



2025 Call for Proposals

Youth Educator Sustainable Agriculture Grant Program

Grant Highlights	
Deadline	Thursday, November 7, 2024, at 4:00 P.M. Central Time
Who's eligible	Youth educators in the North Central region
Funding amounts	Up to \$6,000
Grant goals	Youth Educator Grant projects provide opportunities for educators in the North Central Region to implement new or innovative sustainable agriculture education methods, or significantly expand existing efforts. Educators use the grants to encourage young people to try sustainable practices (farming and ranching that is ecologically sound, economically viable, and socially responsible), and see sustainable agriculture as a viable career option. Educators share about their efforts, helping equip their peers to implement sustainable agriculture education.
Allowable expenses	Expenses directly related to the education project (examples: labor, supplies, travel, field trips, or other costs needed to carry out the project). Details in the Budget section.
Unallowable expenses	This grant CANNOT fund day-to-day farming expenses, purchasing land, or business startup costs. Details in the Budget section.
Submit	Online at projects.sare.org

Questions?

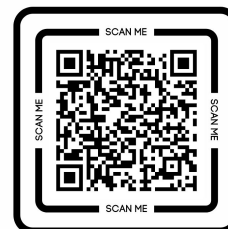
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 1390 Eckles Ave, Suite 120
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Scan the QR code to more about this grant program, including:

- Frequently asked question
- See recently funded projects
- Watch a webinar about how to apply
- And more



NCR-SARE's Youth Educator Grants

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Background

About SARE and NCR-SARE

The Sustainable Agriculture Research and Education (SARE) program'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.

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 (NCR)-SARE include: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

NCR-SARE's mission is to strengthen communities, increase farmer/rancher economic viability, and improve the environment by supporting research and education. NCR-SARE is hosted by the University of Minnesota.

Equity and Inclusion at NCR-SARE

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 North Central SARE program operates under a cooperative agreement between the University of Minnesota (host institution) and the National Institute of Food and Agriculture (NIFA). The University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. To learn more about diversity at the University of Minnesota: <http://diversity.umn.edu>

North Central Region Sustainable Agriculture Research and Education Program (NCR-SARE) recognizes the power and value of diversity in our grantmaking and outreach programs. We recognize that for the greatest and broadest impact when addressing challenges for the whole of agriculture, our programs need to reach many, including those who have been historically excluded. We encourage diversity, equity, and inclusion in our peer grant review teams and in applicants and the audiences applicants are serving in their projects. We encourage projects that involve minority-serving organizations or in other ways include work with historically underserved audiences. We recognize that this asks for ALL of us to sit in both the discomforts and the possibilities that can come when diverse perspectives are encouraged to participate in finding solutions and expanding access to our programs for all.

Note

USDA and NCR-SARE define **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.

Timeline

- August 2024- Call for Proposals, Grant application and instructions are available
- November 7, 2024- Proposals Due
- Mid-January 2025- Funding Decisions
- April-May 2025- Grant Recipients Receive First 75% of Funding

Program Goals

The Youth Educator program provides opportunities for youth to learn about Sustainable Agriculture (farming and ranching that is ecologically sound, economically viable, and socially responsible). This image shows how SARE's mission focuses on these three aspects of sustainable agriculture. Youth Educators' programs need to specifically address SARE's mission of sustainable agriculture (not agriculture in general).



Youth Educators have tackled a wide range of projects over the years, from starting school gardens to hosting teen internship programs on farms; from on-farm field trip series to cover crop demonstrations. Find a sampler of project ideas (in the Appendix). You can also read about last year's funded projects at <https://northcentral.sare.org/grants/apply-for-a-grant/youth-educator-grant/>

There are many high-quality sustainable agriculture education programs already happening in the North Central region – far more than this grant program can fund. The Youth Educator program aims to fuel and share progress and innovation within sustainable agriculture education. This grant funds sustainable agriculture education efforts that are either (a) innovative overall or in their setting, or (b) significantly expanding or improving an existing program.

Outreach to other Youth Educators is an important part of this grant. Grantees are innovative educators. When they share what they learned through their project, they help create a ripple effect that will encourage their peers. This outreach can be simple but powerful, and help other educators feel more equipped to teach about sustainable agriculture.

Eligibility

An educator may submit one Youth Educator Grant proposal per year.

