

SOUTHERN REGION SARE PROFESSIONAL DEVELOPMENT PROGRAM

2017 CALL FOR PRE-PROPOSALS

PRE-PROPOSAL DEADLINE 11:59 PM EST, June 3, 2016

The Southern Region Sustainable Agriculture Research and Education (SARE) Professional Development

Program (PDP) is requesting pre-proposals for projects of one to two year(s) duration that provide training on sustainable agriculture for agricultural professionals and educators who serve farmers and other interested people in USDA's southern region. This region includes: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Puerto Rico, the US Virgin Islands, and Virginia.

FUNDING LEVEL

There is no funding cap for projects. To fund a broad portfolio of projects, priority will be given to those less than \$80,000.

WHO MAY APPLY?

SARE is an inclusive program and encourages pre-proposals from land grant and non-land grant universities, colleges, USDA agencies, community-based organizations, and non-governmental organizations.

DIRECTIONS FOR SUBMISSION OF A PRE-PROPOSAL

All of the guidelines, program goals, and review criteria for submitting a Southern SARE Professional Development Program pre-proposal can be found in the following 12 pages of this call for pre-proposals.

IMPORTANT!

Pre-proposals must be submitted only on the Southern SARE Online Proposal Submission website. The website address for online proposal submission is <http://www.ciids.org/SARE/pdp/>.

Use the online proposal system to develop and submit your pre-proposal. Complete all of your editing and modifying before you finalize your pre-proposal. **Once your pre-proposal is finalized, it cannot be modified. Also, once the June 3, 2016 deadline passes, the online system will close and pre-proposals- even those in progress that haven't been finalized- can no longer be submitted.** Please print your pre-proposal and have it reviewed (if required) by your institution or organization, execute any necessary modifications to the pre-proposal, then perform the online submission.

The 2017 pre-proposal will be entered online. Pre-proposals must include all of the elements listed in the “Pre-proposal Format and Outline” on page 5. Maximum length in words is also listed. We recommend that you use the pre-proposal format and outline below to compose the lengthy sections of your pre-proposal in Microsoft Word and then copy and paste into the online forms.

If you have any questions, please contact:

**David Redhage
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Poteau, OK 74953-5215
Telephone: (918) 647-9123, ext. 220
dredhage@kerrcenter.com**

PASS/FAIL CRITERIA

To be considered for funding, a project must meet the following two criteria:

- 1. Project outcomes must focus on developing sustainable agriculture systems or moving existing systems toward sustainability**, as defined in the 1990 Farm Bill. The 1990 Farm Bill defines sustainable agriculture as an integrated system of plant and animal production practices having a site-specific application that will, over the long term:
 - satisfy human food and fiber needs
 - enhance environmental quality and the natural resource base upon which the agricultural economy depends
 - make the most efficient use of nonrenewable resources and on-farm resources, and integrate, where appropriate, natural biological cycles and controls
 - sustain the economic viability of farm operations
 - enhance the quality of life of farmers and ranchers, and of society as a whole.
- 2. A project's central purpose must be to provide or enable training to one or all of the following: Cooperative Extension Service agents, USDA field personnel from the Natural Resources Conservation Service, the Farm Service Agency, and other USDA agencies, and other agricultural professionals and educators, including farmers who will serve as trainers. Research projects and farmer-outreach or education projects do not qualify for this funding.**

APPLICANT DEMOGRAPHIC DATA

Southern SARE has a continuing commitment to monitor the operation of its review and award processes to identify and address any inequities based on gender or race. To gather information needed for this important task, the applicant should submit the requested information with each proposal.

This information will not be part of the review process. It will be confidential and will not appear on any copy of the submitted proposal, including the applicant's copy.

Gender: Male or Female

Race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White/Caucasian, Other

Are you of Hispanic/Latino background? Yes or No

GENERAL GUIDELINES

Projects should include or involve the following:

- The development of a case for relevancy to southern agriculture and significance to the state(s) involved
- Participation or support from both 1862 and 1890 land grant universities
- How did you determine the training need?
- Effective participatory training methods
- Systems approach that includes environmental, societal, and economic impacts to the community
- Interdisciplinary efforts and multi-institutional partnerships that can endure beyond the life of the project
- Farmer involvement in planning, evaluation, and delivery of training.
- When possible, multiple formats should be used in the delivery of training material. While other formats are allowed, final deliverables should be in an **internet-ready format**.

