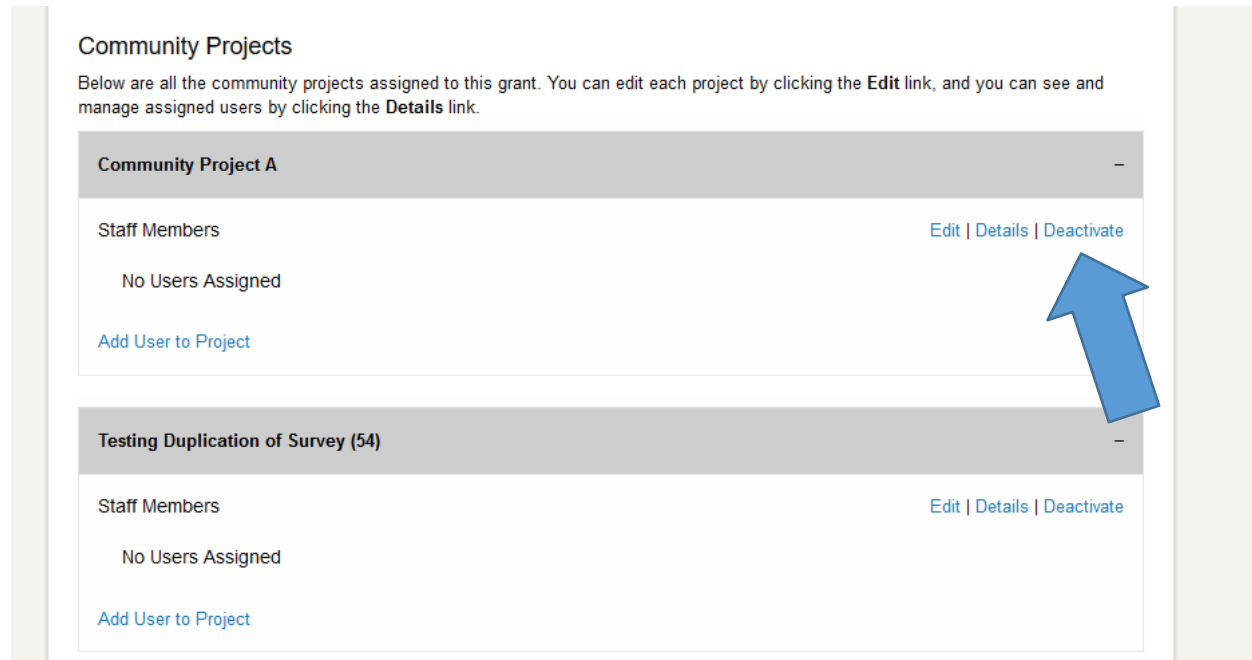
Edit Grant

Use the form below to edit the information about this grant.

Description	At vero eos et accusamus et iusto odio dignissimos ducimus qui blanditiis praesentium voluptatum deleniti atque corrupti quos dolores et quas molestias excepturi sint occaecati cupiditate non provident, similique sunt in culpa qui officia deserunt mollitia animi, id est laborum et dolorum fuga. Et harum quidem rerum facilis est et
MarketingStatement	Comprehensive programming for all children 12-15.
Website	http://www.cyfar.org/suite
Affiliation	University of North Huron
Common Name	Short Name Used with participants
Long Name	The long and official name with acronyms spelled out

Verify and Modify Community Projects

Review the Community Projects listed for the grant. If a Community Project is no longer active, select the “Deactivate” link for that project.



Community Projects

Below are all the community projects assigned to this grant. You can edit each project by clicking the **Edit** link, and you can see and manage assigned users by clicking the **Details** link.

Community Project A	
Staff Members	Edit Details Deactivate
No Users Assigned	
Add User to Project	

Testing Duplication of Survey (54)	
Staff Members	Edit Details Deactivate
No Users Assigned	
Add User to Project	

If you have a new Community Project that is not listed on the site, or are changing one of your sites, please request approval to add or change a site from USDA/NIFA by emailing Dr. Bonita Williams. Forward the approval email to cyfarpdta@umn.edu with the following details:

- Community Project Name
- Description
- Location
- Marketing Statement
- Collaborating Organizations
- National Outcome (i.e., Early Childhood, School Age, Teen, or Parent/Family)
- Geographic Type (i.e., Central City, Rural/Town, Suburb, or Town/City)

Staff

Creating New Staff Accounts

The State Person of Contact (State POC) is the person responsible for completing the State portion of the Annual Report and would have rights to create accounts for each Community POC if the State is not inputting the Community Project reports. If the Grant PI is not the State POC, the Grant PI will need to create a new account for the State POC.

To create a new Staff Account

Select the “CYFAR Suite” to return to the main CYFAR Suite page for the grant and then select the “Manage Grant” button.

CYFAR Suite Survey Builder Logic Model Annual Report My Account

Home

Welcome to the CYFAR Suite.
Select **Survey Builder** or **Logic Model Builder** from the menu above to get started.

Grant: Brand New Grant
Coach: Carroll, Jan
Year Funded: 2016

Description: At vero eos et accusamus et iusto odio dignissimos ducimus qui blanditiis praesentium voluptatum deleniti atque corrupti quos dolores et quas molestias excepturi sint occaecati cupiditate non provident, similique sunt in culpa qui officia deserunt mollitia animi, id est laborum et dolorum fuga. Et harum quidem rerum facilis est et expedita distinctio. Nam libero tempore, cum soluta nobis est eligendi optio cumque nihil impedit quo minus id quod maxime placeat facere possimus, omnis voluptas assumenda est, omnis dolor repellendus. Temporibus autem quibusdam et aut officiis debitis aut rerum necessitatibus saepe eveniet ut et voluptates repudiandae sint et molestiae non recusandae. Itaque earum rerum hic tenetur a sapiente delectus, ut aut reiciendis voluptatibus maiores alias consequatur aut perferendis doloribus asperiores repellat.

Manage Grant

Your Surveys

The surveys below are associated with the Brand New Grant grant. Click below to create a survey for this grant.

