Professional Development Grant 2019 Full Proposal Instructions

Important Dates

The online system will open for submissions: **October 1, 2018**

Preproposal submissions are due: **October 30, 2018, 11:59 p.m. ET**

Applications are submitted online at: www.ciids.org/nesare/pdp.

Questions?

Visit our website at: **www.northeastsare.org/PDP**.

Contact the Northeast SARE office at **northeastsare@uvm.edu** or 802/651-8335.

About Northeast SARE

The Northeast Sustainable Agriculture Research and Education (SARE) Program offers competitive grants to farmers, educators, service providers, researchers, and graduate students to address key issues affecting the sustainability of agriculture throughout our region. With funding from the USDA, Northeast SARE is one of four regional SARE programs that aims to improve farm profits, stewardship, and quality of life for farmers.

The program—including funding decisions—is driven by the Northeast SARE **outcome statement**:

Agriculture in the Northeast will be diversified and profitable, providing healthful products to its customers; it will be conducted by farmers who manage resources wisely, who are satisfied with their lifestyles, and have a positive influence on their communities and the environment.

The Northeast region includes: Connecticut, Delaware, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, West Virginia, Vermont, and Washington, D.C.

Inside

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United States Department of Agriculture
National Institute of Food and Agriculture

Northeast SARE, one of four regional SARE programs, is hosted by the University of Vermont and is funded by the USDA National Institute of Food and Agriculture. USDA is an equal opportunity provider and employer. Northeast SARE programs are offered to all without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or familial status.

Revised 17 August 2018

About Northeast SARE Professional Development Grants

Overview

The Northeast SARE Professional Development Grant program funds projects that train agricultural service providers such as Cooperative Extension, state department of agriculture personnel, crop consultants, veterinarians, farm advisors with private businesses, and nonprofit organizations about sustainable practices and approaches so that they, in turn, can educate farmers. These train-the-trainer projects must be directed toward increasing the knowledge, skills and abilities of educators to teach farmers about sustainable practices and approaches.

Outcome Funding

Professional Development projects must use an outcome funding approach that directly connects project activities to measurable goals related to agricultural service providers teaching farmers about changes in practice that lead to improved economic, environmental or quality of life conditions for farmers. Central to this approach for Northeast SARE grants is the performance target, a statement that describes the changes in behavior among project beneficiaries (in this case, agricultural service providers) expected as a result from the proposed project. To learn more about outcome funding, download our "Guide to Outcome Funding" at: www.northeastsare.org/PDP.

Eligible Applicants

Eligible applicants are those who submitted a preproposal and were notified by Northeast SARE that they were approved to submit a full proposal to the Professional Development Grant program. A project leader may submit only one full proposal per year, selecting just one of Northeast SARE's major grant programs (Research and Education, Research for Novel Approaches, or Professional Development), even if more than one preproposal was invited to submit a full proposal.

Changes to an Approved Preproposal

Minor revisions to the approved preproposal, such as refinements to the project title, performance target, milestones, or key individuals are acceptable especially if such changes were suggested by preproposal reviewers. Reviewers will not accept a full proposal that differs significantly from the preproposal unless the changes made were those suggested by preproposal reviewers. Full proposal reviewers will have your preproposal and the suggestions and comments sent from the preproposal review team, so please be sure that the content of the full proposal answers any questions and concerns that were raised.

Project Duration

Typical project length is 2 to 3 years. The maximum project length allowed is 3.5 years.

Funding Available

The funding request should fall within the budget range requested in the preproposal, or as otherwise requested by the preproposal review team.

Use of Funds

SARE funding must comply with USDA guidelines and, therefore, there are certain allowable and ineligible expenses for this grant program, listed below.

Funds may be used for expenses specific to the project:

- Labor, including wages or salary and benefits, for individuals working on the project;
- Supplies, including copies, educational supplies, outreach materials, and software;
- Farm equipment rental or operating charges;
- Travel and per diem necessary for the project;

- Journal publication fees so long as they are incurred during the contract period; and
- Indirect costs up to 10 percent of total grant request.

Funds may NOT be used for:

- Incentive offers and promotional items, including items of clothing, swag, giveaways, subsidies, raffles, and gift cards;
- Expenses for enduring and non-project specific items such as land purchases, general farm improvements, and construction of buildings, greenhouses, and laboratories;
- Travel to scholarly meetings unless essential to the project, such as presentation of project results;
- International travel unless integral to the project's success and described in the budget justification (Note: There are certain restrictions on costs and carriers.);
- Purchase of motorized vehicles and equipment;
- Cell phone charges; and
- Food expenses unless necessary for the continuity of a training event or project meeting. (Note: When SARE funds are used for meals, USDA employees should note this on their expense reports and deduct meal costs from any per diem reimbursements.)

It is expected that costs for copiers, cameras, computers, video equipment, and other items that have a wide range of uses beyond the boundaries of the project be provided by the institution and covered as indirect costs. To be considered as a direct cost, the item must be clearly essential to the particular project and applicants must provide clear justification, making sure that these requests are reasonable and defensible.

Conflict of Interest

Members of the Northeast SARE Administrative Council are not permitted to apply for or receive funding from SARE grants. Members of proposal review teams are not permitted to discuss or vote on proposals that involve institutions they work for, organizations for which they serve as board member or adviser, former graduate student advisees, or close personal friends.

Public Domain

While applications and reviews will remain confidential, Northeast SARE considers funded projects, subsequent reports, and related information to be in the public domain.

Grant Timeline

Online application system opens for submissions ....October 1, 2018

Proposal submission deadline ....October 30, 2018

Electronic copy of proposal with signed cover page deadline... November 14, 2018

Applicants notified of Administrative Council fund decisions.. February 22, 2019

Earliest start date for projects.. March 1, 2019

Pre-award grant management conference calls with Northeast SARE staff.................................March 2019

Contracts from UVM after pre-award conference calls ....March 2019

Preparing Your Proposal

Preproposals are submitted online at: **www.ciids.org/nesare/pdp**. If you do not already have one, the system will prompt you to set up an account and log you into the application site. It will be open for submissions from October 1 to 11:59 p.m. ET on October 30, 2018. It is highly advisable that you avoid waiting until the last minute to submit your application in case of power failures, websites going down, browser incompatibilities, bad weather, and other unexpected calamities. Staff support to answer questions or deal with technical submission issues will be available until 5:00 p.m. ET on the due date. Applications submitted after 11:59 p.m. on October 30 will not be accepted.

Text Limits, Formatting, and Writing Suggestions

There are word limits for most sections of the application. It is highly advisable to use a word processing program to develop the proposal content offline, ensuring it is accurate and complies with the word limits.

Do not use special formatting or symbols. These will be lost when you paste the text into the online application template. Use only the keyboard symbols.