PROJECT SCORING CRITERIA (*100 POINTS TOTAL*)

- A. There is meaningful **farmer participation** in the planning, delivery, and evaluation of the training. Farmers and ranchers are not the primary audience of the training, but they are the ultimate beneficiaries of information, so they can provide a valuable perspective and should be included in the planning and implementation of training. When applicable, a sub-group of trainers should, after being trained, set up and conduct a workshop with farmers and ranchers. The effectiveness of the training should be evaluated from the producers' perspectives and training material revised based on the input received. Farmers and ranchers, where appropriate, are encouraged to serve as trainers. (*10 POINTS TOTAL*)
- B. A **collaboration of diverse groups** will partner to plan, deliver, and evaluate training. Collaboration may include: non-governmental organizations, community-based organizations, land grant universities, non-land grant universities, colleges, and US Department of Agriculture agencies. You are encouraged to connect with the Sustainable Agriculture State Coordinators at the land grant universities in the states where your project will operate. (*15 POINTS MAXIMUM*)
- C. **Behavior-Based Objectives:** The objectives and outcomes of the proposed training and education project must be clearly defined. Identify the groups to be trained and the expected change in attitudes, knowledge, skills and behaviors. (*15 POINTS MAXIMUM*)
- D. A **coherent evaluation plan** that demonstrates: 1) a feedback loop which is essential to assess the effectiveness of the training model; and 2) a plan to measure realistic outcomes that assess the change in attitudes, knowledge, skills, and actions of the trainees.
Please review the documents on pages 7 and 8 to strengthen your proposal and to understand what will be expected of you and your project team if you are awarded a grant:
 - The *SARE Logic Model – Professional Development Program* outlines what SARE hopes its project investments will achieve in terms of who is participating, what are the outputs, what outreach is done and what participants learn, do, or improve – at least in part – due to the project.
 - The *SARE PDP Grantee Reporting & Evaluation Expectations* matrix shows what results you report on during the project and what SARE may assess two to four years after the project's completion. (*15 POINTS MAXIMUM*)

- E. The **proposal training** is relevant to sustainable agriculture in the Southern SARE service region. Relevance may imply the training contributes to the diversity of agricultural enterprises, diversity of approaches for problem solving, or improving the profitability or economic importance of an enterprise. The project uses systems approaches that include environmental, societal, and economic impacts, including impacts to the community beyond the farm boundary. Information about the relevance of the project and systems approach should be included in the “Approaches and Methods” section of the pre-proposal. (*15 POINTS MAXIMUM*)
- F. Define project resources and the abilities of the participating organizations and explain how you plan to **leverage other inputs, multiply outputs, and sustain outcomes in the future**.
- Leverage other inputs**—describe how SARE resources will be used to generate additional support for the training project (include use of internal or external resources or funds).
- Multiply outputs**—describe your plan to expand the scope of the training project, training opportunities, and educational products.
- Sustain outcomes in the future**—describe your plan to institutionalize your project. Provide evidence that your institution supports your project and is committed to its continuation after the initial implementation. Show how collaborating institutions will be strengthened. Include this information in the “Approaches and Methods” section of the pre-proposal. (*10 POINTS MAXIMUM*)
- G. **Educational methodology** is clearly presented and appropriate to achieve the stated training objectives. Effective participatory training methods should be used when possible, which may include: on-farm experiential learning, interactive multi-media presentations, distance learning, use of **SARE Outreach materials**, or training manuals. Methods of training should be described in the “Approaches and Methods” section of the pre-proposal. (*10 POINTS MAXIMUM*)
- H. The proposed project provides a **realistic timeline and budget request** relative to human and other resources proposed. (*5 POINTS MAXIMUM*)
- I. The project builds upon or **develops linkages to a previously funded SARE Research and Education project or Producer Grant Program project**. If you are planning on using an existing training manual or curriculum, make sure you check the SARE website first. Go to the Professional Development tab and check for curriculum and online courses. Go to the Learning Center tab and check for books, bulletins, fact sheets and other relevant information products. Go the Project Reports tab and Search the Database for similar projects that may have developed an educational product that can be utilized or revised for your purposes. (*5 POINTS MAXIMUM*)

2017 PDP GRANT CYCLE

| | |
|----------------------|---|
| March 2016 | Call for pre-proposals released |
| June 3, 2016 | PDP pre-proposals due |
| August 2016 | Pre-proposals invited to submit full proposals |
| November 2016 | Full proposals due |
| February 2017 | Full proposals awarded |

PRE-PROPOSAL INSTRUCTIONS

On the following pages you can see all of the questions you will be asked on the online submission website at <http://www.ciids.org/SARE/pdp/>

Once you have read through this call for pre-proposals, click on that site, follow the directions and begin your pre-proposal.

