NORTH CENTRAL SARE
Sustainable Agriculture Research & Education

2026 Call for Proposals

Youth Educator Sustainable Agriculture Grant Program

Grant Highlights	
Deadline	**Thursday, February 12, 2026, 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 practical and applied agriculture education lessons, approaches, or methods. Educators use the grants to encourage young people to try practices that promote farming and ranching that is ecologically sound, economically viable, and socially responsible), and/or see that type of agriculture as a viable career option. Educators share about their efforts, helping equip their peers to implement agriculture education that promotes those outcomes.
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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Scan the QR code to more about this grant program, including:

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

SCAN ME

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 and funded by the United States Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA).

Timeline

- December 2025- Call for Proposals, Grant application and instructions are available
- February 12, 2026- Proposals Due
- Mid-April 2026- Funding Decisions
- May-June 2026- Grant Recipients Receive First 75% of Funding; final/the remaining 25% of funding is dispersed upon completion of the project and receipt and approval of the final report.

Program Goals

There are many high-quality regenerative agriculture education programs already happening in the North Central region – far more than this grant program can fund. Instead of supporting programming, we fund projects that are both (A) developing innovative new ways to engage youth in learning about agriculture that considers economic, environmental and social viability, and (B) sharing what they learn with their fellow educators. The Youth Educator Grant program aims to fuel and share progress within the agricultural education community. This grant funds efforts that are innovative in terms of the lessons, methods, or approaches you are using. If you are trialing, scaling, or improving – and you think other educators need solutions like yours – we want to hear your ideas.

Outreach to other Youth Educators is an essential 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. Grantees share the resources they developed and help other educators feel more equipped to teach about regenerative agriculture in their communities.

The Youth Educator program provides opportunities for youth to learn about farming and ranching that is ecologically sound, economically viable, and socially responsible. This diagram illustrates how SARE's mission focuses of these three aspects of regenerative agriculture. Youth Educators' projects need to specifically address SARE's mission of regenerative agriculture (not agriculture in general). NCR-SARE encourages applicants to work directly with local farmers and ranchers who practice regenerative agriculture.

Past projects have innovated and created best practices for starting school gardens, teen internship programs on farms, on-farm field trip series, and more. We encourage you to apply if you have a twist that builds on these types of tried-and-true education methods, or an entirely new way to engage youth with regenerative agriculture. To get a sense of what we mean by "innovative," find a sampler of project ideas in the Appendix. Looking at examples of recently-funded projects are also helpful.

Eligibility

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

NCR-SARE defines a **Youth Educator** as someone who teaches youth about regenerative 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.

These grants should serve **youth** between Pre-K and 12th grade, or the equivalent ages.

Amount of Funding

Educators can request up to $6,000. This is a competitive grant program. NCR-SARE allocated $90,000 for the 2026 Youth Educator Grant Program. We typically fund 15 projects per year.

Proposal Sections

Proposals include the following sections:

- Demographic Information (which does not affect your score)
- General and Contact Information
- Proposal. See the 2026 Full Proposal for more information (in the Appendix).

    1. Project Team: Who is planning and carrying out the project? Are regenerative farmers or ranchers involved? Include bios for educations, farmers, and ranchers. *(400 words)*
    2. Objectives: List the major regenerative agriculture education goals *(100 words)*
    3. Regenerative practices: Which regenerative agriculture practices will youth learn about? *(Choose one from multiple choice list)* How will you teach youth about this regenerative agriculture practice? *(200 words)*

4. Activities and timeline: List the educational activities you will use to accomplish your teaching objectives for your youth participants as well as your outreach activities for sharing with other youth educators. *(500 words)*
5. Innovation: How is your project innovative? Be specific about why the methods, lessons, or topics you are using are new and promising, and might help other youth educators. Note if they build on past SARE projects. *(300 words)*
6. Project Need: Explain how your project is meeting a need for youth in your community. Also explain how educators in other communities facing similar challenges, needs, or opportunities (your target audience) could utilize the lessons learned from your project in their own efforts to engage youth with regenerative agriculture. *(300 words)*
7. Sharing with Other Educators: Which method(s) will you use to share what you've learned with other educators? *(Choose from multiple choice list)* How will you share what you learned through your project so that other educators feel more equipped to teach about regenerative agriculture? *(300 words)*
8. Evaluation: How will you evaluate youth learning? How will you track if your outreach to other educators is successful? (300 words)
9. Project Funding: Will your project cost more than $6,000? If so, *describe how you will pay the remaining costs (school budget, other secured grants, fundraising, etc.). Do not show the amount of outside funds in your budget. (100 words)*