Keep the writing clear and simple. Avoid jargon and write for a mixed audience that includes farmers, researchers, extension staff, and other agricultural service providers. You can assume grant reviewers have agricultural knowledge, but may not necessarily have deep expertise in your subject area.

Examples for each section of the proposal are included in the appendix.

Advanced Planning

Please prepare your application well in advance of the deadline. Most sponsored programs or grants offices need two to four two weeks to review and approve applications, so confirm the policies at your institution and plan accordingly.

After submitting your proposal online, you'll be able to print it out with a cover page to be officiated by your institution. If you notice an error after you submit, you will need to submit the corrected proposal in the submission system, but you may do so only up to the October 30 deadline.

Send a copy of the full proposal with all required signatures as an email attachment to Northeast SARE at northeastsare@uvm.edu no later than **November 14, 2018**. Without this documentation, the proposal cannot move forward through the review process.

Full Proposal Outline / Checklist

Components of the full proposal and their word limits appear below, listed in the order they appear in the online application system. You may use the outline as a checklist to ensure that your application is complete before submitting.

- ❑ Project Title (120 characters, including spaces)
- ❑ Application Cover Page (form generated by the submission system)
- ❑ Abstract (450 words)
- ❑ Performance Target (75 words)
- ❑ Milestones for Beneficiary Learning (400 words)
- ❑ Description of Problem or Opportunity (400 words)
- ❑ Solution and Benefits (400 words)
- ❑ Beneficiaries, their Needs and Interest in the Project (250 words)
- ❑ Education Plan (500 words)
- ❑ Verification Plan (300 words)
- ❑ Key Individuals (400 words)
- ❑ Project Advisory Committee (350 words)
- ❑ Literature Review (1800 words)
- ❑ Citation List (no fixed word limit)
- ❑ Budget
- ❑ References

  Attachments:

  - ❑ Budget Justification and Narrative Template (Excel spreadsheet called "budget")
  - ❑ The following supporting documents (saved as a single PDF document called "supportdocs"):
    - Draft performance target verification questions, and
    - Letters of commitment from key individuals (other than the project leader)

Step by Step Instructions

Note that grant review criteria appear next to related sections. All proposals are evaluated using these criteria and they must be adequately addressed for an application to be funded.

Refer to the appendix for examples of each section of the proposal. All the content and survey results from the sample proposal are fictional.

Project Title (limited to 120 characters including spaces)

Use a clear, succinct title of under 120 characters, including spaces, that captures the essence of the project's intent. Avoid acronyms, jargon, or unnecessary words.

Application Cover Page

Fill in the start date, end date, and project duration in number of years. Projects should not start before March 1, 2019. You will be asked to select from a category of practices and production commodities the project will address. Also, enter the project leader's name and institution, and collaborating institutions. The online system will prompt you to define whether or not collaborating institutions/organizations are receiving funding as sub-awards.

The cover page is generated automatically by the online submission system. You will be able to see a PDF copy of this content and the full proposal text at the final entry screen before you submit.

Abstract (450 words)

This is a standalone summary of the project; the abstract should not refer to subsequent parts of the proposal by using language like, “This will be described later.” The abstract should comprise three subsections, as follows. Include the subheadings in the text you enter to identify each element.

Problem and Justification: A brief description of the problem or opportunity to be addressed, the target farmer audience affected, and justification for the project’s need from the perspective of farmer beneficiaries.

Solution and Approach: The proposed solution to the problem or opportunity and the approach for reaching or carrying out the solution.

Performance Target: The performance target, explained in the next section, is the final portion of the abstract. Enter the same text in the abstract that you enter as the performance target.

Performance Target (75 words)

The performance target is the core statement in the proposal that defines the specific, beneficial and verifiable action outcomes that agricultural service providers take as a result of participating in the project. The target is a project’s measurable goal, not a guarantee.

> **Review criteria:**
> The performance target describes actions service providers will take to educate farmers, the number of farmers they teach and a descriptive measure of the scale of production the farmers manage, if appropriate; the performance target is specific, measurable within the timeframe of the project, and ambitious.

The performance target includes the following three required components and one optional component:

***Required* – performance target for service providers:**

- The number (not an undefined percentage) of agricultural service providers who will take action to teach, advise or assist farmers after learning through the project.
- The specific, verifiable action(s) the service providers will take for teaching, advising, and assisting farmers.
- The total number of farmers the agricultural service providers will educate or assist,

and when appropriate,

additional descriptors of the extent of farm production these farmers manage, such as the total number of acres, animal units, markets, enterprises, etc. the farmers manage.

The number of beneficiaries who will take actions, the number of farmers they reach, and the extent of farm production should be realistic estimates based on what you know about the difficulty or complexity of the desired change and the interests and capabilities of the beneficiaries. Strong engagement and input from service provider beneficiaries during proposal planning are essential for establishing ambitious but realistic numbers in the performance target.

***Optional* – performance target for farmers:**

- The number of farmers who will make the recommended change or action as a result of learning from the agricultural service providers.

This optional component should be part of the target only if you feel confident you will be able to measure or collect data about the farmer actions before the end of the project. Projects that include farmers as co-learners and/or that have agricultural service providers working intensively with farmers throughout the project sometimes choose to include this optional component.

Milestones for Beneficiary Learning (400 words)

Milestones describe and quantify what agricultural service providers will experience throughout the project, in sequence, as they participate in activities outlined in the education and verification plans (described later). Milestones must describe: 1) Recruitment to participate, 2) Pre-training engagement, 3) Learning through the education program, 4) Engagement to support follow-up action, and 5) Verification of actions or changes.

If funded, milestones will become the benchmarks for required progress reports, and must be verifiable (measurable).

Milestones are written in terms of what the agricultural service providers will do and learn, rather than as a plan of work or list of activities that the project team will perform.

Each milestone is written as a statement with three components:

- A realistic number of service provider beneficiaries who participate;
- The project activities or educational experiences in which the service providers take part; and
- The specific knowledge or skills they learn or the intermediate action step they complete as a result of participating.

Reviewers look for realistic levels of participation sufficient to accomplish the performance target, a strong, logical relationship between the milestones and performance target, and a progression of milestones capable of preparing beneficiaries for the performance target.

Review criteria:
The milestones describe a sequence of knowledge and skills acquisition by service providers, and the changes they make or steps they take that lead—logically and realistically—to the performance target. The milestones describe how project personnel and beneficiaries interact for: 1) Project recruitment, 2) Pre-training engagement, 3) Learning during education program, 4) Engagement to support action, and 5) Verification of actions and changes.

Description of Problem or Opportunity (400 words)

Explain the problem or missed opportunity for farmers that the project will address, the harm or adverse consequences of the problem or missed opportunity, and the causes or hypothesized causes.