Title	Owner	Created	Print	Import	Online
Brandnewgrant2018cohortHS	PI-B, Test	1/3/2018	Pre Post	Import Pre Data Import Post Data	Pre Survey Post Survey Reports Duplicate Survey Delete

Add a New Survey

Select the “Add Staff to Grant” button.

Manage Grant: Brand New Grant

Add Staff to Grant

State Project

Below are all the staff members assigned to this state project. You can edit staff project by clicking the **Edit Staff** link, and you can remove assigned users by clicking the **Remove** button.

Staff Members

User Name	Role	
Tom Alvarez	State Project Evaluator	<button>Remove</button>
mark otto	State Coordinator	<button>Remove</button>
mark otto	PI	<button>Remove</button>
Test User	State Project Technology Specialist	<button>Remove</button>

[Assign Roles for your State Users](#)[Edit | Details](#)

Community Projects

Below are all the community projects assigned to this grant. You can edit each project by clicking the **Edit** link, and you can see and manage assigned users by clicking the **Details** link.

SLP Test Community Project

Staff Members

User Name	Role	
Tom Alvarez	Community Point of Contact	<button>Remove</button>

If the user is already created, you can select them from the “Select a User” drop down box, otherwise, complete the form to Create a New User. You will select a “Role Type” – State or Community.

Add User to Grant

Use the form below to select an existing user, create a new user, and assign a role.

Find a User to Add

Select a User

-- Select One --

Or, create a new user

First Name

Last Name

Email

Title

Lastly, select a Role

Role Type

-- Select One --

Add

After you have selected a Role Type, a new drop down box with roles will appear. Select the role that you want to assign to your staff.

Roles that can be assigned to State level staff are State Coordinator, State Project Evaluator, State Project Director, State Project Technology Specialist, and State Point of Contact.

Lastly, select a Role

Role Type

State

Select a State Role

-- Select One --

Add

[Back to Grant](#)

Roles that can be assigned to Community level staff are Community Project Connectivity Contact, Community Project Director, Community Project Coordinator, Community Point of Contact, and Grant Staff. For Community Projects, you will also assign the user to one of your Community Projects.

Lastly, select a Role

Role Type

Community

Select a Community Project

-- Select One --

Select Community Project Role

-- Select One --

Add

[Back to Grant](#)

Click “Add” after selecting (or creating) your user and selecting the appropriate role.

For the purposes of filling out the Annual Report, the staff must be in the Project Director or Point of Contact Role. If you are adding them, please email cyfarpdta@umn.edu so that the PDTA Center can link the account to the annual report.

Completing the State Report

Select the Annual Report from the menu bar, then select “Edit State Report”

Accomplishments

Select “Accomplishments” on the menu bar. Enter your State project accomplishments for the fiscal year. Select the “**Save**” button when done.

The accomplishments should describe accomplishments in supporting and sustaining community-based projects for children, youth, and families at risk.

1. Provide a one paragraph description of your program as it was actually implemented
2. Provide a brief description of progress on integrating community into your program
3. Provide a brief description of progress on integrating technology into your program
4. Provide a brief description of progress on sustaining your program

CYFAR Suite | Survey Builder | Logic Model | Annual Report | My Account

Project Name
Brand New Grant

Status
Data Incomplete [v]

[Update Status]

State
Minnesota

Year
2017

Description
At vero eos et accusamus et iusto odio dignissimos ducimus qui blanditiis praesentium voluptatum deleniti atque corrupti quos dolores et quas molestias exceptunt sint occaecati cupiditate non provident, similique sunt in culpa qui officia deserunt mollitia animi, id est laborum et dolorum fuga. Et harum quidem rerum facilis est et expedita distinctio. Nam libero tempore, cum soluta nobis est eligendi optio cumque nihil impedit quo minus id quod maxime placeat facere possimus, omnis voluptas assumenda est, omnis dolor repellendus. Temporibus autem quibusdam et aut officiis debitis aut rerum necessitatibus saepe eveniet ut et voluptates repudiandae sint et molestiae non recusandae. Itaque earum rerum hic tenetur a sapiente delectus, ut aut reiciendis voluptatibus maiores alias consequatur aut perferendis doloribus asperiores repellat.

Edit Accomplishments

1. Provide a paragraph describing your program as it was actually implemented.

2. Provide a brief description of progress on integrating community into your program.

3. Provide a brief description of progress on integrating technology into your program.

4. Provide a brief description of progress on sustaining your program.

[Save]

1. How long was your SCP able to offer programming in person? How was the change to online programming? What had to be arranged?

2. (How) Was this different from other years due to covid-19?

3. If your SCP had to switch to virtual programming, what additional actions needed to be taken?

Results

Select “Results” on the menu bar to enter your short-term and long-term results based on your logic model. Each result from your logic model is listed.

If your short or long term results have changed since the previous year's report, please send an email to cyfarpdta@umn.edu detailing changes need to be made. Please indicate which results are intended to be short or long term results.

[Accomplishments](#) [Results](#) [Preview Report](#)

Short Term Results

Short Term Result A

1. How many participated in the evaluation?

0

2. Evaluation Type used:

3. When was it given or conducted?

4. Analysis

5. Findings

5. Implications

If changes in your programming also resulted in a change in when an evaluation type was conducted, please explain in State or Community Report Accomplishments 1: describing implementation

Make sure to highlight (unexpected) positive results!

Short Term Result B

1. How many participated in the evaluation?

0

2. Evaluation Type used:

3. When was it given or conducted?

Sending the Report to the Reviewer

Once you have entered and reviewed all of the required data in the State Report, you must Update Status to send to the next level for review.

You are encouraged to “Preview Report” tab near the top of the screen to review your report before updating status. This can help you avoid having your report returned for incomplete or incorrect data. You can also use your browser’s PRINT function to print a copy of your report for your use.

Change the drop down to the option “Submit to Coach” and then select the “Update Status” button to move the report to your Coach for review. Once executed the status will change to “Awaiting Coach Review” and you will not be able to make changes to your report unless it is sent back to you by a reviewer. This Status must be updated for the State and each Community Project report.

When your report is reviewed, if a change is required by a reviewer, you will receive an email informing you to make the necessary corrections. Go back into the reporting system and edit your report, following all of the same procedures as specified above. Then do Update Status as needed to return the edited report(s) to the reviewer.

