NCR-SARE Minnesota Office
University of Minnesota | 1390 Eckles Ave | Ste 120 | St Paul, MN 55108 | ph: 612-626-3113
www.sare.org | ncrsare@umn.edu

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 | fax: 573-681-5534

NCR-SARE
2022 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 families 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 in August 2021. **Proposals must be received online or in the NCR-SARE office by mail or email by 4:00 p.m. CST, Thursday, November 11, 2021**. Faxed proposals will NOT be reviewed. If you are unable to use the online system, email: ncrsare@umn.edu or mail proposals to:

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

This call for proposals is available on the North Central SARE web site at: https://northcentral.sare.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).

QUESTIONS? For questions about how to submit your proposal, contact Jean Andreasen, Program Administrator at: 612-626-3113 or ncrsare@umn.edu. For questions about the Youth Educator Grant Program, the selection process, or project ideas, call or email: Joan Benjamin, Associate Regional Coordinator at: 573-681-5545 or BenjaminJ@lincolnu.edu

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For more information on civil rights and equal opportunity policies and programs, visit the NIFA Equal Opportunity Office website at: https://nifa.usda.gov/civil-rights-equal-employment-opportunity

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.

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.

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

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.

We have a strong commitment to diversity. Proposals that involve farmers or ranchers or youth from historically-underserved* populations are encouraged.

**USDA defines historically-underserved audiences to include socially-disadvantaged producers, limited-resource producers, beginning farmers/ranchers, and veterans. They further define socially-disadvantaged farmers and ranchers as belonging to the following groups: American Indians or Alaskan Natives, Asians, Blacks or African Americans, Native Hawaiians or other Pacific Islanders, Hispanics, and women.*

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 February 2022.

Funding: These are competitive grants. NCR-SARE allocated $90,000 for the 2022 Youth Educator Grant Program. Educators can request up to $6,000 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. <u>The final payment is a reimbursement.</u> Approximate date of first payment of grant funds is between April 1 and May 1 (depends in part on how quickly grantees return a signed contract etc.).

Project Length and Reporting: If funded, you have up to 23 months to complete your project. A progress report and budget are due January 31, 2023, and a final report and budget are due January 31, 2024. If your project is completed after one year, you can submit the final report at that time.

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, and explain their involvement.
3. Emphasize collaboration with others who can assist with outreach as well as project planning, implementation, and evaluation. Cooperators may include educators, farmers, ranchers, parents, students, and staff from Extension, Natural Resource Conservation Service (NRCS), local or state non-profit groups, and others.
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 an interest and expertise in youth education. Members include educators, farmers, ranchers, business and non-profit representatives, and researchers from throughout the North Central region. Funding recommendations are based on how well proposals meet the following four criteria.

1. Project Design (50%). Is there a well-thought-out, detailed plan to teach youth about sustainable agriculture practices and career options?

- Will specific sustainable agriculture concepts and practices be taught?
- Will the activities and approach 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)?
- If this grant will support an existing program, how will these funds create new opportunities for teaching sustainable ag concepts?
- Will sustainable agriculture resources be used and are they spelled out?
- Is there an appropriate timeline?

2. Outreach (20%). **Is the outreach approach clearly described and well thought out?**

- Are there plans to share project information and results with other youth educators and the public?
- Do the educator(s) plan to cooperate with farmers and ranchers, other youth educators, parents, and/or with organizations through which information can be shared via workshops, field days, publications, written materials, social media, etc.?

3. Evaluation (15%). **Is the evaluation approach clearly described and well thought out?**

- Will evaluation methods be used to measure learning outcomes? (These grants are small and don't provide funds for extensive evaluation but simple efforts can be used to measure what students have learned. For example: pre- and post-test surveys or simple hand count surveys to measure learning.)

4. Project leader and/or team (15%). **Does the project leader and/or team have the skills and background to successfully carry out the project?**

- If the grant will support an existing program, what are some of the past successes of the program or your organization, and how will these funds build upon those successes to create new learning opportunities in sustainable agriculture?
- Are farmers and ranchers involved?