Describe the number, type and size of farms where the problem or opportunity occurs, the extent of agricultural production affected by it, and, if available, data about the farmers' needs and interest to address the problem.

Provide references and numerical data to justify claims made in the description. Sources of justification include literature citations, the work of others, surveys of farmers or service providers, census data, etc.

Review criteria:
The problem or opportunity is clearly described, including the type and scale of agriculture affected. The need to address the problem or opportunity is substantial and supported by specific evidence (data). Addressing the problem or opportunity has potential to significantly contribute to the sustainability of agriculture in the Northeast

Solution and Benefits (400 words)

State the solution to the farm problem or missed opportunity that will be the focus of the project's educational efforts.

Explain the expected benefits for farmers from solving the problem or acting on the opportunity.

Explain the expected benefits for agricultural service providers from participating in the project to learn how to help farmers solve the problem.

Provide evidence that supports how and why the solution is expected to be effective. Claims made about the proposed solution must be justified; the same sources listed in the section above may be used.

Review criteria:
The project proposes to teach about a feasible and realistic solution capable of leading to measurable benefits for farmers and increasing the capacity of service providers to help farmers; the likelihood of success is supported with data from previous work.

Beneficiaries, their Needs and Interest in the Project (250 words)

Describe the number and type of agricultural service providers you will recruit as participants, and the total pool, including geographic range, you will recruit from. These should be service providers who are concerned about the problem, in a position to teach or advise farmers, and interested to participate if the project is funded.

Describe the service providers' need for education and their interest to participate in the project to learn and help farmers solve the problem. Statements of need and interest to participate must be justified with specific, numerical data.

Note: Professional Development projects may include farmers as co-learners, instruction partners, and as secondary beneficiaries but agricultural service providers <u>must</u> be the primary beneficiaries.

Review criteria:
The targeted beneficiaries are agricultural service providers; their educational need and interest is clearly described and supported with specific, numerical data.

Education Plan (500 words)

Provide a summary of the proposed plan to teach agricultural service providers and motivate them to teach or advise farmers about the problem and proposed solution. This plan must be realistic, describe content and methods appropriate to engaging the service providers, and be likely to lead to achievement of the performance target.

The education plan must include:

- Methods for recruiting and enrolling agricultural service providers;
- Concepts and curriculum topics in which service providers will increase knowledge and skills, including known challenges to farmer adoption that will be addressed;
- Methods and sequence for instruction to facilitate learning (workshops, demonstrations, webinars, consultations, etc.); and
- Methods for supporting service providers as they learn and as they plan and take actions (post-training contacts by email, phone, in-person; record keeping tools or templates; fact sheets, videos or other instructive materials).

Review criteria:
The education plan clearly describes a credible, effective and achievable approach; educational activities are planned so as to engage the beneficiaries throughout the project; curriculum topics are listed in detail; instruction and support methods are described.

Verification Plan (300 words and attachment)

Describe how and when measurements will be made to verify participants' learning through the milestones and their actions to accomplish the performance target.

The verification plan should include:

a. Data collection methods and tools project leaders will use to collect milestone (learning) and performance target (action) data from service provider beneficiaries;

b. When the data will be collected and/or reported to you by service providers; and

c. Supportive guidance and tools you will provide to service provider beneficiaries to inform them of the performance target, help them record data about actions and results, if appropriate, and be prepared to respond to your requests for data about their follow-up actions.

   Examples of supportive guidance and tools for beneficiaries include:

   - Project introduction or enrollment forms that explain the project focus, scope, and performance target, and that are used to obtain written commitment to participate.
   - Data sheets, templates or checklists where beneficiaries can record data and information about their project activities on paper or online.

Attachment: Upload a draft verification tool with questions that beneficiaries will answer to verify the extent to which they have made the change described in the performance target. You may also upload examples of the tools you will provide to beneficiaries.

Tips and examples for verification are included in the appendix.

Review criteria:
The verification plan describes specific and effective verification tools, methods, and questions for verifying the extent to which milestone learning and the performance target actions are achieved; effective verification guidance and tools for beneficiaries are included. The project allows sufficient time for adoption of new trainings prior to verification of the performance target.

Key Individuals: Coordinator and Cooperators (400 words)

Briefly describe essential team members who will devote significant time to the project, including the project leader (coordinator) and other key individuals (cooperators). Descriptions should demonstrate the ability to manage the project and conduct its activities. Name the individuals, their organizational affiliation, and their primary responsibilities in the project.

If some key individuals have not yet been identified, provide an outline of the potential leadership team. If some key individuals are not yet identified, briefly describe the positions and their duties, without providing names. An acceptable entry might say, "a veterinarian with poultry expertise who works in the target states will assist with curriculum development and instruction on poultry disease prevention and management."

Lastly, name any other organizations, outside of your own, that will be receiving funds requested from SARE to carry out the project, and/or

Review criteria:
The project leader and other key individuals have the capacity and all the necessary skills and experience to conduct the project; the extent of their participation fits the needs of the project.

those contributing significant money, personnel time, facilities, or equipment to the project.

Attachment: Letters of commitment are required from each key individual except the project leader. The letters should indicate that each person understands their role and is ready and willing to participate. Letters should be written by the individual team members, not the project leader.

Do NOT upload any letters of general support from individuals not involved in your project, curricula vitae, or sample promotional materials about your institution.

Project Advisory Committee (350 words)

An advisory committee consisting of at least one farmer and one agricultural service provider (from Extension, NRCS, other federal or state agency, private or non-profit sectors, veterinarian, or other farm advisor) is required. Additional people representing additional affiliations, such as researchers, may also be included on the board.

The project advisory committee is expected to provide input to the project team during proposal development, and periodically throughout the project, in the assessment of service provider and farmer interests, and the design and implementation of the education plan. Advisory board meetings may occur in person or by conference call or webinar.

Provide the names and affiliations of the individuals who will serve on the advisory committee. State how they were engaged for advice during proposal development and how and when you will meet with them throughout the project.

Review criteria:
Advisory committee members are appropriate to the education and outreach to be conducted and include at least one farmer and one agricultural service provider. The committee's input into proposal development and plans for engaging the board during the project are described.

Literature Review (1800 words)

Outline the scientific foundation and merits of your project, and identify and explain the references used to understand the problems, challenges, opportunities and current knowledge associated with the project.

Include only those sources that are most relevant to your project. This section is the place to convince reviewers that there is a body of knowledge that provides a compelling rationale for the project and its approach.

Clearly describe how your project will complement or build on the results of previous efforts. Show that you are informed about previous relevant projects including grants from SARE if they are relevant to your project. The national SARE database of projects (projects.sare.org/search-projects/) contains projects from all four SARE regions and is searchable by state, type of grant, author, and keyword.