- Project Budget
- Animal Care Plan (if applicable)

Budget

Allowable Expenses

Grant funds may be used for education expenses such as staff time, transportation, printing, supplies, etc., as well as regenerative agriculture materials (seed, plants, compost, etc.). However, grant funds may not be used for day-to-day classroom or farming expenses or business startup costs unless they are directly related to the grant project. 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: Mentor youth on how to interview farmers and record their stories – 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, etc.). Be in touch if you have questions about what parts of your project might be allowable expenses.

Creating a Budget

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

1. Category: Choose from the following categories: Materials and Supplies; Personnel; Travel.
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.
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

More Details for Drafting a Budget

Matching funds are not required.

Projects that cost more than the SARE grant will cover. Reviewers look for real-world budgets that match the activities in your proposal. If your project total exceeds $6,000, use Question 10 explain how you will fund the rest of the project. If outside funds are necessary to carry out your project, note that you have outside resources so reviewers can evaluate your work plan.

Partial costs. 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.

Attachments

Animal Care Form

Complete this form if your project involves livestock (vertebrate animals such as cows, fish, pigs, sheep). Bees and other insects and shrimp are not considered livestock for the purpose of this form (since they are invertebrates).

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 most, if not all, questions.

Review and Selection Process

Reviewers

A committee of educators, farmers, ranchers, and others with an interest and expertise 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 April 2026.

Selection Criteria

Funding recommendations are based on how well proposals meet the following four criteria. For each criterion, we have listed the "weight" for scoring (how important that criteria is) as well as which question(s) reviewers will use to determine this score.

Criteria	Examples of Questions Peer Reviewers Consider
Project Leader and/or Team (20%) Question #1	• Is there a detailed description of the leader, team, and any farm, ranch, or organization involved? • Does the project leader and/or team have the skills and background to successfully carry out the project? • Does someone on the team have expertise with the specific regenerative agriculture practices this project aims to teach? • How well does this project fit into the organization's larger goals?
Project Design (20%) Questions #2, #3, and #4	• Are there specific Objectives for how the project will help youth understand the three parts of regenerative agriculture (ecologically sound, economically viable, and socially responsible), and/or explore career options in regenerative agriculture? • Are there details about how the specific regenerative agriculture concepts and practices will be taught, or how youth will explore careers in regenerative agriculture? • Is there an appropriate timeline describing the activities? • Do the Objectives align with the activities and timeline?
Innovation (20%) Questions #5 and #6	• Does the project develop innovative ways to engage youth in regenerative agriculture? • Does the project provide enough specifics about the methods, lessons, or approaches they are using to tell if it is innovative? • Was the need for the project clearly explained so people who aren't involved in the project can understand it? • Does the project identify a target audience of educators who might benefit from this innovation (others who are facing similar challenges, needs, or opportunities?) • Is there potential for the target audience of educators to benefit from this project's lessons learned or outcomes?
Sharing with Other Youth Educators (20%) Question #7	• How well does the method for sharing match with the project's target audience of other youth educators? • Are there specifics about the resources, events, or other materials this project will create for their target audience, including who will organize, create, or produce them?

	• Is there a description of how they will spread the word about these new resources beyond making them available online? • How well does this Outreach plan equip other educators facing similar challenges, needs, or opportunities, to engage youth with regenerative agriculture?
Evaluation (20%) Question #8	• Is there an appropriate plan for evaluating the project's impact on youth? • Is there an appropriate plan for evaluating the project's impact on other youth educators?

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. Consider this timing as you develop your plan.

