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NCR-SARE Farmer Rancher Grant and Youth Educator Grant Office  
Lincoln University | 900 Leslie Blvd, Rm 101 | Jefferson City, MO 65101  
ph: 573-681-5545 or 800-529-1342 | fax: 573-681-5534

## NCR-SARE 2018 Call for Proposals Youth Educator Sustainable Agriculture Grants

**Purpose:** Youth Educator Grant projects provide opportunities for youth in the North Central Region to learn about Sustainable Agriculture (farming and ranching that is ecologically sound, profitable, and socially responsible). Educators use the grants to encourage young people and their parents to try sustainable practices and see sustainable agriculture as a viable career option.

**To submit a proposal, go to <http://www.ciids.org/ncsare/ye>**

**The online submission system will open on August 15, 2017.**

**Proposals are due by 4:00 p.m. CST, Thursday, November 2, 2017.**

If you are unable to use the online system you may submit a proposal by mail or e-mail.

Proposals sent by Fax will NOT be accepted. Mail and e-mail submissions must be received by 4 p.m. CST on Thursday, November 2, 2017.

The online application has strict word limits, and we strongly suggest you prepare your proposal using a word processing program, edit each response to comply with the word limits, and then copy and paste your proposal section by section into the online template, saving as you go.

This call for proposals is available on the North Central SARE web site at [www.northcentralsare.org](http://www.northcentralsare.org).

If you need a printed application, call 612-626-3113.

The Sustainable Agriculture Research and Education (SARE) Program is funded through the USDA National Institute of Agriculture (NIFA). The SARE program works primarily through competitive grant programs administered by four regions: North Central, Northeast, South, and West. The 12 states of North Central Region–SARE (NCR-SARE) include: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

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## **The SARE Program**

### **The National Sustainable Agriculture Research and Education (SARE) Program**

**SARE's Vision** is an enduring American agriculture of the highest quality. This agriculture is profitable, protects the nation's land and water and is a force for a rewarding way of life for farmers and ranchers whose quality products and operations sustain their communities and society. **SARE's Mission** is to advance – to the whole of American agriculture – innovations that improve profitability, stewardship and quality of life by investing in groundbreaking research and education.

**Origin & Funding:** SARE was created in the Food, Agriculture, Conservation, and Trade Act of 1990 (1990 Farm Bill, Title 16, Subtitle B). It is funded through the United States Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA). The SARE program works primarily through competitive grant programs administered by four regions: North Central, Northeast, South, and West.

The 12 states of North Central Region-SARE include: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

### **North Central Region-Sustainable Agriculture Research and Education (NCR-SARE)**

**NCR-SARE's mission** is to strengthen communities, increase farmer/rancher profitability, and improve the environment by supporting research and education.

## **YOUTH EDUCATOR GRANT DETAILS**

**Eligibility:** A **Youth Educator** is someone who teaches youth about sustainable agriculture; this may include professional educators (4-H, FFA, Extension, grade school, high school, community college, college, university), farmers/ranchers, home-schoolers, other youth, educators from non-profit organizations, etc.

**Review Process:** A committee of farmers, ranchers, educators, researchers, and others with an interest in youth education will review the proposals and make funding recommendations to the NCR-SARE Administrative Council. The Council members make the final funding decisions. Awards will be announced by the end of March 2018.

**Funding:** These are competitive grants. NCR-SARE allocated \$20,000 for the 2018 Youth Educator Grant Program. Educators can request up to \$2,000 for youth education projects. Funds will be disbursed as follows: Grant recipients receive 75% of the grant to start their project. They receive the remaining 25% upon completion of the project and receipt and approval of the final report. The final payment is a reimbursement. Funding will be available in early summer 2018.

**Project Length and Reporting:** If funded, you have up to 23 months to complete your project. A progress report is due January 31, 2019, and a final report is due January 31, 2020. If your project is completed after one year, you can submit the final report at that time.

**QUESTIONS?** For questions about how to submit your proposal, contact Jean Andreasen, Executive Administrative Specialist at: 612-626-3113 or [ncrsare@umn.edu](mailto:ncrsare@umn.edu). For questions about the Youth Educator Grant Program, the selection process, or project ideas, call or e-mail Joan Benjamin, Associate Regional Coordinator at: 573-681-5545 or [BenjaminJ@lincolnu.edu](mailto:BenjaminJ@lincolnu.edu)

## **CHARACTERISTICS OF SUCCESSFUL PROPOSALS - Successful proposals:**

### **1. Clearly explain how youth will learn about sustainable agriculture practices and careers.**

Proposals are specific and let reviewers know which sustainable agriculture practices and career options will be taught and how.