NCR-SARE defines a **Youth Educator** as someone who teaches youth about sustainable agriculture. This includes professional educators (4-H, FFA, Extension, Jr. MANRRS, grade

school, high school, community college, college, university, and non-profit organization educators), farmers and ranchers, home-school educators, etc.

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

Amount of Funding

Educators can request up to \$6,000 for youth education projects. This is a competitive grant program. NCR-SARE allocated \$90,000 for the 2024 Youth Educator Grant Program. NCR-SARE typically funds 15 projects per year.

Proposal Sections

Proposals include the following sections:

- Demographic Information (which is not tied to your proposal in any way)
- General and Contact Information
- Proposal. See the 2025 Full Proposal for more information (in the Appendix).
 1. Abstract: Briefly explain your plan to education youth about sustainable agriculture *(100 words)*
 2. People: Who is planning and carrying out the project? *(400 words)*
 3. Objectives: List the major sustainable agriculture education goals *(100 words)*
 4. Project Need: Explain why the community needs this project. *(300 words)*
 5. Innovation: Explain if this is a new and innovative project, or if it significantly expands or improves an existing project. *(300 words)*
 6. Evaluation: How will you tell if your sustainable agriculture education efforts are successful? *(300 words)*
 7. Sustainable practices: Which sustainable agriculture practices will youth learn about? *(Choose one from multiple choice list)* How will you teach students about this sustainable agriculture practice? *(200 words)*
 8. Activities and timeline: List the educational activities you will use to accomplish your teaching objectives, with a timeline. *(500 words)*
 9. Sharing with Other Educators: How will you share what you've learned with other educators? *(Choose one from multiple choice list)* How will you share what you learned through your project so that other educators feel more equipped to teach about sustainable agriculture? *(300 words)*
- Project Budget
- Animal Care Plan (if applicable)

Budget

Allowable Expenses

Grant funds are for research, demonstration, and education project expenses, not day-to-day farming expenses or business startup costs. For your budget, show the amount of grant funds you intend to spend on each item. Use accurate figures, rounded to the nearest dollar, and

include a brief explanation of how each item listed in your budget relates to your project. For example: Weighing produce for yield comparison – 6 hrs x \$25/hr = \$150.

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.)

Creating a Budget

For each line of your budget, you will need to provide:

1. Category: Choose from the following categories:

Budget Category	Category
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. NCR-SARE recognizes that farmers and ranchers are skilled workers who should be paid \$25 per hour or more for their labor in grant projects. 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 \$0.67, which covers ownership and operating costs.
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. Note on 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.

Budget Category	Category
Equipment	<p>Equipment definition: an item that costs \$5000 or more with a useful life of more than one year. This includes items like permanent fencing, perennial seeds and plants, or livestock.</p> <p><i>50% Rule for Equipment, Permanent fencing, Perennial seeds and plants, and Livestock:</i> Grant funds can only be used for up to 50% of the cost of these items. Include the total cost in the Details/Justification column but enter 50% or less of the total cost in the Amount column. Equipment is defined as items that cost \$5000 or more and have a useful life of more than 1 year.</p>

2. 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.
3. Amount (\$):
Enter the dollar amount you are requesting for each item. 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 insurance or permanent installations (e.g., wells or buried irrigation lines).
4. Budget Justification:
The budget must include a “justification” for each section. This simply means that applicants need to show how you came up with the proposed expenses. This is usually a per-unit cost times the number of units. It might help to answer these questions:
 - What item are you purchasing?
 - How many do you need?
 - What’s the cost per item/unit/each?
 - What’s the total cost? Round to the nearest dollar.

For example, if a grantee is purchasing two packages of wine cap mushroom spawn, and they cost \$30 each, the “Budget Justification” would be:

Wine Cap Mushroom Spawn: 2 packages @ \$30 each = \$60 total

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.

More Details for Drafting a Budget

Matching funds are not required. Do not show a match. If outside funds are necessary to carry out your project, note that you have outside resources so reviewers can evaluate your work plan, but do not list the amount.

Attachments

Animal Care Form

If your project involves animals, you will need to fill out this form. For this program, only animals with a backbone or spinal column (vertebrate animals) are considered livestock. These include cows, fish, goats, pigs, sheep, etc.

Bees, other insects, and shrimp **are not** considered livestock.

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 #6, stocking density for fish would be the number of fish per tank, pond, etc.

It is possible that some of the questions in this section might not apply to your 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.