PRE-PROPOSAL FORMAT and OUTLINE

Pre-proposals should include the following elements:

- 1. Title Page** – This will include the project title, project director contact information, and institutional administrative contact information.
- 2. Collaborating Institution(s) and Major Partnership(s)**
- 3. Project Duration & Timetable** – (*maximum of 250 words*) Choose between a 1 or 2 year project. Timetable includes project schedule, with anticipated dates of project activities and tasks.
- 4. Abstract** – (*maximum of 250 words*) The project abstract should reflect the gist of the proposal by including the following information: your organization and key partners, project goals and objectives, the target audience, how the audience will be reached, activities proposed, results expected, and how results will be evaluated. Items mentioned in the abstract that are not found in the pre-proposal itself will be ignored.
- 5. Behavior-based Objectives** – (*maximum of 500 words*) Concise list of project objectives, including desired changes in the behavior of those receiving training.
- 6. Approaches and Methods** – (*maximum of 700 words*) Detailed description of the activities and methods to be used to accomplish the objectives. How did you determine the training need? Does your project use genetically engineered varieties or organisms? If so, state how their use will contribute to your project and make agriculture more sustainable.
- 7. Collaboration Plan** – (*maximum of 250 words*) Briefly describe the role of collaborating institutions who are receiving funds.
- 8. Estimated Budget** – SARE PDP will cover indirect costs up to 10%. Matching funds are not required. **An itemized budget is no longer required at the pre-proposal stage.** We only require an estimate of your total funding request, as well as estimates of any funds you will budget for cooperating institutions. The budget guidelines are provided to help in developing your final budget number.
An example would look like:

| |
|---|
| Lead Institution -- \$50,000 |
| Cooperating Institution -- \$20,000 |
| Cooperating NGO -- <u>\$10,000</u> |
| Total Proposed Budget Request -- <u>\$80,000</u> |

Indirect Costs

USDA-NIFA will allow recovery of indirect costs. If your institution has a federally negotiated indirect rate agreement (NICRA), you may include indirect costs as a line item in your budget at the USDA-NIFA capped rate of 10% total federal funds. This is equitable to 11.11% total direct costs. This is only allowable if your institution's negotiated rate is higher than the USDA-NIFA capped rate.

If your institution has a federally negotiated indirect rate agreement (NICRA), and your negotiated rate is less than the USDA-NIFA capped rate of 10% total federal funds (11.11% total direct costs), you may only include indirect costs in your budget calculated using your lower negotiated indirect rate. A rate higher than your negotiated rate will not be approved as an allowable cost.

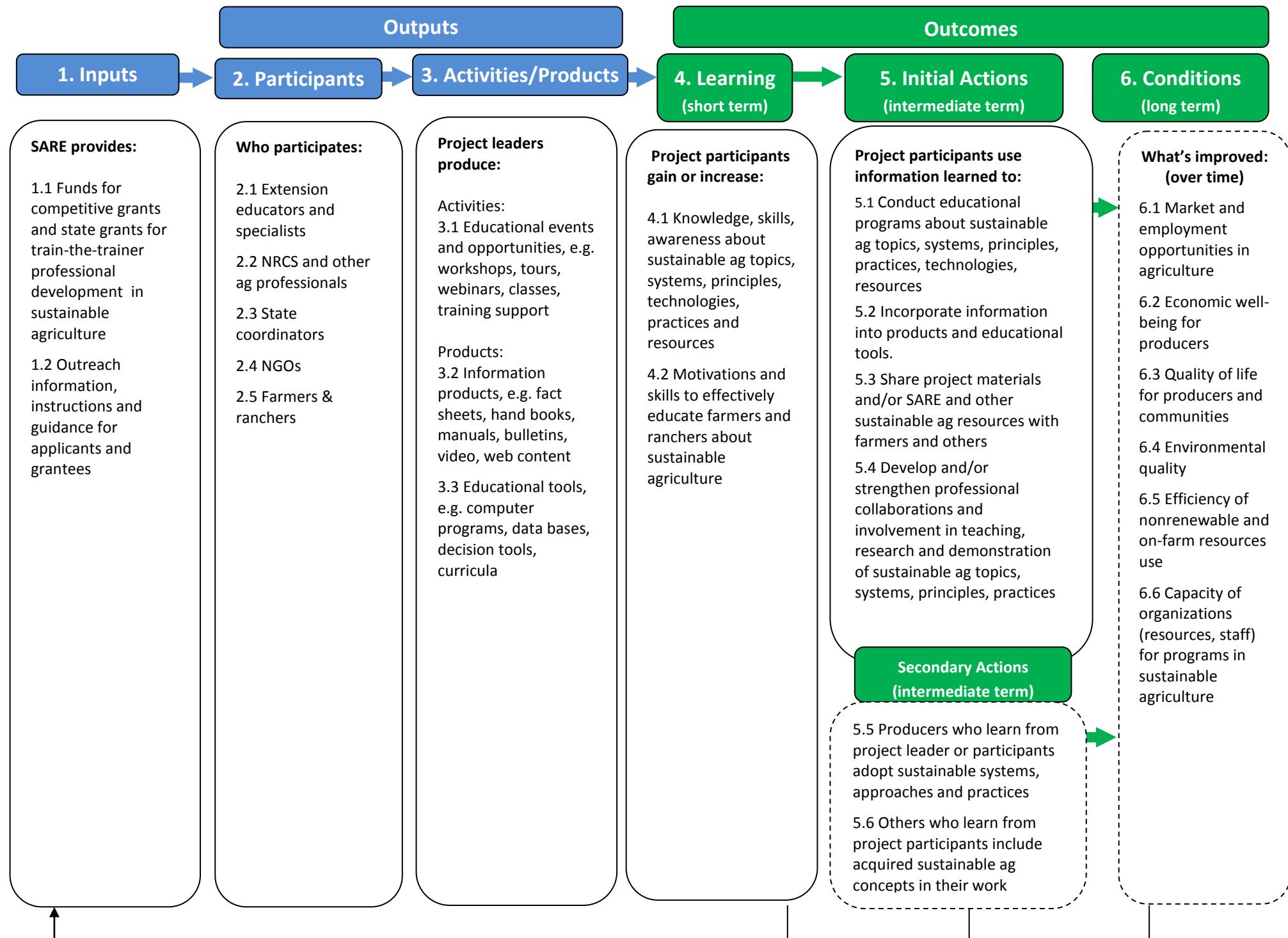
If your institution has never had a federally negotiated indirect rate agreement (NICRA), you may include indirect costs as a line item in your budget at a maximum rate of 10% modified total direct costs. This is the de minimus rate approved under Uniform Guidance (2 CFR 200.414). The calculation of the modified total direct cost base must adhere to the definition of modified total direct costs in 2 CFR 200.68.