- March 2026: Grant project budgets are reviewed and approved. Contracts are prepared for grantees to sign and return to the NCR-SARE office.
- May 15, 2026: 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.
- May 15-June 15, 2026: 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.
- April 15, 2027: 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.
- April 15, 2028: Latest possible 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 regenerative agriculture.** Proposals are specific about which regenerative agriculture concepts, practices, or career options will be taught and how.
2. **Articulate why your project is innovative.** Explain how you are creating something new or building on a best practice in youth education.
3. **Emphasize how you will share your project results with other educators** through workshops, presentations, posters, publications, social media, videos, websites, workshops, or whatever method is best suited to you and your target audience.

4. **Involve farmers and ranchers** in planning the project and teaching, and explain their involvement.
5. **Consider collaboration** with others who can assist with outreach, project planning, implementation, and evaluation. Cooperators may include educators, farmers, ranchers, parents, youth, and staff from Extension, Natural Resource Conservation Service (NRCS), non-profit groups, and others.

Developing a Project Idea:

Projects should help youth discover that regenerative 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 Appendix) and use them to develop your own ideas. **NCR-SARE encourages you to be creative and innovative, and to work directly with local farmers and ranchers who practice Regenerative Agriculture.**

Learn from Recent Youth Educator Grantees' Projects

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 "2025" (or whatever years you want to see). Press the green "Submit" button.

OBJECTIVES EXAMPLE

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

1. Increase regenerative farming skills of 20 high school students through hands-on work sessions with urban and rural farmers practicing organic and permaculture techniques. Students learn how to select, use, and evaluate cover crops during these visits and through hands-on projects at a school garden and farm.
2. Introduce youth to regenerative 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.

TIMELINE EXAMPLE:

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

Mid-May 2026, Agriculture Educator Katie Talent will work with ag teachers and school clubs to recruit 15 high school students for a Summer-on-a-Regenerative-Farm program. Students will receive a stipend for work in a school demonstration garden.

Late May 2026, 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 2026, 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 terminate winter cover crops by roller crimping and plant spring crops into the debris.
3. Money and Marketing. Students look at the finances to understand if/how cover crops and compost decrease labor costs or increase yield. Then, they 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 2026, Students work with farmers and parents to plan, plant, and maintain a school demonstration garden that showcases regenerative agriculture practices including crop rotation, cover crops, compost, mulch, plantings to attract beneficial insects.

Late August – Sept 2026, 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 2027. Educators and students will give a presentation at the Sustainable Agriculture Education Association Conference to describe their farm camp pollinator project and results to a national audience of youth educators. This will include an interactive session on using the lesson plans they developed, where students design and plant a native pollinator habitat within a community garden. Target audience is educators who work with camps or afterschool programs.

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 the community garden.

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	60 perennial flowers, including Cup plant, Goldenrod, etc for students to plant a native border to attract pollinators on local blueberry farm.	60 perennial flowers x $6.50 per potted plant = $390	$390
Personnel	Labor for youth educator Jo Smith to coordinate pollinator planting	55 hrs. @ $25/hr. = $1375	$1375

Travel	Travel to present at a conference	89 miles @ $.70/mile = $70.31, rounded to nearest dollar is $70.00	$70

Contacts Who Can Help

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

- **Youth Educator Grant Program Coordinator**
  Contact Liz Brownlee, Youth Educator Grant Coordinator, to see if your idea is a good fit and to talk big picture about your ideas. Reach her at 612-626-3658 or brow7263@umn.edu.

- **State SARE Coordinators**
  Your NCR-SARE State Coordinator may be able to offer grant writing support. Contact information available in the Appendix.

- **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 regenerative agriculture groups for support.

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 at no cost. Reach them by phone at 800-346-9140 (7 am to 7 pm, Central Time), or online at http://www.attra.ncat.org.

How to Submit Your Proposal

Process

Proposals are due by 4:00 p.m. Central Time on Thursday, February 12, 2026.

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 December 2025.
- We recommend that you work on your application in a word processing app and then copy/paste into this system.

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.
- Proposals must be received online or in the NCR-SARE office by mail or e-mail by 4:00 p.m. Central Time on February 12, 2026.