### **2. Involve farmers and ranchers** in planning the project and teaching.

**3. Emphasize collaboration with others** who can assist with outreach as well as project planning, implementation, and evaluation. Cooperators may include other educators, farmers, ranchers, parents, students, Extension, Natural Resource Conservation Service, staff of local or state non-profit groups, etc.

**4. Share project results with other educators** through field days, presentations, posters, publications, social media, videos, websites, workshops, and more.

**REVIEW CRITERIA AND EVALUATION PROCESS -** All proposals are reviewed by a committee with a special interest in youth education. Members include farmers, ranchers, educators, non-profit and business representatives, and researchers from throughout the North Central region. Funding recommendations are based on how well proposals meet the following seven criteria.

**1. Specific plan to teach youth about sustainable agriculture practices and career options.** Reviewers are looking for ideas that will engage young people and help them explore career options and understand the three pillars of sustainable agriculture: profit over the long term; stewardship of our nation's land, air, and water; and quality of life for farmers, ranchers and their communities. Sustainable agriculture aims to meet food and environmental needs of people now, without compromising the ability of people who come after us to meet their own food and environmental needs.

**2. Clear objectives.** Reviewers want to know what goals you plan to accomplish through your project.

**3. Appropriate activities and timeline.** Reviewers look at the educational activities you will carry out to reach your objectives. They want to see a well thought out plan that clearly explains the steps you will take to teach young people sustainable agriculture practices. Be sure to include which practices will be taught, and when the activities are scheduled.

**4. Use of sustainable agriculture resources.** Your project should introduce students to people and educational resources that will help them learn about sustainable agriculture.

**5. Outreach.** Sharing project information with other youth educators and the public is an important part of the project. Reviewers like to see cooperation with farmers and ranchers and with organizations through which information can be shared via workshops, field days, publications, written materials, etc. Projects can also be promoted by using social media such as Facebook or Twitter, creating a web page, radio, television, newspapers, making a video, presenting a poster or giving a talk at an event. Cooperators can help you reach a wider audience when you share the results of your project.

**6. Impact.** These grants are small and don't provide funds for extensive evaluation but reviewers look for any simple efforts you can make to measure what students have learned. For example, you can conduct pre- and post-test surveys to measure learning.

**7. Appropriateness of the budget.** Only expenses that help you carry out the project should be included.

## INSTRUCTIONS & PROPOSAL FORM FOR YOUTH EDUCATOR GRANTS

### HOW TO SUBMIT A GRANT PROPOSAL

Explain how you will design and carry out a project to educate youth about Sustainable Agriculture practices and career options by answering the questions in the online proposal form. If you are unable to submit an online form, turn in a proposal by mail or e-mail. You may submit one proposal per year.

Proposals must be received online at: <http://www.ciids.org/ncsare/ye> or in the NCR-SARE office by mail or e-mail by 4:00 p.m. CST on November 2, 2017. Faxed proposals will NOT be reviewed. If you are unable to use the online system, e-mail or mail your proposal to:

#### Youth Educator Grant Program

NCR-SARE

University of Minnesota

1390 Eckles Ave

Ste 120

St Paul MN 55108

E-mail: [ncsare@umn.edu](mailto:ncsare@umn.edu)

**Getting Started.** To be considered for funding, your proposal for a NCR-SARE Youth Educator Grant **MUST** include the following items:

1. Completed proposal. Answer all questions and do not exceed the word limits. Do not include attachments or photos or list your website in your proposal. To make the process fair to everyone, reviewers will base evaluations only on information contained in the proposal.
2. Completed budget that shows the expenses for your project with budget justification.
3. Completed Animal Care Form if your project involves livestock. For this grant, livestock are defined as vertebrate animals such as cows, sheep, poultry, fish, etc. (See the form on pgs 17-19.)