Completing the Community Project Report

Community Project Details

Community project details should be verified and updated by the State POC earlier in the process. However, a Community POC may have additional information, or need to clarify the description, marketing statement, etc. To do this they select Edit Community Project Details.

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CYFAR Suite Survey Builder Logic Model Annual Report Admin My Account Search

Project Name
Community Project A

Status
Not Started

Update Status

State
Mississippi

Year
2017

Description

Community Information

Name
Community Project A

Location
Minnesota

Outcome
Teen

Geographical Type
Central City

Organizations
2

Market Statement
We are one Community Project
[Edit Community Project Details](#)

Staff

User Name	Role
Liberty Bell	Community Project Director

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Accomplishments

1. Provide a paragraph describing your program as it was actually implemented.

2. Provide a brief description of progress on integrating community into your program.

3. Provide a brief description of progress on integrating technology into your program.

4. Provide a brief description of progress on sustaining your program.

Save

Edit: Huron County Rockets Community Project

Name	Huron County Rockets
Description	
Location	Treenville
MarketingStatement	To make the best better by offering a great CYFAR Program
CollaboratingOrganizations	3
Select a National Outcome	School-age
Select a Geographical Type	Central City

Save

[Back to List](#)

Accomplishments

Select “Accomplishments” on the menu bar. CYFAR Grant Community Accomplishments:

1. Provide a one paragraph description of your program as it was actually implemented
2. Provide a brief description of progress on integrating community into your program
3. Provide a brief description of progress on integrating technology into your program
4. Provide a brief description of progress on sustaining your program

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Campuses: Twin Cities Crookston Duluth Morris Rochester Other Locations myU One Stop Search

CYFAR Suite Survey Builder Logic Model Annual Report Admin My Account

Project Name
Community Project A

Status
Not Started
Update Status

State
Mississippi

Year
2017

Description
Community Information
Name
Community Project A
Location
Minnesota
Outcome
Teen
Geographical Type
Central City
Organizations
2
Market Statement
We are one Community Project
[Edit Community Project Details](#)

Staff
User Name Role
Liberty Bell Community Project Director

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Accomplishments Form A Form B Form C Form D Form E Form F

1. Provide a paragraph describing your program as it was actually implemented.

2. Provide a brief description of progress on integrating community into your program.

3. Provide a brief description of progress on integrating technology into your program.

4. Provide a brief description of progress on sustaining your program.

Save

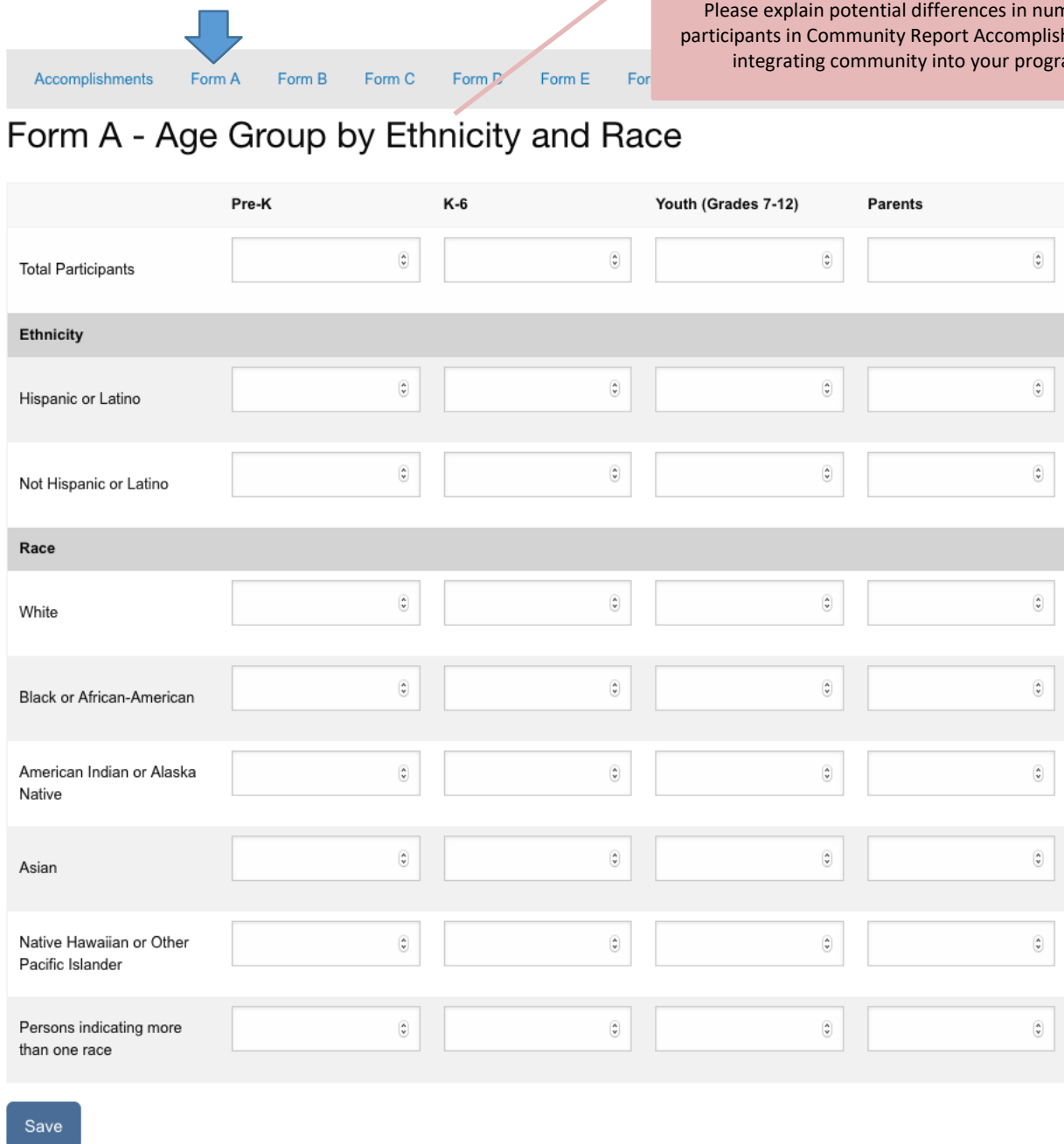
1. How long was your SCP able to offer programming in person? How was the change to online programming? What had to be arranged?