Review criteria:
Previous relevant work, including contributions of project key individuals in this subject area where applicable, is described and connected to the proposed work, with citations provided.

Citation list

Provide a list of full citations referenced in the literature review and elsewhere in your proposal in this section. There is no word count, but only list relevant references.

Review criteria:
Citation list provided; relevant references included.

Budget

The budget is an expense plan that provides your best estimate for the expenses you expect to encounter. Itemize all expected expenses and calculate their costs as precisely as possible to show reviewers what funds are needed, and why, to carry out your project.

Review criteria:
Budget items reflect the realistic needs of the project; and the total budget request is appropriate in terms of the magnitude of the project's expected results; all expenses are well justified, and the budget contains no errors.

Even the most persuasive proposal will not be funded if the budget is not clear, is too high or too low for the effort described, or if it includes requests for items not relevant to the proposal narrative, or for items not allowed by SARE.

Complete the budget justification and narrative template first before entering the budget summary information in the online system.

Budget Justification and Narrative Template. Use the Northeast SARE budget justification and narrative template (Excel spreadsheet) provided at: www.northeastsare.org/PDP. Be sure to select a template that matches your project length (i.e., two or three years). Complete descriptions for each item; the template will total categories for each year, as well as an overall project summary. The template must itemize the quantity and per-unit cost of each expense, include a narrative description that explains the need for and use of each expense, and calculate the total cost of each item. Round subtotals to the nearest dollar. Budget categories in the spreadsheet are explained in Appendix B.

The competitiveness of applications is undermined by an inadequately justified budget. For example, if a budget shows expenses of $18,450 for lab tests but provides no number of tests, cost per unit or explanation about these tests (for what purpose, and when and how conducted), the justification is inadequate. If the total of itemized expenses does not sum to the amount requested in the budget, the amount is not properly justified. If an item is requested without any detail as to why it is needed or how it is related to the project, the budget is not properly justified. This level of detail is required by USDA/NIFA and the University of Vermont. It also shows reviewers you have carefully considered the funding needed for your project.

A budget justification and narrative template is required for each institution that will receive funds through a subcontract. The completed template will be uploaded as an Excel file (.xls or .xlsx) to the online submission.

Budget Summary. Once the budget justification and narrative template is complete, enter the summed subtotals for each budget category from the template into the budget summary form on the online submission. Individual line item expenses are not needed in the budget summary. Only include the major categories from the template (personnel salaries and wages, personnel fringe, materials and supplies, travel, printing and publications, other direct costs, and indirect costs if applicable) and make sure that the subtotal costs in the budget summary matches the subtotals in the budget template(s). Round the subtotals to the nearest dollar; the online submission does not accept trailing decimals.

You will be prompted to enter a budget summary for each year of your project if it is multiyear, and for each subcontracting institution if it is a multi-institution project. The number of years selected on the cover page for project duration activates the forms for multiple years; listing collaborating institutions that will be paid via a subcontract activates budget forms for each institution. If there are subcontracting institutions, enter that information first in the online system before entering the lead institution budget.

References

Provide three references of those who know your professional capabilities and work. Include complete contact information. References may be contacted if your proposal is a finalist and the review panel requests this step.

Required Documents

Applications with missing or incomplete required documents will not advance to grant review so be sure they are attached to your application.

Attachments

All proposal components should be entered into the online application system--including the required uploaded attachments listed below--on or before the **October 30, 2018**.

1. **Budget Justification and Narrative Template** (Excel spreadsheet saved as an .xls or .xlsx file, titled "budget")
2. **Supporting Documents** as follows (saved as a single PDF, titled "supportdocs"):
    - Draft performance target verification questions, and
    - Letters of commitment from key individuals (other than the project leader)

Proposal with Signed Cover Page

Please send a copy of the proposal that includes the cover page with all required signatures as an e-mail attachment to Northeast SARE at northeastsare@uvm.edu no later than **November 14, 2018**. Without this documentation, the proposal cannot move through the review process.

Selected Applications

If the Northeast SARE Administrative Council selects your project for funding, you may expect the following.

Notification

The Northeast SARE Administrative Council will select applications for funding in late February 2019 and Northeast SARE staff will notify applicants of the status of their applications on February 22, 2019.

Contracting and Disbursement of Funds

The Sponsored Programs Office or Authorized Representative of the grant recipient will receive a Subcontract Agreement from the University of Vermont, the host institution for Northeast SARE. Funds are to be used exclusively for the proposed project, subject to the restrictions outlined in "Use of Funds." Funds are released on a reimbursement basis to the institution in response to invoices from the institution's financial office. Northeast SARE will hold the last 10 percent of the award until the final project report has been received and approved.

IRB Documentation

If your project is funded and involves human research subjects, SARE will need a completed approval document from your institution's Institutional Review Board (IRB) for Protection of Human Subjects in Research.

Acknowledging SARE

Grantees are required to acknowledge Northeast SARE as the funding source in all project publications and outreach materials.

Required Reporting

Northeast SARE requires annual progress reports and a comprehensive final report for all projects. All reports will be submitted in our online system using our reporting template. Reports should describe the progress made on the project, detail the findings observed, and document any outputs and impacts. All outreach and educational activities should be reported as well as any measured changes in knowledge or awareness, attitudes and opinions, and/or the adoption of new practices. Products and educational tools should be added to the report as attachments. Reports may also use photographs to help document and promote the project.

Progress reports are due each December 31 and final reports are due within 60 days of the project's end date. The final report should include full, detailed results of the project that were defined in the application, regardless of pending or published journal article submissions. Also at the close of projects SARE asks for contact information of 8-12 project participants whom SARE may contact in the future for program evaluation.

To strengthen your proposal and to understand further what you will be asked to report on if you are awarded a grant, please look at the performance indicators in Grantee Reporting and SARE Post-Project Evaluation (appendix B). This table lists information you will be asked to report during the project and items SARE may assess two to four years after the project's completion. To be eligible for funding, it is not necessary that your project include results under all of the performance indicators. For more information on what SARE hopes its project investments will achieve, please review the SARE Logic Models at: www.northeastsare.org/About-Us/SARE-logic-models.

Resources

The following resources may help you as plan and write your application.

- To learn about all projects funded to date by the SARE program, visit the national reporting site at: projects.sare.org/search-projects/ . You may search the database by region, state, project type, year, commodities and practices addressed, as well as by keywords.
- The Alternative Farming Systems Information Center (AFSIC) at the National Agricultural Library specializes in identifying resources about sustainable food systems and practices: www.nal.usda.gov/afsic. Information specialists can share resources and search techniques that may be relevant to your application. Contact AFSIC via the web, email at: afsic@nal.usda.gov, or phone: 301-504-6559.