**Developing a Project Idea.** Projects should help youth discover that sustainable farming and ranching is profitable; good for families, communities, and their quality of life; and good for the environment long term. Review the following sustainable agriculture practices and project ideas. Use them to think up your own project ideas. **NCR-SARE encourages you to be creative and innovative, and to work directly with local farmers and ranchers who practice Sustainable Agriculture.** Please note: 21<sup>st</sup> Century Farming involves growing food and fiber and can include market gardens and urban agriculture.

**Sustainable Agriculture** is farming and ranching that is ecologically sound, profitable, and socially responsible. Sustainable Agriculture practices may include but are not limited to:

- Integrated Pest Management (IPM)
- Rotational Grazing (including Management-intensive Grazing & Mob Grazing)
- Soil Erosion Control
- Soil Quality Improvement
- Water Quality Improvement/Wetlands
- Cover Crops
- Crop/Landscape Diversity
- Nutrient Management
- Agroforestry
- Value-Added and Direct Marketing
- Holistic/Systems Approaches to Farming and Ranching
- Wildlife Preservation
- Beneficial Insects
- Poultry and Small-Scale Livestock Production
- Organic Agriculture
- Proactive Weed Control (For example: Interseeded cover crops, use of crop rotation, planting row crops in warm soil)

### Sampler of Project Ideas

1. Organize a tour of sustainable farms or ranches where youth can interact with farmers/ranchers and see, smell, feel, and taste what Sustainable Agriculture is all about. Include beginning farmers and ranchers and have students find out how they got started and why.
2. Work with youth to organize a local foods meal where they help plan the menu, source the food, meet and interview the farmers and ranchers who produce the food and the cooks or chefs who prepare it. Have students write articles for social media that describe the food and where it comes from.
3. Start a school or community farm that uses sustainable farming practices and provides local food for the school cafeteria. Have students give tours of the site and explain sustainable practices they use such as making and using compost and encouraging beneficial insects.
4. Invite farmers/ranchers to school or a community event for a presentation on Sustainable Agriculture practices such as management-intensive grazing, crop rotation, cover crops, organic farming, and direct marketing. Find out why they use sustainable techniques. Have students carry out a project suggested by the farmers/ranchers such as creating a marketing campaign for a new value-added product.
5. Have students organize a Sustainable Agriculture panel discussion with farmers/ranchers. Ask students to research local farms/ranches, issue invitations, prepare questions that explore profitability, environmental stewardship, and quality of life on the farm or ranch. Have students write articles for the school website or use social media to explain what they've learned.
6. Organize a visit to a farmers market where students can purchase local foods and interview local farmers about the sustainable practices and marketing techniques they use. Have farmers/ranchers and chefs teach the students how to cook a meal with their purchases, then share the meal. Ask students to compare the practices and techniques and share their findings with other students and the community.
7. Plan sustainable farm or ranch visits where youth work on sustainable farms, ranches, or community gardens, and share local-foods meals with the people who raised the food.
8. Review *Sustainable Agriculture Resources and Programs for K-12 Youth* (see: <http://www.sare.org/Learning-Center/Courses-and-Curricula>) and choose a program or series of programs or lessons to present to students.
9. Hold a Sustainable Agriculture Film Festival and have students write film reviews. Have discussions about the films and invite sustainable farmers and ranchers and agriculture journalists to serve as panelists and facilitators.
10. Organize a Youth Program for a Sustainable Agriculture conference, festival, or other event.
11. Work with an organization that supports Sustainable Agriculture such as Slow Food USA or the American Livestock Breed Conservancy to expand youth involvement.

**Explore resources.** The project you choose is up to you and it should show your own interests in Sustainable Agriculture. You can find more information about sustainability at <http://www.sare.org/> and in the Youth Education Topic Room at: <http://www.sare.org/Learning-Center/Topic-Rooms/Youth-Education>. You are also encouraged to talk over your project ideas with your NCR-SARE state coordinator. For a list of state coordinators see: page 7 or <http://www.northcentralsare.org/State-Programs>, or call: 1-800-529-1342.

## HELP WITH GRANT WRITING AND RESOURCES

For assistance in preparing your proposal, contact your NCR-SARE State Coordinator (see the list on pg 7 or see: <http://www.northcentralsare.org/State-Programs>). You may also want to contact the NCR-SARE office, the national SARE office, ATTRA – a sister organization of SARE, your Extension office, Natural Resources Conservation Service (NRCS), Resource Conservation and Development (RC&D), local soil and water conservation district, or local sustainable agriculture group.

