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NCR-SARE Farmer Rancher Grant and Youth Educator Grant Office  
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## NCR-SARE 2019 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 <https://projects.sare.org/>.** The online submission system will open on August 21, 2018. **Proposals must be received online or in the NCR-SARE office by mail or email by 4:00 p.m. CST, Thursday, November 15, 2018.** Faxed proposals will NOT be reviewed. If you are unable to use the online system, email: [nrsare@umn.edu](mailto:nrsare@umn.edu) or mail proposals to:

**NCR-SARE Youth Educator Grant Program**  
**University of Minnesota**  
**1390 Eckles Ave**  
**St Paul MN 55108**

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 2019.

**Funding:** These are competitive grants. NCR-SARE allocated \$40,000 for the 2019 Youth Educator Grant Program. Educators can request up to \$4,000 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 2019.

**Project Length and Reporting:** If funded, you have up to 24 months to complete your project. A progress report and budget is due January 31, 2020, and a final report is due January 31, 2021. 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 concepts, practices, and careers.** Proposals are specific and let reviewers know which sustainable agriculture concepts, 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 eight criteria.

- 1. Well-thought-out 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 concepts and practices.
- 4. Specific sustainable agriculture concepts and practices are taught.** Reviewers want to know which sustainable agriculture concepts and practices youth will learn about.
- 5. Use of sustainable agriculture resources.** Your project should introduce students to people and educational resources that will help them learn about sustainable agriculture.
- 6. 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.
- 7. 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.
- 8. Appropriateness of the budget.** Only expenses that help you carry out the project should be included.

**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 15-17.)

## INSTRUCTIONS & PROPOSAL FORM FOR YOUTH EDUCATOR GRANTS

**Develop 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 Sampler of Project Ideas and use them to develop your own ideas. The project you develop is up to you and it should show your own interests in sustainable agriculture. **NCR-SARE encourages you to be creative and innovative, and to work directly with local farmers/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.

**Explore resources.** 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 6 or <http://www.northcentralsare.org/State-Programs>, or call: 1-800-529-1342.

### 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.

## HELP WITH GRANT WRITING AND RESOURCES

For assistance in preparing your proposal, contact your NCR-SARE State Coordinator (see the list on pg 6 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 Grants Advisors, Kitt Healy at (630) 346-4749, [gracekhealy@gmail.com](mailto:gracekhealy@gmail.com) or Martin Bailkey at (608) 698-9478, [martinbailkey@gmail.com](mailto:martinbailkey@gmail.com). See: <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:

Sean McGovern, Outreach Manager	614-306-6422
SARE Outreach	<a href="mailto:outreach@sare.org">outreach@sare.org</a>
	<a href="http://www.sare.org">www.sare.org</a>
  
- 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 2019 Proposal Form***

### **Project Coordinator Information**

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: <https://projects.sare.org/> For more information about writing a proposal, view a presentation at: <http://www.northcentralsare.org/Grants/Write-a-Successful-Grant/Grant-Program-Presentations> 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. Extra words will be removed.

The first time you register in the SARE projects system you will be asked to provide 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. Demographic information is not linked to your proposal and is compiled in a separate database. Submission of this information is voluntary.

#### **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)

**Project Description:** Provide a brief summary of your project. This should give reviewers a good idea of what your project is about. (25 words or less)

\_\_\_\_\_

\_\_\_\_\_

**Project Duration. If funded, you have up to two years to complete your project.**

**Proposed Start Date:** \_\_\_\_\_ **Proposed End Date:** \_\_\_\_\_ (no later than 1/31/21)  
(This information helps reviewers evaluate the feasibility of your project.)

**Grant Funds Requested.** Enter the total amount of grant funds you are requesting (\$4,000 maximum). This figure must match your budget total. \$ \_\_\_\_\_

**Youth Educator Name.** List the person who will carry out the project:

\_\_\_\_\_

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

**Organization.** If there is a farm/ranch or organization associated with the project, list the name here: \_\_\_\_\_

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

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **County:** \_\_\_\_\_ **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. 15-17.

**\*\*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?**

\_\_\_\_\_

- **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 100 words or less for each grant summary.**
  - **If the project was not completed, explain why not in the summary.**

## **2019 YOUTH EDUCATOR GRANT PROPOSAL**

**Answer the following questions.**

**1. Project Abstract.** 100 Words. This is a short summary of your grant proposal. Briefly explain how you plan to educate youth about Sustainable Agriculture practices and careers.

**2. 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 24 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.
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.

**3. Activities and Timeline.** 600 Words. Provide a list of the education and demonstration activities you will carry out to accomplish your objectives. Include the approximate date, who is participating in the activities, and what you will do. 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), 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. See the sample that follows.

**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 help make and apply compost, choose appropriate cover crops, and help plant a 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.

**3A. Sustainable Concepts and Practices.** 75 Words. What specific sustainable agriculture concepts and practices will youth learn about? Sustainable Agriculture is farming and ranching that is ecologically sound, profitable, and socially responsible. Some sustainable agriculture practices are listed here. Feel free to choose from this list or add additional concepts and practices. Sustainable Agriculture practices may include but are not limited to:

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

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**4. People, Materials, and Methods.** 300 Words. What resources will you use to plan and carry out your project? Be specific. Name the people and organizations you will work with and how you will work with them. List the titles and brief descriptions of 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.

**5. Outreach.** 300 Words. How will you share what you learned through your project with youth educators, parents, 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, parents, and the public what you did, what you learned, and why it is important. The more outreach, the better.

**6. Student and Community Impact.** 300 Words. 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.

## ***NCR-SARE 2019 Youth Educator Grant Budget Directions***

**Budget Category.** For each item in your budget choose the budget category that applies. Choose from:

- **Personnel:** 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, 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.
- **Materials and Supplies:** Use for items you plan to purchase to carry out the project
- **Travel:** For travel costs, use a mileage rate of \$0.545
- **Other Direct Costs:** Use for consultants and service providers, communications, photocopying, conferences/meetings/workshops, meals or refreshments, speaker/trainer fees, fees for service/stipends, equipment rental, land-use charges, and fabrication of equipment.

**Item/Description.** For each category list the items you want to purchase with grant funds along with a brief description of each item that explains why it is needed for the project. For Personnel, list the role each person plays in the project.

**Details/Justification.** This is where you show how you came up with the proposed expenses (show your math). This is usually expressed as some per-unit cost times some number of units. Use rounded numbers. For example: 23 hrs. @ \$20/hr. = \$460, or 89 miles @ \$.545/mile = \$48.51, rounded to \$49.00. Reviewers look for real-world budgets that match the activities in your proposal. If you are not asking for the full amount of an item, include a note in the justification explaining that you are only asking for part of the cost.

- **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 resources so reviewers can evaluate your work plan, but don't list the amount.
- **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.
- **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 EXAMPLE**

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

## 2019 Youth Educator Budget

Read the Budget Directions on page 13 of the Call for Proposals before filling out the budget.

Budget Category	Item Description	Details/Justification	Budget Request
<b>TOTAL</b> (The total cannot be more than \$4,000. You can use additional funds from other sources, but do not include those amounts in the budget.)			



- 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.