2. (How) Was this different from other years due to covid-19?

3. If your SCP had to switch to virtual programming, what additional actions needed to be taken?

Form A

Select “Form A” on the menu bar. Type in the appropriate numbers for your project. In federal reporting, ethnicity is distinct from race. You should indicate an ethnicity category for each participant and all racial categories that apply to each participant (i.e. a participant of more than one race would be recorded in each applicable racial category). Ideally, your total participants should equal the total of numbers in your ethnicity section if everyone reported. Totals of racial categories will be equal to or greater than your total participants if they all report racial information. Select **SAVE** after entering data.

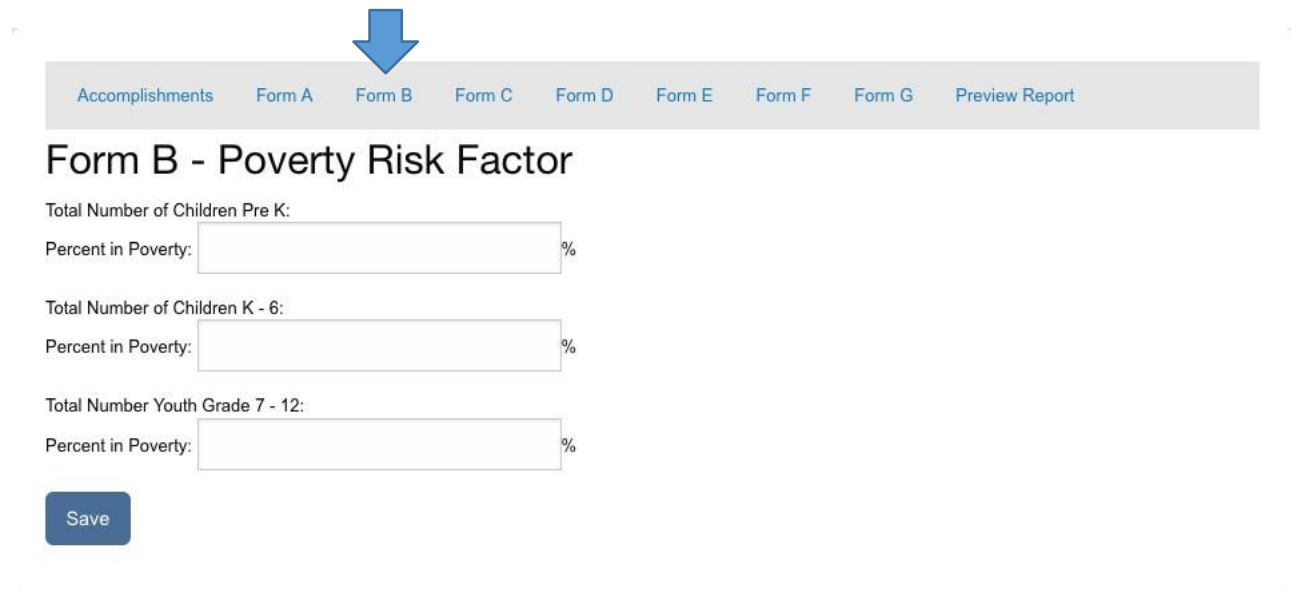


The screenshot shows the 'Form A' interface. At the top, a menu bar contains 'Accomplishments', 'Form A', 'Form B', 'Form C', 'Form D', 'Form E', and 'Form F'. A blue arrow points to 'Form A'. A red arrow points from a text box to the 'Form A' menu item. The text box contains the instruction: 'Please explain potential differences in number of participants in Community Report Accomplishments 2: integrating community into your program.' Below the menu bar is the title 'Form A - Age Group by Ethnicity and Race'. The main content area is a table with four columns: 'Pre-K', 'K-6', 'Youth (Grades 7-12)', and 'Parents'. The rows are: 'Total Participants', 'Ethnicity' (with sub-rows 'Hispanic or Latino' and 'Not Hispanic or Latino'), 'Race' (with sub-rows 'White', 'Black or African-American', 'American Indian or Alaska Native', 'Asian', 'Native Hawaiian or Other Pacific Islander', and 'Persons indicating more than one race'). Each cell in the table contains a text input field with a small up/down arrow icon. At the bottom left is a blue 'Save' button.

	Pre-K	K-6	Youth (Grades 7-12)	Parents
Total Participants	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ethnicity				
Hispanic or Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Not Hispanic or Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Race				
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African-American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Persons indicating more than one race	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Form B

Select “Form B” on the Menu Bar. Indicate the % in poverty. The totals for each age group will be calculated and shown by the system based on the data in Form A. Select **SAVE** when complete.



Accomplishments Form A **Form B** Form C Form D Form E Form F Form G Preview Report

Form B - Poverty Risk Factor

Total Number of Children Pre K:

Percent in Poverty: %

Total Number of Children K - 6:

Percent in Poverty: %

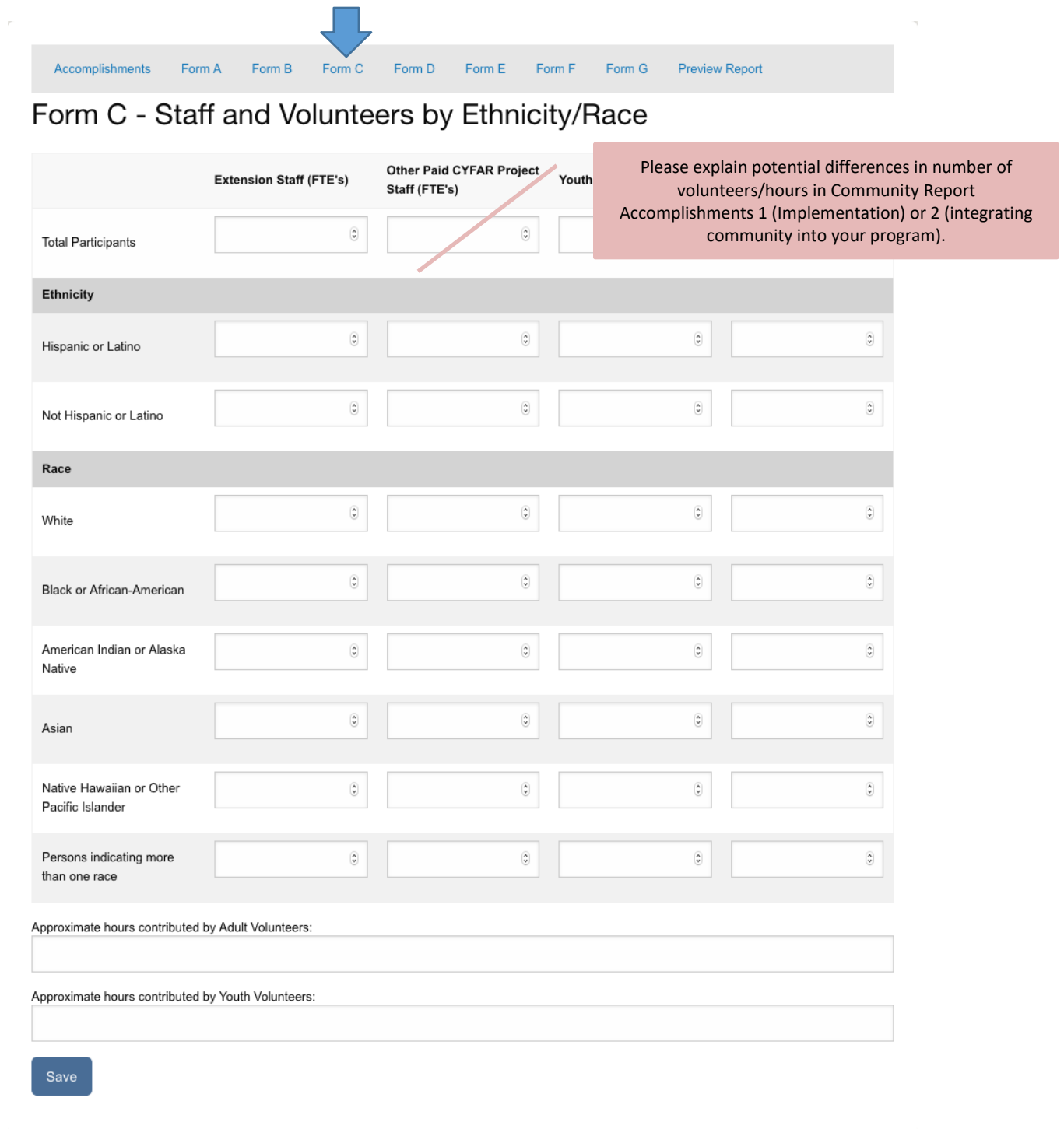
Total Number Youth Grade 7 - 12:

Percent in Poverty: %

Save

Form C

Select “Form C” on the Menu Bar. Indicate the ethnic and racial data for staff and volunteers. NOTE: Staff is counted in Total Participants by FTE%. For race and ethnic data, all staff and volunteers are counted by person, not FTE%. When complete, Select **SAVE**.



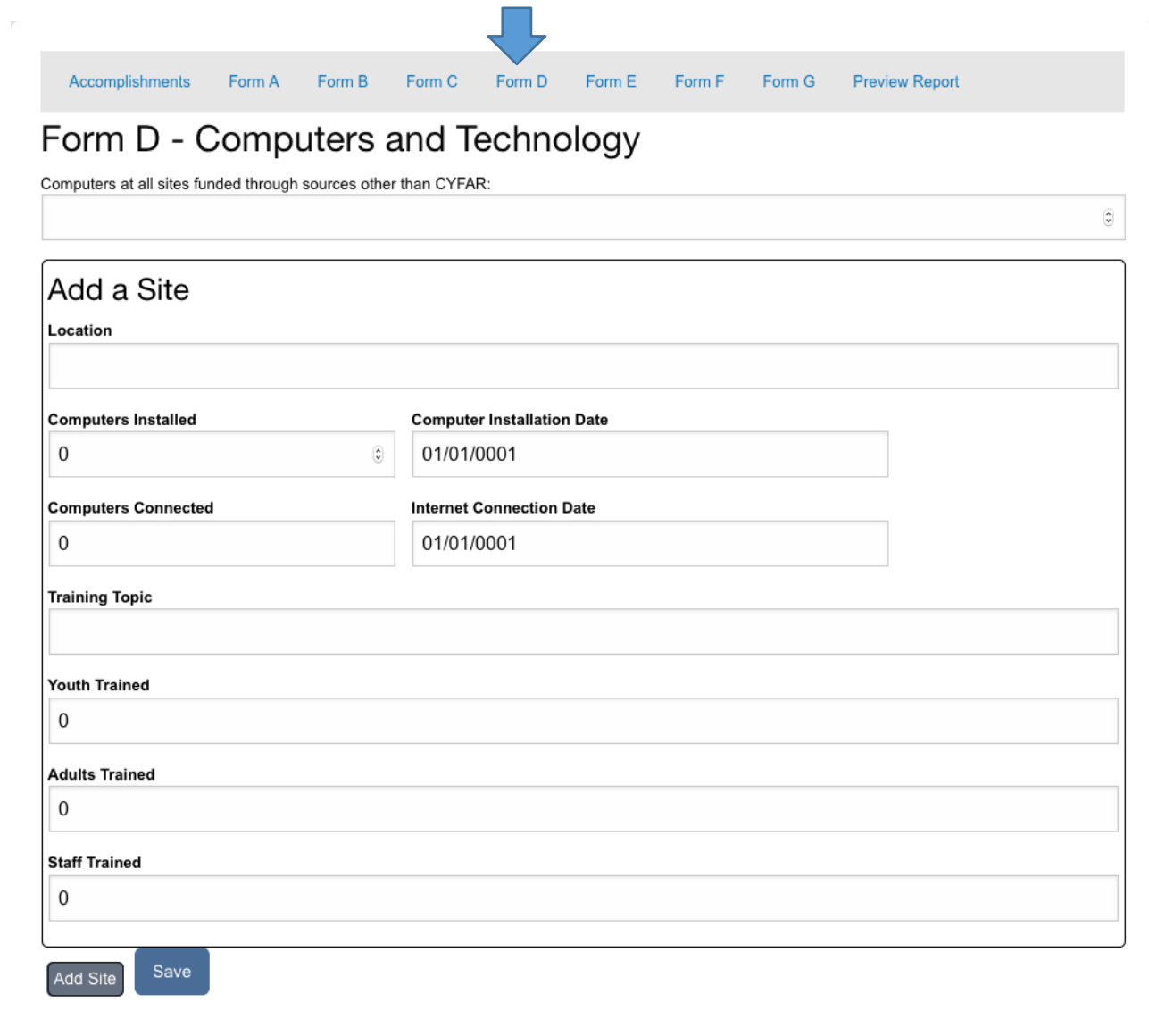
The screenshot shows the 'Form C' interface for 'Staff and Volunteers by Ethnicity/Race'. At the top, a menu bar contains links for 'Accomplishments', 'Form A', 'Form B', 'Form C' (highlighted with a blue arrow), 'Form D', 'Form E', 'Form F', 'Form G', and 'Preview Report'. Below the menu bar, the title 'Form C - Staff and Volunteers by Ethnicity/Race' is displayed. The main form area contains several sections:

- Total Participants:** A row with three input fields for 'Extension Staff (FTE's)', 'Other Paid CYFAR Project Staff (FTE's)', and 'Youth'. A red diagonal line is drawn over the 'Other Paid CYFAR Project Staff (FTE's)' field.
- Ethnicity:** A section with two rows: 'Hispanic or Latino' and 'Not Hispanic or Latino'. Each row has four input fields.
- Race:** A section with five rows: 'White', 'Black or African-American', 'American Indian or Alaska Native', 'Asian', and 'Native Hawaiian or Other Pacific Islander'. Each row has four input fields.
- Persons indicating more than one race:** A row with four input fields.
- Approximate hours contributed by Adult Volunteers:** A single input field.
- Approximate hours contributed by Youth Volunteers:** A single input field.
- Save:** A blue button at the bottom left.

A red callout box on the right side of the form contains the following text: "Please explain potential differences in number of volunteers/hours in Community Report Accomplishments 1 (Implementation) or 2 (integrating community into your program)."

Form D

Select “Form D” on the Menu Bar. Type in the number of computers at all sites from sources other than CYFAR. Select “Add New Site” to enter data about a site that is using computers (from CYFAR and other sources). Enter applicable data for a site that is using computers, then Select **SAVE**.



Accomplishments Form A Form B Form C **Form D** Form E Form F Form G Preview Report

Form D - Computers and Technology

Computers at all sites funded through sources other than CYFAR:

Add a Site

Location

Computers Installed **Computer Installation Date**

Computers Connected **Internet Connection Date**

Training Topic

Youth Trained

Adults Trained

Staff Trained

Form E

Select “Form E” on the Menu Bar. Check Delivery Method and Program Content keywords that describe your program for the child/youth audience. The keywords are used to help people search from the public site for relevant projects, so choose them carefully and select all that apply. Delivery Method describes the ways used to present the program. Program Content refers to the actual information that is presented. You must select the from the keyword lists – there is no way to add keywords.

Select **Save** when finished

Form E - Youth Delivery Methods and Program Contents

Youth Delivery Methods

- ☐ Service learning
- ☐ Training
- ☐ Mentoring
- ☐ School enrichment
- ☐ After school
- ☐ Summer program
- ☐ Camp
- ☐ Cross age teaching
- ☐ Distance learning
- ☐ CD ROM
- ☐ Electronic networks
- ☐ Computer labs
- ☐ Homework centers
- ☐ Challenge/adventure based
- ☐ Support group
- ☐ 4-H Clubs
- ☐ Hands On Learning
- ☐ Youth Center
- ☐ Newsletters
- ☐ Field Trips
- ☐ Small group discussions
- ☐ Interviews
- ☐ Simulation and Games
- ☐ Home visiting/enrichment
- ☐ Learning Centers
- ☐ Consumer education
- ☐ Resource center
- ☐ Financial counseling
- ☐ Peer teaching
- ☐ Journaling
- ☐ Arts and crafts
- ☐ Family programs
- ☐ Physical activities
- ☐ Referrals
- ☐ Talking circles
- ☐ Health centers
- ☐ Job shadowing
- ☐ Display/Fair
- ☐ Individual one-to-one
- ☐ Faith-based partnership programs
- ☐ Community-based partnership programs

Youth Program Contents

- ☐ Leadership
- ☐ Social competence
- ☐ Sports and recreation
- ☐ Citizenship
- ☐ Life skills (Decision making)
- ☐ Gardening
- ☐ Communication
- ☐ Computer technology
- ☐ Conflict resolution
- ☐ Community service
- ☐ Healthy lifestyles
- ☐ Personal development
- ☐ Safety
- ☐ Nutrition
- ☐ Arts/music
- ☐ Reading & literacy
- ☐ Language (ESL)
- ☐ Alcohol prevention education
- ☐ Drug prevention education
- ☐ Teen pregnancy prevention
- ☐ Science
- ☐ Work force preparation
- ☐ Academic achievement/readiness
- ☐ Parenting skills
- ☐ Crime/violence prevention
- ☐ Money Management
- ☐ Respecting diversity
- ☐ Time management
- ☐ Suicide prevention education
- ☐ Learning readiness
- ☐ Study skills
- ☐ Computer skills
- ☐ Adolescent sexuality
- ☐ HIV/AIDS prevention
- ☐ Teen parenting
- ☐ Leadership skills
- ☐ Animal care
- ☐ College training
- ☐ Cultural traditions
- ☐ Ecological awareness
- ☐ Entrepreneurial skills
- ☐ Physical skills
- ☐ Character education

If you switched to virtual programming, Distance Learning can be used as delivery method.

Save

Form F

Select “Form F” on the Menu Bar. Select keywords for adult participants.