Appendix A: Examples of Proposal Sections

The following examples are meant to be used for illustrative purposes only.

Example of Abstract

Problem and Justification: USDA/ERS data show that farmers' share of consumer food spending declined over the last 30 years. The average farmers' share of every food dollar spent today is 20 cents, with processing, distribution, marketing and retailing accounting for the remaining 80 cents. In addition, a 2005 USDA study estimated that less than 7% of every food dollar spent remains in the local community. Adding value to farm products can help farmers garner a larger share of food dollars, dollars that often remain in the local economy, and increase the availability of locally produced foods. The benefits to farmers from adding value to farm products can be substantial. Net returns on direct-sale value added meat products can be greater than $1.50/lb, and price premiums for value-added fruit and vegetable products can range from $1.00 to $20.00/lb. A 2009 survey of 500 Maryland farmers found that 171 of 380 respondents were interested in learning about value-added product options that would allow them to increase profit margins by garnering a larger share of the food dollar.

Beneficiary Audience, Solution and Approach: Agricultural service providers need education to prepare to advise farmers about how to plan value-added businesses and evaluate their economic potential. In a 2010 survey of 155 Maryland agricultural service providers, 108 of 120 respondents stated they received requests for information concerning value-added farm products, but only 30 were confident or very confident about teaching farmers how to analyze their options on this topic. This project will engage Maryland extension educators, USDA, and Department of Agricultural personnel, and other agricultural service providers in a comprehensive education program about business planning for value-added farm products. Through a series of four webinars, a 1.5-day workshop, and one-on-one consultations, this project will equip beneficiaries with the knowledge, skills, tools, and confidence to educate and advise farmers on how to plan for a value-added business. The farmers they teach will then be equipped to decide whether or not to launch a value-added enterprise and to successfully manage and market their products. Farmers participating as co-learners in the project will develop production, marketing, and financial plans for their new farm products through a facilitated, supportive process.

Performance Target: 20 agricultural service providers consult intensively about value-added business planning with 35 farmers interested in value-added products; 25 of the farmers who receive intensive consultations complete business plans for a value-added product.

Example of Performance Targets

Note: Examples 2 and 3 each contain additional descriptors of the scale of influence of the beneficiaries' programs, i.e. the number of acres the farmers manage and the number of sheep they raise.

Example 1: For the value added business planning project that continues in remaining sections.
Performance target for service providers:
20 agricultural service providers consult intensively about value-added business planning with 35 farmers interested in value-added products.

Optional performance target for farmers:
25 of the farmers who receive intensive consultations complete business plans for a value-added product.

Example 2
Twenty agricultural service providers develop and conduct education programs about techniques, benefits, and challenges of planting cover crops in fields harvested for corn silage with 250 dairy farmers who cultivate 18,000 acres of corn for silage.

Example 3
Eight agricultural service providers deliver education programs about the FAMACHA system of barber pole parasite management to 320 sheep farmers who raise 6,000 sheep.

Example of Milestones

See the example milestones below leading to a performance target with types of interaction indicated in bold. The interaction types are included here for your guidance and would not be included (not required) in the preproposal.

Recruitment to participate	1. 200 service providers receive project announcement and invitation to apply for enrollment in the value-added business planning education program. December 2014
Pre-training engagement	2. 60 service providers respond to invitation and complete an application and baseline assessment survey about their current level of knowledge and learning needs. January 2015 3. 30 service providers are accepted into the project and agree to recruit two or more farmer co-learners. January 2015
Learning through education program	4. 25 service providers and 50 farmer co-learners attend first webinar about market assessment and learn about identifying potential customers and sales regions and how to determine product demand and specifications. March 2015 5. The 25 service providers and 50 farmer co-learners attend the remaining 3 webinar modules and learn about product development; market competition and positioning; and financial analysis and projections. September 2015 6. 20 of the service providers and 35 of the farmers attend the one-and-a-half-day workshop where they apply case studies to learn how to use business planning worksheets January 2016
Engagement to support follow-up action	7. 20 service providers receive a comprehensive teaching resources kit including workshop/seminar outlines, lecture slides, teaching case studies, market planning workbooks, and verification surveys for use in their work with farmers. February 2016 8. 20 service providers request and receive telephone, e-mail, or in-person support from the project team as they continue working with farmers on development of value-added marketing plans. Ongoing through December 2016
Verification of actions or changes	9. 20 service providers respond to verification survey or interview request and report on their actions advising farmers and on farmers' progress towards marketing plan completion. March 2017
Performance target	**Performance target for service providers:** 20 agricultural service providers consult intensively about value-added business planning with 35 farmers interested in value-added products. **Optional performance target for farmers:** 25 of the farmers who receive intensive consultations complete business plans for a value-added product. *Note: The performance target does <u>not</u> need to be included in the proposal milestones. It is provided here for reference only.*

Note about milestones:

The participation numbers established in the milestones are not a guarantee, but an informed estimate of participation and engagement. They will also become goals, because to reach the performance target, sufficient participation and engagement throughout the project is needed.

The milestones serve as a useful planning tool and implementation guide for the project team as outline sequentially how the beneficiaries will interact with the team's planned recruitment, education, support and verification activities. Milestones also provide reviewers with a comprehensive outline of the project from the agricultural service providers' perspective, showing good connection between the proposed activities and beneficiary learning and action. Reviewers gain confidence in a proposal when they can see a clear and logical outline that shows how the project intends to accomplish its objectives.

Milestones can also serve as a guide for verifying whether the project is reaching participation and learning goals. Routine milestone verification during the project should capture contact information and relevant demographics of beneficiaries, assess participation levels, and gauge the effectiveness of the project's efforts to help beneficiaries reach their learning and skill milestones. If the milestones are not achieved with the expected number of participants, then course corrections are needed if the performance target is to be met.

Example of Problem or Opportunity Statement

Note: The numbers in parentheses point to a specific item in the citation list.

US consumers spend more than $650 million on food annually, yet US farmers' share of each dollar spent on food has declined. Farm value of food products fell from 30 cents/dollar in 1980 to 20 cents in 2000. Processing, distribution, marketing and retailing comprise the remainder of the food dollar (1). Also, because most food consumed today is purchased at supermarkets, a 2005 USDA analysis estimates that less than 7% of every food dollar remains in the local community (2). Finding ways to garner a larger share of the food dollar is a challenge for the region's farmers.