If your institution accepts IDC, watch for items being charged as direct costs that are normally covered under indirect costs. Direct charging costs to federal grants, which are typically considered Facilities and Administrative costs (F&A), may be appropriate if specific conditions are met.

These conditions include:

1. Items are required by the project's scope of work.
2. Costs can be specifically and easily identified to this project.
3. The number and/or cost of the items needed is clearly in excess of what would normally be considered F&A costs.

SARE Logic Model – Professional Development Program



SARE PDP Grantee Reporting and Evaluation Expectations

| Logic Model Category | Indicators | Who Collects Data | |
|---|---|----------------------|----------------------|
| | | Project Report by PI | Post Project by SARE |
| Participants | Number and type of individuals who received <u>training</u> – Extension, NRCS, Farmer/Rancher, Other (e.g. consultants, non-profits, state agencies) | ✓ | |
| | Number and types of individuals who participate in <u>advisory groups</u> (<i>state programs only</i>) | ✓ | |
| Activities/Products | Number and type of <u>educational events</u> conducted by PI, (e.g. workshops, tours, webinars, classes, training support) | ✓ | |
| | Number of <u>educational products</u> (e.g. fact sheets, hand books, manuals, bulletins, video, web content) and <u>tools</u> (e.g. computer programs, data bases, decision tools, curricula) produced by PI | ✓ | |
| Learning Outcomes | Number of participants who gain or increase <u>knowledge</u> , <u>awareness</u> and <u>skills</u> about sustainable ag topics, practices, strategies, approaches | ✓ | |
| | Number of participants who <u>intend to use knowledge</u> in existing or new programming | ✓ | |
| Primary Action Outcomes <i>(2-3 year projects)</i> | Number of project participants who incorporate information from project into <u>existing programs</u> | ✓ | ✓ |
| | Number of project participants who incorporate information from project into <u>new education programs</u> | ✓ | ✓ |
| | Number of project participants who incorporate information learned into products and educational tools | ✓ | ✓ |
| | Number of project participants who share project materials and/or SARE and other sustainable ag resources with farmers and others | ✓ | ✓ |
| | Number of farmers reached through project participants' programs | ✓ optional | ✓ |
| | New professional collaborations by project participants as a result of project | ✓ optional | ✓ |
| Secondary Action Outcomes | Number of producers who adopt sustainable systems, approaches, technologies and practices (<i>including what is adopted</i>) | | optional |
| | Number of acres, animals, or other production units affected by adoption (<i>as an indicator of scale of adoption</i>) | | optional |
| Conditions | Increased <u>capacity (resources, staff)</u> of organizations for programs in sustainable agriculture | | optional |
| | New markets reached by farmers | | optional |
| | New jobs created/jobs retained/saved | | |
| | Increased farm profitability, gross sales | | |
| | Improved quality of life, satisfaction | | |
| | Improved environmental quality | | |
| | Improved efficiency of on-farm and off-farm resource use | | |