- Contact NCR-SARE for information on Youth Educator Grants and the SARE program:

Joan Benjamin	573-681-5545
NCR-SARE Associate Regional Coordinator	<a href="mailto:benjaminj@lincolnu.edu">benjaminj@lincolnu.edu</a>
Lincoln University	<a href="http://www.northcentralsare.org/">http://www.northcentralsare.org/</a>
900 Leslie Blvd, Lorenzo J Greene Hall	
Jefferson City, MO 65101	
  
- Michael Fields Agricultural Institute provides free Grants Advising services to beginning farmers, limited resource farmers, socially disadvantaged farmers and ranchers (minority farmers or women farmers), and military veterans, as well as young organizations working with these farmers in the Midwest, and to all rural producers and agriculture-related businesses throughout Wisconsin. Contact MFAI's Grants Advisor, Kitt Healy, at (630) 346-4749 or [gracekhealy@gmail.com](mailto:gracekhealy@gmail.com). Also visit <http://www.michaelfields.org/grant-advising-resources/> for more information.
  
- Contact the national Sustainable Agriculture Research and Education (SARE) Outreach office for information on SARE publications and resources:

Andy Clark, Outreach Coordinator	301-405-2689
SARE Outreach	301-405-7711 (fax)
1122 Patapsco Bldg	<a href="mailto:coordinator@sare.org">coordinator@sare.org</a>
University of Maryland	<a href="http://www.sare.org">www.sare.org</a>
College Park, MD 20742-6715	
  
- The National Sustainable Agriculture Information Service (ATTRA) was developed and is managed by the National Center for Appropriate Technology (NCAT). ATTRA has information on sustainable agricultural topics. If you contact ATTRA via e-mail, please describe your role in sustainable agriculture. By mail or fax, please include "ATTRA Information Request" near the top of the correspondence. (Preferred method of contact is telephone.)

ATTRA- National Sustainable Agriculture Information Service	800-346-9140 (English)
P.O. Box 3838	800-411-3222 (Español)
Butte, MT 59702	<a href="https://attra.ncat.org/">https://attra.ncat.org/</a>

## NCR-SARE State Coordinators

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# ***NCR-SARE Youth Educator Sustainable Agriculture Grants 2018 Proposal Form***

On the following pages you will see the questions you will be asked on the Online Submission website. Once you have read through this call for proposals, complete a draft proposal in a word processing document and edit it to meet the word limits, then cut and paste it into the online system using the link:

<http://www.ciids.org/ncsare/ye>. If you are unable to use the online system, complete your proposal using a computer or typewriter, or print legibly in dark ink. Do not exceed the word limits.

If you would like more information about writing a proposal, view a presentation at:

<http://www.northcentralsare.org/Grants/Write-a-Successful-Grant/Grant-Program-Presentations>

**Demographic information:** The North Central Region SARE program is committed to an ethic of openness, inclusiveness, and diversity in all of its programs, policies, and procedures. To monitor our performance in these areas, we collect demographic information from grant applicants. This information will not be part of the review process, will be confidential, and is compiled in a separate database. Submitting this information is voluntary. If you have questions, contact Joan Benjamin at: 573-681-5545 or [benjaminj@lincolnu.edu](mailto:benjaminj@lincolnu.edu).

**Your Race:**

- American Indian or Native Alaskan
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- More than one race
- Undetermined
- Prefer not to answer

**Are you a military veteran?**

- Yes
- No
- Prefer not to answer

**Your Age:**

- 18 and younger
- 19-25
- 26-34
- 35-50 years old
- 51 years or older
- Prefer not to answer

**Are you of Hispanic, Latino or Spanish origin?**

- Yes
- No
- Prefer not to answer

**Your Sex:**

- Female
- Male
- Prefer not to answer

**Choose Your Topic.** Select the **Practices** and **Commodities** categories that best represent your project. Select only those that are a primary focus of your project. This is for SARE use only and will not affect your proposal review.