Review and Selection Process

Reviewers

A committee of farmers, ranchers, educators, 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 2025.

Selection Criteria

Funding recommendations are based on how well proposals meet the following four criteria.

Criteria (Weight for Scoring)	Examples of Questions Peer Reviewers Consider
Project Leader and/or Team (20%). Does the project leader and/or team have the skills and background to successfully carry out the project?	<ul style="list-style-type: none">• <i>Is there a detailed description of the leader, team, and any farm, ranch, or organization involved? Are their roles in the project described?</i>• <i>Are farmers and ranchers involved?</i>
Project Design (20%). Is there a well-thought-out, detailed plan to teach youth about sustainable agriculture practices and career options?	<ul style="list-style-type: none">• <i>Will specific sustainable agriculture concepts and practices be taught?</i>• <i>Will the approach engage young people and help them understand the three parts of sustainable agriculture: ecologically sound, economically viable, and socially responsible.</i>

	<ul style="list-style-type: none"> • <i>Will the project help youth and their parents explore career options in sustainable agriculture?</i> • <i>Was the need for the project clearly explained so people who aren't involved in the project can understand it?</i> • <i>Will sustainable agriculture resources be used and are they spelled out?</i> • <i>Is there an appropriate timeline?</i> • <i>Do the objectives match the activities?</i>
Innovation (20%) Is the project new or innovative, or adding significantly to an existing program?	<ul style="list-style-type: none"> • <i>Is the project innovative overall, or in their setting (in terms of age group, urban/rural, socioeconomics, students being served, geography, or otherwise)?</i> • <i>If this project builds on an existing program, does it reach a new audience, add a new component, or otherwise significantly expand the program?</i>
Outreach (20%). Is the outreach approach clearly described and well thought out?	<ul style="list-style-type: none"> • <i>Are there plans to share project information and results with other youth educators and the public via workshops, field days, publications, written materials, social media, etc.?</i>
Evaluation (20%). Is the evaluation approach clearly described and well thought out?	<i>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, interviews, journals, or simple hand count surveys to measure learning.)</i>

Reporting Expectations and Funds Distribution

As you plan your proposal, note these reporting requirements and when funds will be distributed. 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. This timing may impact your plan.

- March 2025: Grant project budgets are reviewed and approved. Contracts are prepared for grantees to sign and return to the NCR-SARE office.
- March 15, 2025: This is the Project Start Date. Work on funded projects can begin. Any items purchased before this start date cannot be paid for with grant funds.
- April 15 -May 15, 2025: 1st payment checks (75% of the grant) are mailed after the signed contract and other paperwork is approved. Typically, this is between April 1 and May 1. A 1099 form is automatically filed with the IRS with each payment for tax purposes. You must keep receipts for project expenses for a period of three years.
- January 15, 2026: A Progress report and budget update are due. If your project is completed after one year, you can submit the final report (and receive the other 25% of your grant funds) at that time.
- January 15, 2027: Contract end date and Deadline for submitting a final report with budget. The final payment (25% of the grant) is mailed after the final report and budget are approved. The final payment is a reimbursement. All funds should be spent, and the grant project completed by this date.

- Date to be decided: If funded, you may receive an on-site visit from NCR-SARE representatives.

Grant Writing Help

Tips

Successful proposals:

1. **Clearly explain how youth will learn about sustainable agriculture.** Proposals are specific about which sustainable agriculture concepts, practices, or 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, project planning, implementation, and evaluation. Cooperators may include educators, farmers, ranchers, parents, students, and staff from Extension, Natural Resource Conservation Service (NRCS), non-profit groups, and others.
4. **Share project results with other educators** through workshops, presentations, posters, publications, social media, videos, websites, workshops, and more.

Developing a Project Idea

Projects should help youth discover that sustainable farming and ranching is good for the environment long term; economically viable; and good for families, communities, and their quality of life. Review the Sampler of Project Ideas (in the Appendix) 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 and ranchers who practice Sustainable Agriculture.** Please Note: Farming in the 21st century involves growing food and fiber and can include market gardens and urban agriculture.

Explore resources.