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: 21st Century Farming involves growing food and fiber and can include market gardens and urban agriculture.

Explore resources. You are encouraged to talk over your project ideas with your NCR-SARE state coordinator. See a list of state coordinators at: https://northcentral.sare.org/state-programs/state-coordinators/ or on page 7 of this Call for Proposals. Find more information about sustainability at http://www.sare.org/ and at: https://northcentral.sare.org/resources/resources-for-youth-education/.

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. Youth explore food sovereignty by organizing a local foods meal where they help plan the menu using healthy, culturally appropriate food for their community, 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 describing 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 community events for a presentation on Sustainable Agriculture practices such as regenerative grazing, crop rotation, cover crops, organic farming, and direct marketing. Find out why they use sustainable techniques. Have students carry out projects suggested by the speakers 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. Visit 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. Review *Sustainable Agriculture Resources and Programs for K-12 Youth* (see: https://northcentral.sare.org/resources/sustainable-agriculture-resources-and-programs-for-k-12-youth/) and choose a program or series of programs or lessons to present to students that are modified for your specific audience.
8. 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.
9. Organize a Youth Program for a Sustainable Agriculture conference, festival, or other event.
10. Work with an organization that supports Sustainable Agriculture (e.g. Sustainable Agriculture Education Association, Slow Food USA, American Livestock Breed Conservancy) to expand youth involvement.
11. Explore technology such as robotics or drones that integrates STEAM learning (Science, Technology, Engineering, the Arts & Math) and sustainable agriculture in innovative ways.

HELP WITH GRANT WRITING AND RESOURCES

For assistance in preparing your proposal, contact your NCR-SARE State Coordinator (see the list on the next page or see: https://northcentral.sare.org/state-programs/state-coordinators/). You may also want to contact the resources below, your Extension office, Natural Resources Conservation Service (NRCS), Resource Conservation and Development (RC&D), local soil and water conservation district, or local sustainable agriculture groups.

- Contact NCR-SARE for information on Youth Educator Grants and the SARE program:
  Joan Benjamin, NCR-SARE Associate Regional Coordinator
  Lincoln University, 900 Leslie Blvd, Lorenzo J Greene Hall
  Jefferson City, MO 65101
  573-681-5545
  benjaminj@lincolnu.edu
  https://northcentral.sare.org/

- 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 Advisor, Martin Bailkey at 608-698-9478, martinbailkey@gmail.com. See: http://www.michaelfields.org/grant-advising-resources/ for more information.

- 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, P.O. Box 3838, Butte, MT 59702, 800-346-9140 (English), 800-411-3222 (Español), https://attra.ncat.org/

- Contact the national Sustainable Agriculture Research and Education (SARE) Outreach office for information on SARE publications and resources:
  Sean McGovern, Outreach Manager
  SARE Outreach
  614-306-6422
  outreach@sare.org
  www.sare.org

2021 NCR-SARE State Coordinator List

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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 16-18.)

NCR-SARE Youth Educator Sustainable Agriculture Grants
2022 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, go to the online system using the link: https://projects.sare.org/ to complete your proposal. For more information about writing a proposal, view a presentation at: https://northcentral.sare.org/grants/apply-for-a-grant/youth-educator-grant/. 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. Individual demographic information will not be shared or made public. Providing this information is optional. Choose "Prefer not to answer if you don't want to answer any of the questions.

Ethnicity
- Prefer not to answer
- Hispanic or Latino
- Not Hispanic or Latino

Sex
- Unidentified (prefer not to identify)
- Male
- Female
- Other

Race
- Unidentified (prefer not to identify)
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Other

Year of Birth (optional) _____

Choose Your Topic. Select one item from the **Practices** list and one from the **Commodities** list that best represent your project. They should show the primary focus of your project. This is for SARE use only and will not affect your proposal review.

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

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

Project Title:_____
(150 characters or less)

Project Description: Provide a brief summary of your project. This should give reviewers a good idea of what your project is about. (160 characters or less)

_____
_____

Project Duration. If funded, you have up to 23 months to complete your project.
Proposed Start Date: _____ Proposed End Date: _____(no later than 1/31/24)
(This information helps reviewers evaluate the feasibility of your project.)