**PRACTICES**

- |   |   |
|---|---|
| <input type="checkbox"/> Animal Production (includes aquaculture, grazing)                | <input type="checkbox"/> Pest Management  |
| <input type="checkbox"/> Crop Production (includes agroforestry, beekeeping, pollination) | <input type="checkbox"/> Production Systems (includes agroecosystems, aquaponics, holistic management, hydroponics, integrated crop and livestock systems, organic agriculture, permaculture, etc.) |
| <input type="checkbox"/> Education & Training   | <input type="checkbox"/> Soil Management  |
| <input type="checkbox"/> Energy   | <input type="checkbox"/> Sustainable Communities  |
| <input type="checkbox"/> Farm Business Management (includes marketing)                    |   |
| <input type="checkbox"/> Natural Resources/Environment                                    |   |

**COMMODITIES**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> This project is not commodity specific or doesn't apply to commodities | <input type="checkbox"/> Vegetables   | <input type="checkbox"/> Animal Products (includes honey)                          |
| <input type="checkbox"/> Agronomic  | <input type="checkbox"/> Additional Plants (herbs, native plants, ornamentals, trees) | <input type="checkbox"/> Other (Fill in the blank. Use for mushrooms, syrup, etc.) |
| <input type="checkbox"/> Fruits   | <input type="checkbox"/> Animals (includes bees, fish)                                | _____  |
| <input type="checkbox"/> Nuts   |   |  |

**Project Title:** \_\_\_\_\_  
(25 words or less)

**1. One Sentence Description of Project:** (Provide a summary of your project in 50 words or less. This should give reviewers a good idea of what your project is about.)

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**Amount of Money Requested (\$2,000 maximum):** \_\_\_\_\_

**Youth Educator Name** (This is the person who carries out the project.):

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**Project Coordinator Name** (This person signs the contract if funded. If Coordinator is also the Youth Educator, write "Same."): \_\_\_\_\_

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**Organization:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

\*\*By submitting this proposal, you agree that SARE funds will only be spent on project expenses and that you will complete and submit an annual report (if needed) and final report.

\*\*Will project involve livestock? Yes \_\_\_ No \_\_\_. If Yes, fill out the Livestock Care form, pgs. 17-19.

\*\*What is the age range of the young people you will work with in your project? (25 word max.)

\*\*How many young people will be involved in your project? (25 word max.)

\*\*How many farmers/ranchers will be involved in your project? (25 word max.)

- **Have you submitted this, or a similar proposal, to NCR-SARE before? Yes \_\_\_ No \_\_\_**
- **Have you previously received a SARE Youth Educator Grant? Yes \_\_\_ No \_\_\_**
  - **If you received a SARE grant(s) in the past or have a current grant, list the project number(s) on a separate page along with a brief summary of your results or progress (for current projects). Use 150 words (1/4 page) or less for each grant summary.**
  - **If the project was not completed, explain why not in the summary.**

**2018 YOUTH EDUCATOR GRANT PROPOSAL****Answer the following questions.**

**2. Project Abstract.** This is a short summary of your grant proposal. Briefly explain how you plan to educate youth about Sustainable Agriculture practices and careers. (100 word / ¼ page maximum)

**3. Project Objectives** (100 words). List your project objectives. These are the major sustainable agriculture education goals you plan to accomplish during the project by carrying out various activities. Focus on the piece of the project you can reasonably complete during the 23 months of the grant. For example:

1. Increase sustainable farming skills of high school students through hands-on work sessions with farmers reinforced by farming at school in demonstration plots.
2. Introduce youth to sustainable ag career opportunities through meetings with farmers, grocers, chefs.
3. Provide students with background on sustainable agriculture practices through use of Growing Wise curriculum. Students help research and lead sessions on crop rotation and cover crops.
4. Give youth hands-on direct marketing experience by starting and participating in a school Farmers Market.
5. Share project results through a conference presentation and social media.

**4. Activities and Timeline** (600 words / 1 page). Provide a list of the education and demonstration activities you will carry out to accomplish your objectives. Include who is participating in the activities, what you will do, and when you will do it. This list should provide a detailed plan of how you will teach youth the three goals of sustainability (Profit over the long term; Stewardship of our nation's land, air and water; Quality of life for farmers, ranchers and their communities), specific sustainable agriculture practices, and career options. For example, students may learn how to set up a management-intensive grazing (MIG) system from farmers or ranchers who use MIG, or how to select and use cover crops by visiting and working with farmers and through hands-on projects at a school garden or farm. For example:

Mid-March 2018, Ag Educator, Katie Talent will recruit 15 high school students through 4-H, FFA, and school clubs for a Summer-on-a-Sustainable Farm program. Students will receive a stipend for work in a school demonstration garden.