- See the SARE Guide *Sustainable Agriculture Resources and Programs for K-12 Youth*, at: <https://northcentral.sare.org/resources/resources-for-youth-education/>.
- See the SARE brochure and animated series titled: *What is Sustainable Agriculture?* at: <https://www.sare.org/resources/what-is-sustainable-agriculture/>

Examples

Reading other educators' projects can help you develop your ideas. For examples and inspiration, search the national SARE database for recently funded Youth Educator grant projects: <https://projects.sare.org/search-projects/> Search with the following settings: Leave "Keyword(s)" blank. For Region, select "North Central." Leave "State" set to "All States." For Project type, select "Youth Educator." For Project Funding From choose "2024" to "2024." Press the green "Submit" button.

OBJECTIVES EXAMPLE

From a project for high school students, focused on cover crops:

1. Increase sustainable farming skills of 20 high school students through hands-on work sessions with urban and rural farmers practicing organic and permaculture techniques.
2. Introduce youth to sustainable agriculture career opportunities through 1 meeting and 3 hands-on projects with farmers, grocers, and chefs.
3. Students and educators present project results at a youth educator conference and through social media.

TIMELINE EXAMPLE:

From a project for high school students, focused on cover crops:

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

Mid-March 2024, Agriculture Educator Katie Talent will work with ag teachers and school clubs to recruit 15 high school students for a Summer-on-a-Sustainable-Farm program. Students will receive a stipend for work in a school demonstration garden.

Late March 2024, 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 workdays – each focusing on a different aspect of working with cover crops. They will coordinate transportation and visit logistics and create a plan the school demonstration garden.

April – June 2024, Youth, farmers, ag educator, and parents visit each of 3 farms to have youth participate in 3 hands-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 3 farmers to plant spring crops.
3. Marketing. Students look at the finances to help determine which crop and product mixes provide a steady income, and then have a panel session with farmers 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 2024, Students work with farmers and parents to plan, plant, and maintain a school demonstration garden that showcases sustainable agriculture practices including crop rotation, cover crops, compost, mulch, plantings to attract beneficial insects.

Late August – Sept 2024, 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 student participation in the project for the following year.

OUTREACH EXAMPLE

From a project for elementary students, focused on pollinators:

July 2025. Educators and students will give a presentation at the Sustainable Agriculture Education Association Conference to describe their cover crop project and results to a national audience of youth educators. This will include an interactive session on creating and using a hands-on soil-health curriculum.

EVALUATION EXAMPLE

From a project for elementary students, focused on pollinators:

We will show students photos of native pollinator plants ahead of the project and ask them to write or draw what they know about the plants, label their parts, and describe how people and animals interact with them. We will repeat this exercise at the end of the project, after students have completed hands-on lessons and the pollinator planting at a local blueberry farm.

BUDGET EXAMPLE

From a project for elementary students, focused on pollinators. This is not the entire budget, but it provides a sense of how the budget and justification sections work.

Budget Category	Item Description	Details/Justification	Budget Request
Materials and Supplies	30 perennial flowers, including Cup plant, Goldenrod, Wild Bergamot for students to plant a native perennial border to attract pollinators on a local blueberry farm.	30 perennial flowers x \$6.50 per potted plant = \$195	\$195
Personnel	Labor for youth educator Jo Smith to coordinate pollinator planting	23 hrs. @ \$25/hr. = \$575	\$575
Travel	Travel to present at a conference	89 miles @ \$.67/mile = \$59.63, rounded to nearest dollar is \$60.00	\$60

Contacts Who Can Help

There are several options for seeking help as your ideas and prepare your proposal, including:

- **Farmer Rancher Grant Program Coordinator**
Liz Brownlee, Farmer Rancher Grant Coordinator at 812-405-5681 or brow7263@umn.edu.
- **State SARE Coordinators**
Your NCR-SARE State Coordinator for grant writing support. See the list in the appendix or see: <https://northcentral.sare.org/state-programs/state-coordinators/>.
- **Agricultural Professionals in Your Area**
Consider contacting your Extension office, the Natural Resources Conservation Service (NRCS), Resource Conservation and Development (RC&D), local soil and water conservation district, or local sustainable agriculture groups.
- **Michael Fields Agricultural Institute**
Michael Fields Agricultural Institute (MFAI) provides free Grants Advising services to farmers, ranchers, and youth educators applying for NCR-SARE Farmer Rancher and Youth Educator Grants. MFAI Grants Advising services are open to all Midwestern farmers, agricultural entrepreneurs and institutions and include help applying to non-

SARE grant programs, as well as loan, and cost-share programs of state, federal, and private sources. For more information see: <https://www.michaelfields.org/grants-advising-resources>. For help, contact MFAI Grants Advisor, Wren Almitra at: grants@michaelfields.org or 719-318-7936.