- Faxed proposals will NOT be reviewed.
- Proposals that are typed should use 12-point, similar to this document.
- Handwritten proposals in dark ink are acceptable if they are legible.
- 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 how you calculated each line, including price per item, how many you need, and the total)
- **If your project involves livestock: Completed Animal Care Form.** 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, February 12, 2026
4:00 p.m. Central Time

Statement from USDA-NIFA

The United States Department of Agriculture (USDA), to the extent permitted by law, will no longer make grants or otherwise fund programs or activities that improperly discriminate on the basis of race or sex, including discrimination in the name of Diversity, Equity, and Inclusion policies. Instead, USDA will prioritize merit and efficiency. USDA recognizes programs and initiatives will have the greatest impact when these programs and initiatives put American farmers, ranchers, and foresters first by:

- solving the most pressing challenges they face;
- protecting America's food, fuel, and fiber supply to enhance national security;
- supporting production of healthy and safe food for consumers;
- expanding and developing domestic markets;
- training the next generation of agriculturalists; and
- fueling innovation to keep American farmers at the forefront of productivity.

The National Institute of Food and Agriculture (NIFA) is committed to advancing these principles and encourages applicants to actively engage farmers, ranchers, and foresters when applying for funding opportunities to ensure relevancy and adherence to them. NIFA also encourages agricultural leaders to engage in the peer review panel process to ensure American producers are better served through research, education, and extension activities.

Appendix:

Sampler of Project Ideas

NCR-SARE encourages you to be creative and to work directly with local farmers and ranchers who practice Regenerative Agriculture. This list can help you brainstorm. Each example tries out an innovative approach and has a dedicated way to share out to other youth educators.

- Organize a tour of regenerative farms or ranches where youth can interact with farmers and ranchers and see, smell, feel, and taste what Regenerative Agriculture is all about. Include beginning farmers and ranchers and have students find out how they got started and why. Provide fellow educators with free access to the lesson plans for pre- and post-field trip as well as interview questions worksheets and a sensory scavenger hunt worksheet, and highlight the plans at an upcoming teacher conference.
- Youth explore food sovereignty at a farm camp 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 each dish and where it comes from. Record and post a webinar to Youtube highlighting the overall project as well as resources you created to help students learn to manage identifying what's in season, planning the menu, building relationships with farmers and chefs, sourcing food, etc. Recruit several e-newsletters (that other farm camp organizers utilize) to highlight the webinar.
- High school students create a market garden that grows crops to be featured in a special week of meals in the school cafeteria. Have students give tours of the site and explain regenerative practices they use such as making and using compost and encouraging beneficial insects. Release a video that high school students make and edit, interviewing the cafeteria manager as well as students involved in the garden production, to share tips and tricks for other schools that want to do this work. Arrange to screen the video at an upcoming Farm-to-School conference.
- Hold a Regenerative Agriculture Film Festival and have youth write film reviews. Have discussions about the films and invite regenerative farmers and ranchers as well as agriculture journalists to serve as panelists and facilitators. Share out free downloads of lesson plans you developed for this project via the filmmakers involved and your state and local arts organizations so that others can host similar events.
- Organize a Youth Program for an existing Regenerative Agriculture conference, festival, or other event. Compile the agenda and other resources you create, such as lesson plans for hands-on activities, tips for organizing the part-day field trip, menu for lunch, and recruitment/advertising materials. Host a webinar for other conference organizers and interested educators across the North Central Region.
- Explore using drones to plant cover crops on row crop fields, integrating STEAM learning (Science, Technology, Engineering, the Arts & Math) and regenerative agriculture. Create a video that covers what students did, what resources you utilized, what standards you met, how you coordinated with farmers for the on-farm components, etc. Partner with Extension in your tristate area to promote the video to their Educators who work with drones, youth, or cover crops.

2026 NCR-SARE State Coordinator Contact Information

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SAMPLE FORM – PLEASE COMPLETE ONLINE
Visit projects.sare.org to apply

Full 2026 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 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

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: Hispanic or Latino; Not Hispanic or Latino; Prefer not to answer

Sex: Male; Female; Other; Unidentified (prefer not to identify)

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

Year of Birth (optional) _____

GENERAL INFORMATION

Project Title:_____
Use 25 words or less (about 150 characters including spaces) to summarize your project.