Adding value to farm products is one approach that can increase farm profits. Data from a 2006 study (5) showed direct sales of value-added (portioned and packaged) beef and lamb products garnered a $2.75/lb premium on average over wholesale meat prices. Factoring in processing, transportation and marketing costs, the average increased profit margin was still greater than $1.50/lb. Value-added fruit and vegetable products, including such items as pies, jams, salsas, chutneys and pesto, netted per pound sale prices that were $2 to $20 higher than raw product prices. Even simple value-added processes such as pitting cherries, drying herbs, and braiding garlic added an extra $1 to $5 per pound. Marketing data provides evidence of strong market potential for more local sales of value-added foods. US retail sales of specialty foods totaled $48 billion in 2009, with the Mid-Atlantic region purchasing the largest share of these products in the country (4).

Extent of the problem or opportunity: There are more than 10,000 farmers in Maryland and more than 160 farmers' markets throughout the state. The Maryland Department of Agriculture is also actively promoting farm to school food sales. Many Maryland farmers from all sectors of agriculture have the potential to benefit from adding value to farm products to increase their profit margins. A survey of 500 dairy, beef, sheep, fruit and vegetable farmers conducted at multiple extension meetings throughout Maryland in 2009 found evidence that farmers are interested in adding value to increase profit. Of 380 survey respondents, 171 farmers indicated interest in making and marketing a value-added product to increase revenue and profit margin, but only 14 thought they had enough business knowledge to take this step. However, 130 of the 171 potentially interested farmers expressed a desire to learn more about value-added product options for their farms. The potential economic opportunities and farmer interest point to an educational need both for farmers and the agricultural service provides who advise them.

Example of Solution and Benefits Statement

Proposed solution: This project will engage Maryland agricultural service providers in a comprehensive education program about business planning for value-added farm products so they can become better able to meet farmers' needs for assistance. This education program will address key steps in the business planning process, from market assessment and product development through marketing, financial projections and economic analysis of costs and returns.

Benefits for agricultural service providers: The project will equip the service providers with the knowledge, skills, tools, and confidence to teach and advise farmers who want to add value to one or more of their farm products. As a result of their participation, agricultural service providers will become knowledgeable to teach farmers how to gather information to answer essential questions about value-added business planning such as:

What markets are available to me and what are the demands of these markets?

How will I develop a product that meets market demands and fits farm and family resources and needs?

Where and how will I market the product and how will the market know I have what it wants?

What will it cost to make the product and at what price and volume of sales will I make a profit?

As the agricultural service providers build their skills, they will be more confident and better able to help farmers assess markets, make business plans, and know appropriate questions to ask and where to find answers.

Benefits for farmers: The potential benefit to farmers from adding value to farm products can be substantial as shown by the data above, but farmers' level of skill and confidence to pursue value-added business opportunities is low. Farmers who learn from the trained service providers will be better able to identify value-added products that may be appropriate for their farm and family situation, understand processing requirements and facility needs, and make sound decisions about whether to launch a value-added product business, and if they decide to launch a product—how to make that product successful.

Example Description of Beneficiaries, their Needs and Interest in the Project

Description of beneficiaries: The primary beneficiaries will be 30 extension educators, department of agriculture personnel, and representatives from the agricultural business and non-profit community organizations in Maryland who work with dairy, fruit, vegetable, and livestock farmers. There are a total of 100 extension personnel in the state who work directly with producers, approximately 50 additional personnel in the state's agriculture and economic development departments that do so, and we have a list of 25 agricultural non-profits and agricultural businesses in the state. We estimate there are 200 agricultural service providers who may have interest in applying to participate that we will reach with project recruitment information. Educators and advisors who work with all types of farmers will be recruited as the marketing principles can be applied to all types of food products.

Beneficiaries' needs and interest in the project: To discover if Maryland agricultural service providers had a need and interest to learn about value-added business development and provide assistance to farmers, 125 extension educators, department of agriculture, and USDA personnel were surveyed in 2010. Eighty of 105 respondents considered new enterprise development and value-added marketing to be high priorities for their farmer clients, but only 20 rated themselves as confident to teach and advise farmers about how to develop value-added products, and analyze their economic viability. 68 of the 105 respondents replied they were interested or very interested in attending educational programs about value-added product development and business planning to become better able to respond to their clients' needs.

Example of Education Plan

Recruitment: The agricultural service providers who participated in the 2010 needs assessment survey will be invited by email and regular mail to submit an application to participate in this project; additional agricultural service providers will be invited to apply through extension and organizational newsletters, e-mail and postcards. Applicants will be requested to complete an online baseline assessment about their current knowledge and skills and learning needs, and indicate their commitment to the project learning goals and performance target.

Instructional methods: The education program will combine a series of four webinars, presented approximately one month apart, and a follow-up 1.5-day workshop to teach about value-added business planning. The service providers will identify two or more farmers who are interested in exploring value-added products to attend the webinars with them. After attending the webinar series, the agricultural service providers will convene for the 1.5-day workshop where, using case studies, they will acquire hands-on practice completing the worksheets discussed in the webinars. After the in-depth training each service provider agrees to conduct one-on-one business planning sessions with the farmers who attended the webinars with them or with other identified farmers. This approach will increase the service providers' knowledge about market analysis, product development, marketing, business planning and financial analysis of value-added products, and build their skills and confidence to help farmers take the necessary steps for successful product launches. In addition, farmers who join the project as co-learners will have the opportunity to develop a business plan for their farm in a facilitated and supportive environment.

Curriculum topics: As a result of participating in the project, service providers will increase their knowledge and skills in these areas:

- Market assessment including identifying potential customers and sales areas; assessing product demand and specifications. (use of market analysis and assessment worksheets.)
- Product development including determining product feasibility: on and off-farm production and management requirements; financial, personal, and family characteristics. (use of product development, cost of production, and enterprise budget worksheets.)
- Market competition and positioning including choosing best-fit market outlets including direct sales, internet sales, regional, and wholesale channels; developing a positioning statement and pricing strategy. (use of positioning, competition, and pricing worksheets)
- Financial analysis and projections integrating information from market analysis, product development requirements, and marketing and pricing strategies into a comprehensive financial analysis, including projections for growth and profit.

Beneficiary support: Service providers receive a compilation of resource information from the webinars, the business planning worksheets and instructions for use during their one-on-one business planning sessions with the interested farmers. The project team will provide support for the service providers throughout their one-on-one planning work via monthly conference calls, e-mail, and in-person assistance when requested. Lecture slides, teaching case studies, and business planning worksheets will also be compiled into a comprehensive teaching resource for agricultural service providers to use in future educational activities with additional farmers.

Example of Verification Plan

Project leader methods: Beneficiary contact lists will be maintained and updated throughout the project. Beneficiaries will be informed of project goals and the performance target at the beginning and throughout the project. The processes to verify the project's usefulness to them in terms of their learning and new actions will be explained at workshops and field days. Questionnaires will be used at all learning events to assess participant learning and skill development, and identify areas where more education and support are desired. Final project verification will be conducted using online and mailed surveys and interviews. Follow-up e-mails and phone calls will help ensure collection of data. The surveys and request for interviews will be sent to all beneficiaries in the last 3 months after the beneficiaries have completed their one-on-one sessions with farmers and their educational programs with farmers.