CYFAR Suite | Survey Builder | Logic Model | Annual Report | Admin | My Account

Project Name: Community Project A
Status: Not Started
State: Mississippi
Year: 2017
Description:
Community Information
Name: Community Project A
Location: Minnesota
Outcome: Teen
Geographical Type: Central City
Organizations: 2
Market Statement: We are one Community Project
Staff:
User Name: Liberty Bell | Role: Community Project Director

Form F - Adult Delivery Methods and Program Contents

Adult Delivery Methods

- ☐ Training
- ☐ Support group
- ☐ Learn by mail
- ☐ Home visitation
- ☐ Resource center
- ☐ Newsletter/fact sheets
- ☐ Electronic networks
- ☐ Distance learning
- ☐ Mentoring
- ☐ Cross age teaching
- ☐ CD ROM
- ☐ Advisory group
- ☐ Community forum
- ☐ Open house/service providers fair
- ☐ Community leaders and members meeting
- ☐ Field Trips
- ☐ Display/Fair
- ☐ Interviews
- ☐ Simulation and games
- ☐ Group discussions
- ☐ Role playing
- ☐ Hands-on experience
- ☐ Games
- ☐ Financial planning
- ☐ Intergenerational
- ☐ Consumer education
- ☐ Community college
- ☐ Family programs
- ☐ Parent/staff conferences
- ☐ Focus groups
- ☐ Individual/one-to-one
- ☐ Talking circles
- ☐ Faith-based partnership program
- ☐ Community-based partnership program

Adult Program Contents

- ☐ Parent education
- ☐ Child care
- ☐ Coalition building
- ☐ Teen pregnancy
- ☐ Work force preparation
- ☐ Nutrition
- ☐ Policy education
- ☐ Gardening
- ☐ Language (ESL)
- ☐ Entrepreneurial skills
- ☐ Family development
- ☐ Citizen development
- ☐ Reading & literacy
- ☐ Computer skills
- ☐ College readiness
- ☐ Study skills
- ☐ Healthy life styles
- ☐ Welfare to work
- ☐ HIV/Aids prevention
- ☐ Family policy
- ☐ Child development
- ☐ Substance abuse education
- ☐ Academic achievement/readiness
- ☐ Science/technology
- ☐ Health
- ☐ Money management
- ☐ Crime/violence prevention
- ☐ Immunization
- ☐ Conflict resolution
- ☐ Parenting for grandparents
- ☐ Resource development
- ☐ Parenting skills
- ☐ Computer technology
- ☐ Prevention of abuse and neglect
- ☐ GED preparation
- ☐ Job skills
- ☐ Life skills education
- ☐ Credit management
- ☐ Work and family
- ☐ Record keeping
- ☐ Communication skills
- ☐ Agriculture
- ☐ Arts and crafts
- ☐ Leadership skills
- ☐ Respecting diversity
- ☐ Cultural traditions

Please explain potential differences in number of participants in Community Report Accomplishments 2: integrating community into your program.

Form G

Select “Form G” on the Menu Bar. The 4-H Clubs Form is for data about 4-H clubs that are a part of your CYFAR community project (not CYFAR youth or adults who are enrolled in a 4-H club or program outside of your CYFAR community project). 4-H Club means a 4-H program unit that is registered/chartered by your State 4-H program, not simply using 4-H curricula or doing 4-H activities. Complete the form and Select **SAVE** when done.

[Accomplishments](#) [Form A](#) [Form B](#) [Form C](#) [Form D](#) [Form E](#) [Form F](#) [Form G](#) [Preview Report](#)

Form G - 4-H Clubs

Total Number of Clubs:

Total Number of Children K - 6:

Total Number of Youth Grades 7 - 12:

Total Number of Youth Volunteers

Total Number of Adult Volunteers

Save

Sending the Report to the Reviewer

Once you or the Community POC have entered and reviewed all of the required data in the Community Project Report, you must Update Status to send to the next level for review.

You are encouraged to “Preview Report” tab near the top of the screen to review your report before updating status. This can help you avoid having your report returned for incomplete or incorrect data. You can also use your browser’s PRINT function to print a copy of your report for your use.

Change the drop down to the option “Submit to Coach” and then select the “Update Status” button to move the report to your Coach for review. Once executed the status will change to “Awaiting Coach Review” and you will not be able to make changes to your report unless it is sent back to you by a reviewer. This Status must be updated for the State and each Community Project report.

When your report is reviewed, if a change is required by a reviewer, you will receive an email informing you to make the necessary corrections. Go back into the reporting system and edit your report, following all of the same procedures as specified above. Then select Update Status as needed to return the edited report(s) to the reviewer.

CYFAR Suite

Project Name

Community Project A

Status

Awaiting Coach Review

Update Status

State

Minnesota

Year

2017

Description

Community Information

Name

Community Project A

Location

Treeville

Outcome

School-age

Geographical Type

Central City

Organizations

3

Market Statement

To make the best better by offering a great CYFAR Program

[Edit Community Project Details](#)