Publications

If you are looking for resources to distribute or use as part of your curriculum, the following have many helpful print and online materials available and may have something you can use.

- **SARE** has many publications that are available, some at no cost to educators. The full list can be found at <https://www.sare.org/resources/>. Or contact the NCR-SARE office for assistance.
- **Appropriate Technology Transfer for Rural Areas (ATTRA)** will provide information packets on various agricultural issues. If you are contacting ATTRA via email, please provide 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.) Contact: ATTRA, P.O. Box 3657, Fayetteville AR 72702, phone: 800-346-9140 (7 am to 7 pm, Central Time), fax: 501-442-9842, web: <http://www.attra.ncat.org>.

How to Submit Your Proposal

Process

Proposals are due by 4:00 p.m. Central Time on Thursday, November 7, 2024.

We use an online submission process.

- To get started, go to <https://projects.sare.org/> and set up a free account.
- The online submission system opens in August 2024. We recommend that you work on your application in a word processing app and then copy/paste into this system.
- Proposals must be received online or in the NCR-SARE office by mail or e-mail by 4:00 p.m. Central Time on November 7, 2024.

If you are unable to use the online system, please note:

- You can email your proposal to: ncrsare@umn.edu or mail proposals to: NCR-SARE Farmer Rancher Grant Program, 1390 Eckles Ave, Saint Paul MN 55108.
- Faxed proposals will NOT be reviewed.
- Mailed proposals should be printed single-sided.
- Proposals that are typed should use a font no smaller than 12-point, similar to the text in this call for proposals.
- Handwritten proposals in dark ink are acceptable if they are legible.

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 or email ncrsare@umn.edu.

Checklist

STOP! Before you begin submitting your proposal, make sure you have all required documents and information.

- **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.
- **Completed budget** that shows the expenses for your project with budget justification (showing your math).
- **If Applicable: Completed Animal Care Form if your project involves livestock.** For this grant, livestock are defined as vertebrate animals such as cows, goats, sheep, poultry, fish, etc. (See the form on pgs. 13-15.)

Deadline

**Thursday, November 7, 2024
4:00 p.m. Central Time**

Appendix:

Sampler of Project Ideas

NCR-SARE encourages you to be creative and innovative, and to work directly with local farmers and ranchers who practice Sustainable Agriculture. This list can help you brainstorm.

- Organize a tour of sustainable farms or ranches where youth can interact with farmers and 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.
- 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 posts for social media describing the food and where it comes from.
- Start a school or community garden 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.
- Invite farmers and 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.
- Have students organize a Sustainable Agriculture panel discussion with farmers and ranchers. Ask students to research local farms and ranches, issue invitations, prepare questions that explore economic viability, 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.
- 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 and 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.
- 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.
- Organize a Youth Program for an existing Sustainable Agriculture conference, festival, or other event.
- 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.
- Explore technology such as robotics or drones that integrates STEAM learning (Science, Technology, Engineering, the Arts & Math) and sustainable agriculture in innovative ways.

2024 NCR-SARE State Coordinator Contact Information

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Full 2025 SARE Youth Educator Sustainable Agriculture 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, 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.

DEMOGRAPHIC INFORMATION

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) _____

GENERAL INFORMATION

Project Title: _____

Use 25 words or less—about 150 characters including spaces.

Project Description: *Provide a summary of your project that explains how you plan to educate youth about Sustainable Agriculture practices and careers. This may be used for publicity if your project is funded. Use 45 words 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 1/15/27).

These dates help reviewers evaluate if you are allowing enough time to complete 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 school, 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 the project involve livestock? Yes ___ No ___

What is the age of the young people you will work with in your project? (15 words)

How many young people will be involved in your project? (15 words)

How many farmers or ranchers will be involved in your project? (15 words).

Involving farmers and ranchers in planning and carrying out the project helps make it realistic and engaging.

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___

- o 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 summary of your results or progress (for current projects). Use 100 words or less for each grant summary.*
- o If the project was not completed, explain why not in the summary.*

PROPOSAL

Answer the following questions.