Verification supports for beneficiaries: Beneficiaries will receive the following tools and supports for verification:

- A handout with project description and explanation of goals and benefits for use with farmers.

- Forms and a spreadsheet for recording contact and demographic information for the farmers they consult with throughout the project. These tools will allow recording of information similar to that which will be requested in verification follow-up.

The project team will request updates about the service providers' follow-up actions and extend offers of support with project verification at three- and six-month intervals after final workshop via e-mail or conference call. Information from the beneficiaries' recording forms will be requested via the final project survey questions, and copies of the records will also be requested.

Draft questions to verify the performance target (would be uploaded as an attachment)

Consider these possible verification questions for the example value-added project performance targets for service providers and farmers:

> 20 agricultural service providers consult intensively about value-added business planning with 35 farmers interested in value-added products.
>
> 25 of the farmers who receive intensive consultations complete business plans for a value-added product.

Please answer the following questions about your educational activities conducted since the conclusion of the SARE value-added project's formal training activities:

1. How many farmers have you consulted extensively with about value-added planning and marketing? _____________

2. For each farmer you consulted with, please provide the information requested in the chart below.

Farmer	Main crop and/or livestock enterprises	Product or product type planning was for	Worksheets used / completed?	Business plan for value-added product developed?	Other decisions made or actions taken by farmer?
1.					
2.					
3.					
4.					

3. Besides the one-on-one market planning sessions, please indicate below is you have conducted any educational activities or services for farmers about value-added business planning as a result of your participation in this project:

If you check a box, please add:	How many of each activity you conducted	How many farmers you reached as a result
Workshop		
Meeting		
Presentation		
Webinar		
Fact sheet or other technical resource		
Article (print or web-based)		
Other (please specify)		

4. Do you have any comments or suggestions about the benefits and challenges of the business and market planning process and tools you used with farmer?

5. Do you have any additional comments or suggestions about this project that you wish to share?

***Notes**: The information requested here could also be included in a recordkeeping template similar in format to questions 2 and 3 provided to the agricultural service providers at project training workshops for use throughout the project. This way, their educational efforts and outcomes could be recorded in* *real time. Verification would then involve collecting their recorded information after the project and during interim check-ins during the project.*

It's useful to include some open-ended questions like numbers 4 and 5 as they often contain important and even surprising information. If the final evaluation will be conducted by telephone, it is sound methodology to use an interview protocol to ask specific, fixed questions and also give each participant a chance to speak freely about the project. Unexpected outcomes can be interesting and often very gratifying, and the best way to learn about them is to listen actively to unstructured responses. It may sometimes be advisable to have a third party conduct these interviews to avoid bias as much as possible.

For additional examples, tips and Tools for Northeast SARE project verification, please see our Project Verification Planning Guide at: www.northeastsare.org/PDP.

Example of Key Individuals: Coordinator and Cooperators

Project leader: Dr. Selena Garcia, the project leader, is a Delta University Extension specialist with 20 years of experience working with family farm businesses to improve their recordkeeping and business planning skills. Dr. Garcia has also organized workshops for agricultural service providers on similar topics.

Key individuals: Darnell Jones is a marketing specialist who works with the non-profit Maryland Entrepreneur Institute, an organization that provides business and market planning support to small business entrepreneurs. Darnell will help develop the educational curriculum and planning tools, and provide instruction.

Lia Nguyen is an Extension educator with advanced training and experience in food safety practices and regulations; Lia will provide instruction and support related to food safety considerations.

Appendix B. Explanation of Budget Categories and Items to Include

Personnel Costs

Personnel costs include those for the project leader, student wages, support staff or other hired labor. These must be shown as either an hourly rate multiplied by the anticipated time needed to complete the project or as a percentage of FTE at a given salary. There is also a separate line in the personnel section for fringe benefits.

Only people employed by the recipient organization should be listed in this category. If people outside your institution will be paid to work on the project, they should be listed under "Other Direct Costs" (categorized as "Speaker/Trainer Fees," "Consultants," or "Services") or "Subcontracts/Subawards."

Non-Personnel Costs

Non-personnel expense categories include: materials and supplies, travel, publications/printing, and other direct costs (communications, photocopying, speaker/trainer fees, consultants, services, conferences/meetings/workshops, trainee support, off-site office rental, purchase of equipment, rental of equipment or land-use charges, and other/miscellaneous). Under each category, name each expense, provide narrative justifications of the expense, and provide information on units, quantities, and per unit costs.

Materials and Supplies

This section is for items that are specific to the project and have a reasonable useful life of less than three years. Supplies can include items such as office supplies, project-specific software, specialized tools, measuring devices, and other materials that will be used and used up during the course of the project. Again, be specific, for example:

Mapping software to collect, store and visualize project field data = $420

Paper for in-house project flyers and workshop handouts. 10 reams x $2.60 each = $26

Travel

Specify the purpose of the trip and include who is traveling, the destination, and expenses per trip. When requesting funds for travel by car, use the mileage reimbursement rate set by the institution administering the grant. If you are not associated with an institution, then you may use the rate established by the University of Vermont (host of Northeast SARE); this rate is adjusted each year and is currently $0.545 per mile. For auto travel, indicate who is traveling, the destination, number of trips, and total anticipated mileage. For lodging, state the room cost and number of nights. Here are some sample budget lines:

Project staff making 4 trips to cooperating farm, 14 miles each; 56 miles @$0.545/mile = $30.52

Project leader making 1 trip to growers' meeting; 104 miles @$0.545/mile = $56.68

If the budget includes air travel, price your request with the least expensive carrier. Federal regulations require that U.S. carriers be used for international travel. Long-distance trips must clearly be justified as central to the project.

Publications and Printing

This budget category is specific to any publication development costs (editing, design and printing) that the project may incur, including project brochures and educational materials. You may include the cost of developing web-based publications here, but would not include general web hosting or photocopying as these expenses belong in "Other Direct Costs." Show a per-piece cost for any publications you plan to develop. For example:

24-page resource directory, layout and design at $30/hour, 15 hours = $450

Printing at $1.12 each, 1000 pieces = $1,120

Other Direct Costs

This budget category includes: communications, photocopying, speaker/trainer fees, consultants, services, conferences/meetings/workshops, trainee support, off-site office rental, purchase of equipment, rental of equipment or land-use charges, and other/miscellaneous.

Communications costs typically include postage, fax and telephone expenses. Please note that charges for cell phones are not allowable.