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.**

2022 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 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 though 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 having them start and participate 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.

Example: Students may learn how to select and use cover crops by visiting and working with farmers and through hands-on projects at a school garden or farm.

Mid-March 2022, 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 2022, 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 2022, 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 2022, 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 2022, Students hold tours of the demonstration garden for other students and parents, and host an after school Farmers Market 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 (e.g. Interseeded cover crops, use of crop rotation, planting row crops in warm soil)
- Quality of Life improvements (e.g. Labor saving practices, increased community involvement)
- Rotational/Regenerative Grazing (including Management-intensive Grazing & Mob Grazing)
- Soil Erosion Control
- Soil Health Improvement
- Water Quality Improvement/Wetlands
- Value-Added and Direct Marketing
- Wildlife Preservation

4. People, Materials, and Methods. 300 Words. Describe your background and qualifications. If you are submitting the grant through an organization, explain what the organization does. If funds will be used to support an existing program, what are some of the past successes of the program? How will the grant funds build upon those successes to create new learning opportunities in sustainable agriculture?

What resources will you use to plan and carry out your project (books, online resources, curricula, etc.)? Be specific. Name the people and organizations you will work with and their project responsibilities. It is recommended that you include farmers and ranchers in planning and carrying out your project. Be sure to review previous SARE grant projects and note if you will be building on them. See: https://projects.sare.org/search-projects/ to search funded Youth Educator projects.

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, Instagram, 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.

BUDGET INSTRUCTIONS

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

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. If they do, provide justification why most or all of the grant dollars are needed for salary and not costs in other program areas. Describe key functions the paid personnel will complete to achieve the goals of the grant. 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 $0.56
- ***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.
    - **Food and Drink.** Refreshments/meals are allowed for meetings including educational events like field days and tours if they support the continuity of the event (there must be programming before and after the meal), 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.

Details/Justification. Show how you came up with the proposed expenses (show your math). This is usually a per-unit cost times some number of units. Use rounded numbers. For example: 23 hrs. @ $20/hr. = $460, or 89 miles @ $.56/mile = $49.84, rounded to $50.00. 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.

Budget Request. This shows the total amount you are requesting for each budget item.

- ***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.
- ***Unallowable Expenses.*** Grant funds cannot be used for planning, construction, repair, or remodeling of buildings or to buy motorized vehicles. These items may be leased or rented with grant funds, if they are needed for the project. Grant funds cannot be used for permanent installations (e.g. wells or buried irrigation lines.)

BUDGET EXAMPLE

Budget Category	Item Description	Details/Justification	Budget Request
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

2022 Youth Educator Budget

Read the Budget Instructions before filling out the budget.

Budget Category	Item Description	Details/Justification	Budget Request
TOTAL (The total cannot be more than $6,000. You can use additional funds from other sources, but do not include those amounts in the budget.)			

Animal Care Plan – 2022 Youth Educator

Complete this form only if your project involves livestock. For this program, only vertebrate animals (those with a backbone or spinal column) are considered livestock. These include cows, fish, pigs, sheep, etc. Bees, other insects, and shrimp are not considered livestock. Use as much space as needed.

Please note these questions are written relative to the most common animals used in these projects. If you will use a less common species (fish for example), answer the question relative to your species. For example, for question #5, stocking density for fish would be number of fish per tank, pond, etc.

It is possible that some of the questions in this section might not apply to your particular project. If that is the case, simply record "not applicable" or "NA" as your response. However, we expect to see specific responses to all of these questions for most, if not all, of the projects submitted to NCR-SARE.

1) Please indicate what kind of animals will be involved in your project.

2) Please indicate how many of each animal will be involved in your project.

3) Please indicate the source (name and location) from which you plan to obtain animals for your project. If you already own the animals and they are already at the project site, where did you obtain them and how long have you had them?

4) Will you be using money from NCR-SARE to purchase animals?

5) What is stocking density (space per animal)? Please provide a response for all forms of housing (pens, feedlots, pastures, etc.) that will be used in this project.

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.