1. PROJECT ABSTRACT: This is a summary of your grant proposal. *Briefly explain how you plan to educate youth about Sustainable Agriculture practices and careers. Sustainable Agriculture is farming and ranching that is ecologically sound, economically viable, and socially responsible. (100 words)*

2. PEOPLE: Who is planning and carrying out the project? *Describe the people, farms, ranches, and organizations involved. Include names, experience, and roles each will play in the project. If you are submitting the grant through an organization, explain what the organization does. (400 words)*

3. OBJECTIVES: List 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. (100 words). Your Activities and Budget should match your objectives.*

4. PROJECT NEED: Explain why the community needs this project. *Be specific. What will the grant funds allow you to do that you couldn't do without the funds? (300 words)*

5. INNOVATION. Is the project new or innovative, or does it significantly build on an existing program? *Is the project innovative overall, or in your setting (in terms of age group, urban/rural, socioeconomics, students being served, geography, or otherwise)? If this project builds on an existing program, does it reach a new audience, add a new component, or otherwise significantly expand the program? (300 words)*

6. EVALUATION. How will you tell if your sustainable agriculture education efforts are successful? How will you measure your project's impact on students and your community? *Since these are small grants, simple measurements can be used. For example: pre- and post-test surveys, journaling, interviews, or simple hand count surveys to measure learning; community participation and publicity to measure support for your project; or success stories about other educators who plan to use your methods. (300 words)*

7. SUSTAINABLE PRACTICES:

Which sustainable agriculture practice will youth learn about? Choose one practice from this list that is the major focus of your project to inform the review process. You will be able to select as many as you want if your proposal is successful

- Agroecology
- Agroforestry
- Beneficial Insects, Pollinator Habitat
- Climate Resilient Agriculture
- Cover Crops
- Crop/Landscape Diversity
- Educating/Mentoring New Farmers/Ranchers
- Farmland Access
- Food Sovereignty
- Holistic/Systems Approaches Integrated
- Pest Management (IPM)
- Labor Needs and Issues
- Nutrient Management
- Organic Agriculture
- Permaculture
- Poultry and Small-Scale Livestock Production
- Proactive Weed Management

- Quality of Life Issues and Improvements for Family and Community
- Regenerative Agriculture
- Renewable Energy
- Managed Grazing (including
- Soil Health
- Water Quality Improvement/Wetlands
- Value-Added and Direct Marketing
- Wildlife Preservation
- Other _____

How will you teach students about this sustainable agriculture practice? (200 words)

8. ACTIVITIES AND TIMELINE. List the educational activities you will use to accomplish your teaching objectives. *Include the approximate date, who is participating, and what you will do. This list should provide a detailed plan of how you will teach youth about sustainable agriculture practices and career options. Include specific sustainable agriculture practices that will be taught – this should match the practices you picked in question 6. (500 words)*

9. SHARING YOUR RESULTS WITH OTHER EDUCATORS *You are an innovative educator, and you can help create a ripple effect that will encourage other educators. How will you share what you learned through your project so that other educators feel more equipped to teach about sustainable agriculture?*

Which method will you use to share with other educators?

- Host webinar or in-person workshop
- Series of short videos and/or social media posts
- Article for educator publication
- Present at education conference
- Other: _____

Tell us more about how your outreach to other educators will work. (300 words)

PROJECT BUDGET

Read the Budget Instructions before filling out the budget.

Budget Category	Item Description	Details/Justification	Budget Request
Materials & Supplies			
Other Direct Costs			
Personnel			
Travel			
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 (IF APPLICABLE)

1. Does this project involve livestock (vertebrate animals only)? ____ Yes, ____ No

*If your project **does not** involve livestock, answer "No" to the first question: "Does your project involve livestock?" Then click on "Save" and go on to the next section.*

If your project involves livestock, answer "Yes" and fill out the rest of the Animal Care form.

2. Please indicate what kind of animals will be involved in your project.
3. Please indicate how many of each animal will be involved in your project.
4. 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?
5. Will you be using money from NCR-SARE to purchase animals?
6. 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.
7. Describe the housing or shelter available for the animals in normal and inclement weather.
8. How is the housing/shelter cleaned? How often?
9. Describe how feed and water is provided, how often it is provided, and how often the feed and water containers are checked and cleaned.
10. Describe how the nutritional needs of the animals in this project will be met.
11. 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.
12. What procedures will the animals undergo during the 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?
13. 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.
14. 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.
15. If animals are transported off-site, please describe how they will be transported.
16. 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.
17. 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.
18. Identify the veterinarian (name, address, and contact information) that will provide routine and emergency care of the animals used in this project.