Late March 2018, Ag Educators: Katie Talent, Sam Greene and Lidia Williams; 15 high school students; parents of participating youth; and farmers from We Grow Farm, Lettuce Ranch, and Eat Your Veggies Acres will meet twice to set up farm work days – each focusing on a different sustainable ag practice, coordinate transportation, plan school demonstration garden.

April – June 2018, Youth, farmers, ag educator, and parents visit each of 3 farms to have youth participate in 3 hand-on activities: 1. It's all about Soil Health: a session on using compost and cover crops. Students are introduced to soil microorganisms, compare soil fertilized conventionally vs. soil fertilized with compost and cover crops. Students help make and apply compost, choose appropriate cover crops and help plant a buckwheat cover crop. 2. Planning & planting. Students learn how to design an intensive vegetable planting with crop rotations for disease control and cover crops for weed control, then work with farmer to plant spring crops. 3. Marketing. Students look at the finances to help determine which crop and product mixes provide a steady income, and have a mock session on different marketing methods (selling to a restaurant, farmers market, Community supported agriculture or CSA). Students help prepare boxes for CSA customers who pick up their CSA shares at the farm and meet with customers and chefs.

May – Oct 2018 Students work with farmers and parents to plan, plant and maintain a school demonstration garden that showcases sustainable ag practices including crop rotation, cover crops, compost, mulch, plantings to attract beneficial insects.

Late August – Sept 2018 Students hold tours of the demonstration garden for other students and parents, and host an after school Farmers Markets with the farmers they worked with during the summer. Funds raised will go to support students for the following year.

**5. People, Materials, and Methods.** What resources will you use to plan and carry out your project? Name the specific people and organizations you will work with and list the books, curricula, films, magazines, social media, etc. you will use. It is recommended that you include farmers and ranchers in planning and carrying out your project. (300 word/ ½ page maximum)

**6. Outreach.** How will you share what you learned through your project with youth educators and others? Be specific. This could include writing an article, having a field day, promoting your project using social media such as Facebook or Twitter, creating a web page, making a video, presenting a poster, giving a talk or otherwise showing other educators and the public what you did, what you learned, and why it is important. The more outreach, the better. (300 word/ ½ page maximum)

**7. Student and Community Impact.** How will your sustainable agriculture education efforts impact students and your community? How will you measure impact? Since these are small grants, simple measurements can be used. For example, learning can be measured through pre- and post-test surveys. (300 word/ ½ page maximum)

## ***NCR-SARE 2018 Youth Educator Grant Budget Directions***

For each category list the items you want to purchase with grant funds along with a brief description of each item. Use rounded numbers. For example: 89 miles @ \$.535/mile = \$47.62, rounded to \$48.00. Include a Budget Justification for each item.

### Budget Guidelines:

- **Budget Categories.** Choose the budget categories that apply to your project. Choose from the following categories: Personnel, Materials and Supplies, Travel, Other Direct Costs.
- **Grant Funds Request.** Show the amount of grant funds you intend to spend on each item. Use accurate figures. Grant recipients are paid for actual project expenses.
- **Matching funds are not required.** Do not show a match. If outside funds are necessary to carry out your project, mention that you have outside resource so reviewers can evaluate your work plan, but don't list the amount.
- **Personnel Costs.** Include the name and contact information of each project participant, and in your justification explain how they will contribute to the grant project. List everyone who is participating in your project except consultants and service providers who should be listed under Other Direct Costs. Include an estimate of the amount of labor and the cost for each participant being paid with grant funds. Personnel costs can make up most, or all, of the budget but if they do, use the justification to explain why so reviewers understand why personnel costs (and not supplies, outreach, etc.) are essential to carry out your project. Include everyone who will participate even if they will not receive grant funds. If the participants are not being paid with grant funds, include their name, contact information, and role, and list \$0 for the grant funds request.
- **Other Direct Costs.** In addition to consultants and service providers, use this category for communications, photocopying, conferences/meetings/workshops, speaker/trainer fees, honoraria/stipends, office and equipment rental, land-use charges, fabrication of equipment.
- **Food and Drink Expenses.** Refreshments/meals are allowed for meetings including educational events like field days and tours if they support the continuity of the event or the health, safety, and convenience of the attendees, especially if alternatives are not available in the vicinity. Meals may not be charged as project costs when individuals decide to go to breakfast, lunch, or dinner together when no need exists for continuity of a meeting. Breakfast meals are generally not allowable because no continuity of the meeting exists. Refreshments/meals to support continuity of events should be included in Other Direct Costs.
- **Travel.** For travel costs, use a mileage rate of \$.535.
- **Unallowable Expenses.** Grant funds cannot be used for construction or remodeling of buildings or to buy motorized vehicles, but these items may be leased or rented with grant funds, if they are needed for the project. Indirect costs are not allowed.
- **Budget Justification.** Provide a brief description to explain the role each person plays in the project and the purpose of travel and items purchased. The justification also shows how you arrived at the proposed expenses, and is usually expressed as some per-unit cost times some number of units. For example: 30 hrs. @ \$15/hr. = \$450. Reviewers look for real-world budgets that match activities in your proposal.