For example, if you plan to mail 350 flyers to announce a field day, the line item would read:

> *Postage for 350 field day flyers at $0.50 each = $175*

If you are planning ongoing long-distance telephone contact with cooperators, it is fine to estimate what these will cost. For example:

> *10 hours in-state evening long distance phone calls to cooperating farmers = $ 60*
>
> *4 hours in-state daytime long distance phone calls to project cooperator = $ 45*
>
> *2 conference calls with planning committee @ 1 hour each = $ 72*

Photocopying. If you will make copies over the course of the project, estimate the number of copies needed and the cost per page. You may also estimate your copying costs, based on past experience. For example:

> *500 copies of the bulletin for distribution at field day @ .05 each = $25*
>
> *100 pages a month @ .05 each X 12 months = $60*

Speaker and trainer fees. This section should include the name(s) of speakers and trainers you will use, description of the services they are providing and their fees.

Consultants. If outside entities are hired on a temporary basis to carry out specific tasks, these charges are listed under consultants. Include those receiving stipends or payments for services and their organization or farm, statement of work or description of what will be done to earn the payment, and a breakdown of number of days or hours of service, rate of pay, etc. For example:

> *John Abrahamson, education consultant, assist in organizing and facilitating 4 meetings at $325 each = $1,300*

Farmer collaborators are often paid a stipend, while some institutions process payment for such contributors under consultants. Either is acceptable. SARE strongly feels that farmers should be paid for the time they contribute to a project at a reasonable rate; Northeast SARE compensates farmers who serve on its Administrative Council and review teams a rate of $300 per day. Please note: there is a distinction between paying farmers to contribute to a project (by participating in planning or project evaluation or in the role of a trainer or presenter—these are appropriate and encouraged) versus paying farmers to receive the benefits of training (by attending a workshop or conference as a recipient—here, payment would not be appropriate).

Services. If an outside entity is hired for a specific custom job, it should be listed under services. Provide details of these non-contracted services rendered for the project, including fees or hired payments, purpose and quantities. For example:

> *Darla Adams, WonderMark, precision spraying, 4 applications of fungicide at $300 each = $1,200*

Conferences, meetings, and workshops. Costs of holding project conferences, meetings, and workshops are included in this category. Expense examples include the rental of facilities and equipment for the meeting, signage for field days, fees for guest speakers, and travel and per diem for presenters. Details of costs for each conference or meeting should be itemized and provided in the budget narrative.

Meal expenses may be included in the budget only in situations where providing the meal maintains the continuity of a formal group meeting or educational training, and not offering such a meal would impose inappropriate discomfort for the meeting participants. Conversely, meals may not be charged as project costs when individuals decide to go out for breakfast, lunch or dinner together when no need exists for continuity of a meeting; this kind of activity is considered an entertainment cost.

Note: Costs for project personnel to travel conferences should be included under "Travel" and payments made to or for recipients of these trainings should go under "Trainee Support," see below.

Trainee support. If meals, transportation or lodging are to be paid on behalf of participants who are receiving training as the project beneficiaries, these expenses should be listed as trainee support costs.

Off-site office rental is most often covered under the institution's indirect costs (see below) and would only be applicable if a remote site was specifically needed to carry out the project.

Purchase of equipment or **cost of fabrication.** Fabrication of equipment is only appropriate when a project calls for a piece of equipment to be constructed as an integral part of the project.

Rental of equipment or **land-use charges.** Land-use charges are most typical in field research situations when a rental rate is applied or a research station that has a standard per-acre fee for field plot maintenance.

Other and miscellaneous. If you have a project expense that truly does not fit into any of the above categories, it should be included in this section. Avoid using this budget category for items that really belong somewhere else. Each item must be clearly identified and justified to be allowed. Unidentified, unjustified, and undefined ("etc." or "contingency expense") items are not allowed.

Subcontracts or Subawards

If there is a portion of the project that will be subcontracted out to another institution, list it in this section. List the institution, organization or farm. Provide the subaward leader's name and budget amount. For each subaward, you will need to attach a proposed plan of work and include a spreadsheet of budget detail justification/narrative.

Indirect Costs

USDA currently allows indirect costs. Applicants whose institutions have a negotiated federal indirect cost rate may budget the indirect portion to be up to 10 percent of total funds requested. This is the maximum, a cap on indirect set by USDA on SARE grants. This amount can be estimated as 11.11 percent of the total of direct costs, or more accurately by dividing total direct costs by nine. If you calculate a fractional dollar amount, round down so the amount of indirect remains under 10 percent of the overall total. If the negotiated institutional rate is less, then that lower rate limit applies. If your organization has never had a federally negotiated indirect cost rate, you may request a *de minimis* rate of 10% of modified total direct costs.

Appendix C: Northeast SARE Professional Development Program Grantee Reporting and SARE Post-Project Evaluation

Logic Model Category	Performance Indicators *(When you report you will receive prompts for these indicators)*	Who Collects/When Reported	
		Grantee Collects/ Reports by End of Project	**SARE Collects/ Post Project**
Participants	Number and type of individuals who received training – Extension, NRCS, Agency, Non-Profit, Farmer, Other *(e.g. consultants, industry)*	✓	
Outputs: – Activities – Products	Number and type of educational activities conducted by the project *(workshops, field days, tours, webinars, consultation, etc.)*	✓	
	Number and type of educational products and tools produced by the project *(fact sheets, guides, video, bulletins, web content, computer programs, data bases, decision tools, curricula, etc.)*	✓	
Learning Outcomes	Number of service providers and (optionally) farmers who report changes in KASA *(knowledge, attitudes, skills, awareness)* as a result of participating in project education	✓	
	Number of service provider participants who report intention to use new knowledge and skills and/or incorporate project information in their work with farmers	✓	
Primary Action Outcomes (2-3 year projects)	Number of service provider participants who use new knowledge and skills and/or incorporate information from project in their educational activities, services, information products, tools for farmers	✓	✓
	Number and type of educational activities, services and products conducted/produced by service provider participants *(workshops, field days, tours, webinars, talks, consultations, fact sheets, articles, guides, etc.)*	✓	✓
	Number of farmers reached through service provider participants' educational efforts	✓	✓
	Total amount of production these farmers manage, if known *(a number and appropriate production unit, e.g. acres, animals, sq. ft., product volume/sales)*		
	New professional collaborations as a result of project *(if occurred)*	✓	✓
	SARE grant leveraged another grant *(if occurred)*	✓	✓
Secondary Action Outcomes ***(optional in projects)***	Number of farmers who use information learned to adopt a practice, approach, technology *(including what is adopted)*	✓ Optional in projects	optional
	Number of acres, animals, or other production units affected by farmer adoption *(as an indicator of scale of adoption)*	✓ Optional in projects	optional