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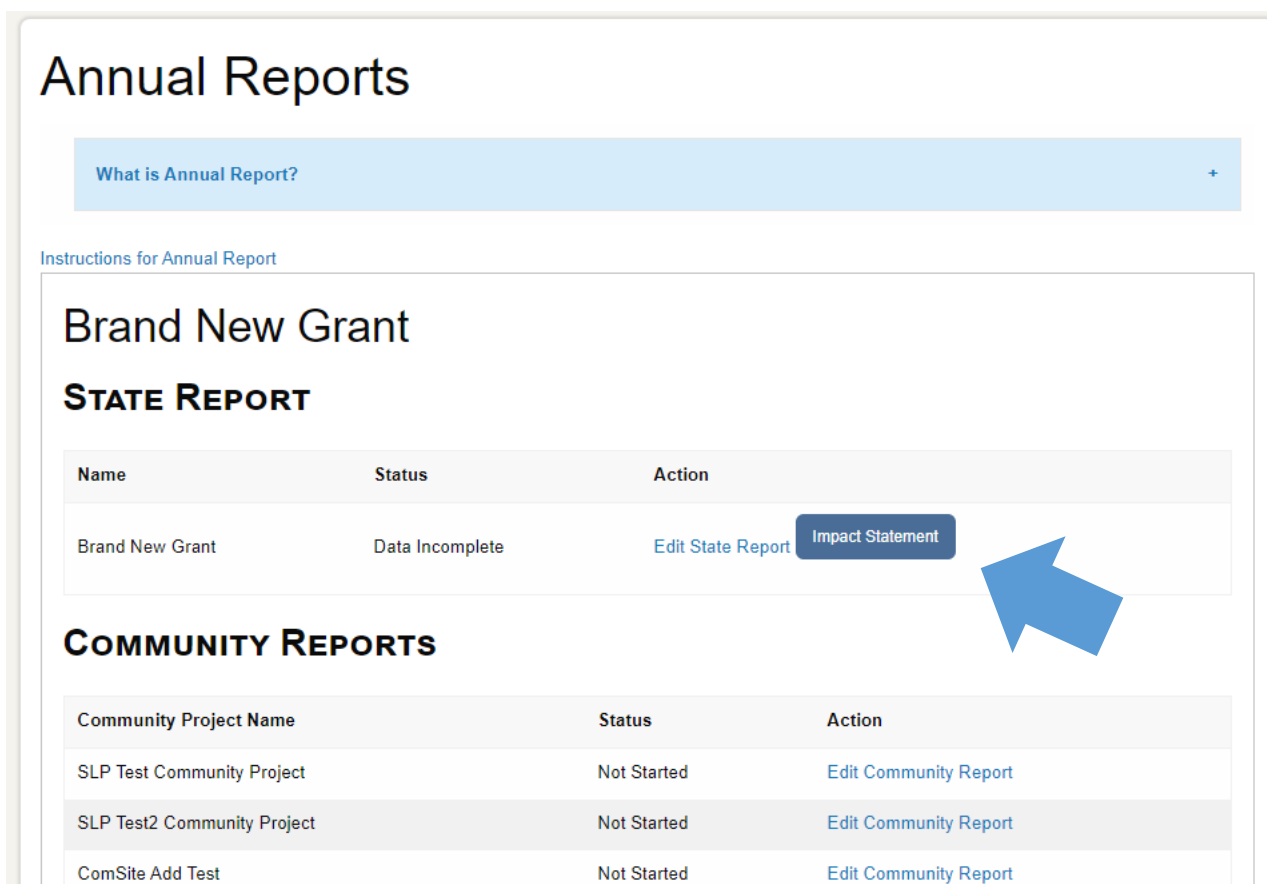
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Adding your Impact Statement

After the State Report and Community Reports are completed, please complete your 2019 Impact Statement by selecting “Impact Statement”.



Annual Reports

[What is Annual Report?](#) +

[Instructions for Annual Report](#)

Brand New Grant

STATE REPORT

Name	Status	Action
Brand New Grant	Data Incomplete	Edit State Report Impact Statement

COMMUNITY REPORTS

Community Project Name	Status	Action
SLP Test Community Project	Not Started	Edit Community Report
SLP Test2 Community Project	Not Started	Edit Community Report
ComSite Add Test	Not Started	Edit Community Report

The Impact Statement will ask you to select the specific common measures you used. Then, you will complete

1. A Program Report
2. An optional Featured Quote
3. Lessons Learned or Quality Improvement Information,
4. Links to any articles about your project
5. A Sustainability paragraph

You will also have the chance to upload photos from your program.

Please note the character limits for the program description, lessons learned, and sustainability text boxes.

After entering your information and uploading pictures, select the “Save Statement” button. The Impact Statement will not go to a reviewer.

Impact Statement for 2019

Specific Common Measures Related to Outcome

Which specific common measure(s) related to outcomes are you measuring?

- ☐ Leadership Development
- ☐ Nutrition
- ☐ Parenting
- ☐ Physical Activity
- ☐ Science
- ☐ Technology
- ☐ WorkforcePreparation

The following questions ask you to consider your programs' impact on the community and how they should be shared in a way that contributes to the CYFAR story for the year 2019.

2019 Program Report *

Please provide a description of your project. This should be done so that someone unfamiliar with your project could read the overview, and have a good idea about the work you completed this year. You may also explain the impact of your program, and the program outcomes you have accomplished. This should be in sentence/paragraph form and is limited to 2000 characters.

Featured Quote (optional)

Please include a quote that could be featured about your project. Please also attribute your quote (participant, parent, staff, volunteer, etc)

Lessons Learned/Quality Improvement Information: *

In paragraph form, please share some of the lessons learned.

Links to any articles written about your project: *

You may include academic journal articles, as well as non academic press coverage. Please cite your academic articles APA style (7th edition), and please verify any links to non academic articles or press coverage are active and accessible to the general public.

Sustainability Paragraph: *

Please briefly (1000 characters max) describe how your project will be sustained beyond the 5 years of CYFAR funding.

Additional Information Upload:

If you would like to include any additional information (graphs, stories, etc.), please upload a word document with this information.

Add attachment:

No file chosen

As part of the annual report, you have the ability to provide up to three photos from your CYFAR program. For each photo, please also include a caption. Please do not upload photo collages. If you have more photos to share, please email cyfardta@umn.edu.

Photo #1 Upload

No file chosen

Photo #1 Caption (limited to 200 characters)

Photo #2 Upload

No file chosen

Photo #2 Caption (limited to 200 characters)

Photo #3 Upload

No file chosen

Photo #3 Caption (limited to 200 characters)

Please confirm that you have a media release form on file for ALL the individuals who appear in EACH of the photos.

☐ Yes, a media release form is on file for the individuals who appear in these photos. They may be used in the report.

☒ No, a media release form is not on file. Therefore, these photos cannot be used in the report.

1. Program report: What was the impact of covid-19 on your program? How was the program different than other years, and how did it stay the same? What are some (unexpected) positive results?

3. Lessons learned: This is not limited to lessons learned around switching to virtual programming, but that can certainly be included/ What are some unexpected positive results?

5. Sustainability paragraph: Are here lessons learned or changes made to the program your SCP can keep from the switch to how programming was done during covid-19?