### **BUDGET EXAMPLE**

**Materials and Supplies**      30 perennial flowers      \$221

**Budget Justification:** 30 perennial flowers (10 each of 3 plants) x \$6.50 per quart pot = \$195 + \$25.50 shipping/handling = \$220.50 (rounded to \$221): Cup plant, Goldenrod, Wild Bergamot for students to plant a native perennial border to attract pollinators on a local blueberry farm.

**2018 Youth Educator Budget**

Read the Budget Directions on page 14 of the Call for Proposals before filling out the budget.

<b>Budget Category -- Budget item Description</b>	<b>Budget Item Request</b>
<b>Personnel</b>	
<b>Materials and Supplies</b>	
<b>Travel</b>	
<b>Other Direct Costs</b>	
<b>TOTAL</b> The total cannot be more than \$2,000. <b>You can contribute additional funds from other sources, but do not include the amounts in the budget.</b>	

**Budget Narrative and Justification**

Provide a brief narrative description to explain the role each person plays in the project and the purpose of travel, labor, and items purchased. Show how you arrived at the proposed expenses. This is usually expressed as some per-unit cost times some number of units. For example: 30 hrs. @ \$20/hr. = \$600, or 89 miles @ \$.535/mile = \$47.62 (rounded to \$48). Reviewers look for real-world budgets that match the activities in your proposal.

**Personnel****Materials and Supplies**

**Travel** (use \$.535/mile for travel reimbursement)

**Other Direct Costs** (use for communications, photocopying, consultants, services conferences-meetings-workshops, speaker/trainer fees, honoraria/stipends, equipment rental, land-use charges, fabrication of equipment.)



- 6) Describe the housing or shelter available for the animals in normal and inclement weather.
  
  
  
  
  
  
  
  
  
  
- 7) How is the housing/shelter cleaned? How often?
  
  
  
  
  
  
  
  
  
  
- 8) Describe how feed and water is provided, how often it is provided, and how often the feed and water containers are checked and cleaned.
  
  
  
  
  
  
  
  
  
  
- 9) Describe how the nutritional needs of the animals in this project will be met.
  
  
  
  
  
  
  
  
  
  
- 10) Describe the vaccination program and the routine procedures used to minimize disease and manage parasites. Include what the animals are vaccinated against and provide common names of the products that are used. Include a description of routine worming or parasite management.
  
  
  
  
  
  
  
  
  
  
- 11) What procedures will the animals undergo during course of this project? Will these procedures induce or potentially induce distress or pain in the animal and if so, how will you manage or minimize the potential for pain and distress?

- 12) Please indicate if other individuals will participate in handling and or caring for the animals in this project. If other individuals will be involved, please describe their expertise with animal care. If individuals need to be trained to perform the procedures described in this project, please indicate how they will be trained to do the procedures properly.
  
- 13) At the end of the project--what happens to animals? Please indicate if they will remain at the project site, be sold, or be slaughtered.
  
- 14) If animals are transported off-site, please describe how they will be transported.
  
- 15) If animals are slaughtered, please indicate if this will occur at a commercial licensed slaughter facility. If it is not done at a commercial licensed slaughter facility, describe where and how slaughter will be conducted.
  
- 16) Please indicate if the animals or products from these animals will be used as food for humans and if so, confirm that withdrawal times for medications will be followed before allowing the animals or products from the animals to enter the food chain.
  
- 17) Identify the veterinarian (name, address, and contact information) that will provide routine and emergency care of the animals used in this project.