Project Description: *Provide a summary of your project that explains how you plan to educate youth about Regenerative 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. These dates help reviewers evaluate if you are allowing enough time to complete your project.*
Proposed Start Date: _____ *(no sooner than 5/15/26)*
Proposed End Date: _____ *(no later than 4/15/28)*

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? *These grants serve youth between Pre-K and 12th grade, or the equivalent.* (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_____
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. If the project was not completed, explain why not in the summary.

EXPLAIN YOUR PROJECT

Project Abstract: This is a summary of your project. *Briefly explain your plan to engage youth with regenerative agriculture, including how youth will learn, why your approach is innovative, and how your project will help other educators facing similar challenges, needs, or opportunities. (100 words)*

Questions:

1) People:
Who is planning and carrying out the project? *Describe the leader and (if applicable) the team, farms, ranches, and organizations involved. Include names and experiences that have prepared them to be part of this project, and roles each person will play in the project. Which person on the team has expertise with the regenerative agriculture practices this project aims to teach? Whether you are submitting as part of a farm/ranch, non-profit, school, or*

otherwise: explain what the business/organization does and how this project fits into your organization's larger goals. (400 words)

2) Objectives:

Describe how your project will help youth understand the three parts of regenerative agriculture (ecologically sound, economically viable, and socially responsible), and/or explore career options in regenerative agriculture. *Your Activities and Budget should align with your Objectives. (100 words).*

3) Regenerative Practices:

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

- 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
- Soil Health
- Water Quality Improvement/Wetlands
- Value-Added and Direct Marketing
- Wildlife Preservation
- Other_____

How will you teach youth about this regenerative agriculture practice? *Provide details about how youth participants will learn about this practice (for instance, will the youth learn through hands-on lessons, by growing for their own consumption, by visiting production-scale farms, etc?) Describe your methods, lessons, or approach. (200 words)*

4) Activities and Timeline:

Include the approximate date, who is participating, and what you will do. This list should provide a detailed plan of how you will engage youth with regenerative agriculture practices and career options. Include specific regenerative agriculture practices that will be taught – this should match the practices you picked in question 4. Also include your outreach to other educators. (500 words)

5) Innovation:

We cannot fund every good regenerative agriculture education program in our region; instead of funding programming, we fund projects that are both (A) developing innovative new ways to engage youth in regenerative agriculture, and (B) sharing what they learn with their fellow educators. Why is your project innovative? *Be specific about why the methods, lessons, or topics you are using are new and promising and/or builds on best practices. Identify a target audience of educators (others who are facing similar challenges, needs, or opportunities).*

Describe the potential for the target audience of educators to benefit from your project's innovation (300 words)

6) Project Need:

Explain how your innovation will meet a need for youth in your community. Also describe how your innovation will benefit your target audience (other educators facing similar challenges, needs, or opportunities). *(300 words)*

7) 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 your target audience (other educators facing similar challenges, needs, or opportunities) feels more equipped to engage youth with regenerative agriculture?

Which method(s) 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: _____

Describe how you will share what you learned. Describe why this outreach method is a good match for your target audience. Provide details about the resources, events, or other materials you will create for your target audience. Include who will organize, create, or produce each one. Describe how you will spread the word about these resources beyond simply making them available online. (300 words)

8) Evaluation:

How will you evaluate youth learning? How will you track if your outreach to other educators is successful? *(300 words) Since these are small grants, simple measurements can be used. For example, with youth: pre- and post-surveys, journaling, interviews, or simple hand count surveys to measure learning; community participation to measure support for your project. For other educators: attendance numbers at a workshop you hosted for other educators; number of newsletters that highlighted your webinar, or success stories about other educators who plan to use your methods. (300 words)*

9) Project Funding:

Will your project cost more than $6,000? *If not, put "Not applicable." If so, describe how you will cover the remaining costs (school budget, secured grants, fundraising, etc.). Do not show the amount of outside funds in your budget. (100 words)*

BUDGET

Read the Budget Instructions before filling out the budget. Your budget should align with your Objectives, and include outreach to other educators.

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. 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.