



Taking the Mystery Out of Grant Writing

Building Confidence, Acquiring Skills

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Table of Contents

- 2) Key Grant Writing Skills
- 3) Primary Components of an RFA
- 4) Finding Key Elements in a Sample RFA
- 5) Budget Tips
- 6) Links to the OMB Circulars
- 7) Key Points
- 8) Links to Logic Models
- 9) Logic Model Template
- 10) Logic Model Diagram
- 11) Logic Model Exercise
- 12) Active Voice
- 13) Active Voice 2
- 14) Active Voice Exercise
- 15) Checklist for Success
- 16) BRFDPA RFA

Key Grant Writing Skills

➤ Ability to:

1. Follow instructions
 - a. Word limits
 - b. Deadlines
 - c. Complete application materials
2. Understand what the funder/grantor wants
 - a. Determine whether your mission and goals fit what the RFA is asking for.
3. Identify and articulate program outcomes

Abilities to make it easy for the grant review panel...

4. Write to the RFA's evaluation criteria . . .
 - a. Articulate how your project meets the grantors priorities and the RFA's objectives.
5. Communicate a complete picture from beginning to end of what you propose to do with the grantor's money.
 - a. Everything written in the application needs to be consistent,
 1. Work plan leads to outcomes you identify
 2. Expertise to deliver what you've promised has been identified.
6. Write in active voice.
7. Write clearly and concisely.
8. Write a concise summary statement that:
 - a. communicates your project's outcomes;
 - b. includes a very brief action statement addressing each criteria; and
 - c. communicates how your program fits the grantors priorities and objectives. (Provide bold statements for each of the above – include more in depth explanations in your project narrative and/or plan of work).
 - d. identifies briefly your organization's qualifications and capacity to do what the RFA asks;
9. Create effective teams, collaborations, and partnerships

Primary Components of an RFA (Request for Application)

Funding Opportunity Description

- Legislative Authority and Background
- Purpose and Priorities

Award Information

- Available Funding
- Types of Applications
- Project Types

Eligibility Information

- Eligible Applicants
- Cost Sharing or Matching

Application & Submission Information

- Electronic Application Package
- Content & Form of Application Submission
- Submission Dates & Times
- Funding Restrictions
- Other Submission Requirements

Application Review Requirements

- General
- Evaluation Criteria
- Conflicts of Interest and Confidentiality
- Organizational Management Information

Award Administration

- General
- Award Notice
- Administrative and National Policy Requirements
- Expected Program Outputs and Reporting Requirements

Agency Contacts

Other Information

- Access to Review Information
- Use of Funds; Changes
- Confidential Aspects of Applications and Awards
- Regulatory Information
- Definitions

Finding Key Elements in a Sample RFA

Instructions: List the page in the RFA that you found the information.

What is the purpose of this funding opportunity? Page _____

Who is eligible to apply? Page _____

Is cost sharing or matching required? Page _____

When is the proposal due? Page _____

Are there any funding restrictions? Page _____

Budget Tips

- Budget for expenses that are reasonable, necessary, allowable (check OMB Circulars) and allocable (easily identifiable with the project).
- Remember to check the budget restrictions in the RFA.
- Check the RFA for any mandatory meetings requiring travel. Be sure to include in your travel budget.
- If using subcontracts on project, allow extra time for your partner to go through their own institutional process to provide the necessary information.
- Budget Justification
 - Follow the order of the budget
 - Provide detail on how you arrived at your numbers
 - Make sure numbers in your budget justification match the numbers listed on the budget form
 - Justify why the expenses are necessary to the project
- USDA/NIFA provides guidance on budget items in their required budgetary details document:
http://www.csrees.usda.gov/business/awards/budg_det_grant_ee_09.pdf
- On the Research & Related Budget put a place holder pdf document in the budget justification to open up years 2-5.
Caution: Be sure to replace the pdf document with your actual budget justification!

Links to the OMB Circulars

Cost Principles

- A-21
<http://www.whitehouse.gov/omb/circulars/a021/a021.html>
- A-87
<http://www.whitehouse.gov/omb/circulars/a087/a087-all.html>
- A-122
<http://www.whitehouse.gov/omb/circulars/a122/a122.html>

Uniform Administrative Requirements

- A-102
<http://www.whitehouse.gov/omb/circulars/a102/a102.html>

see 7 CFR 3016 for specific requirements
http://www.access.gpo.gov/nara/cfr/waisidx_01/7cfr3016_01.html
- A-110
<http://www.whitehouse.gov/omb/circulars/a110/a110.html>

Audits

- A-133
<http://www.whitehouse.gov/omb/circulars/a133/a133.html>

Key Points

Building Key Relationships

- Within your Organization
- With External Partners

Finding Funding Opportunities

- Grants.gov
- USDA/NIFA
- Foundation Center

Understanding the Request For Application (RFA)

- Read the RFA thoroughly
- Follow the directions
- If in doubt, ask the agency contact/program leader

The Grants.gov Application

- Start early
- Follow Directions
- Have a detail-oriented person review application

Applicable OMB Circulars

- Know which regulations apply to your organization

Links to Logic Models

Logic Model Templates:

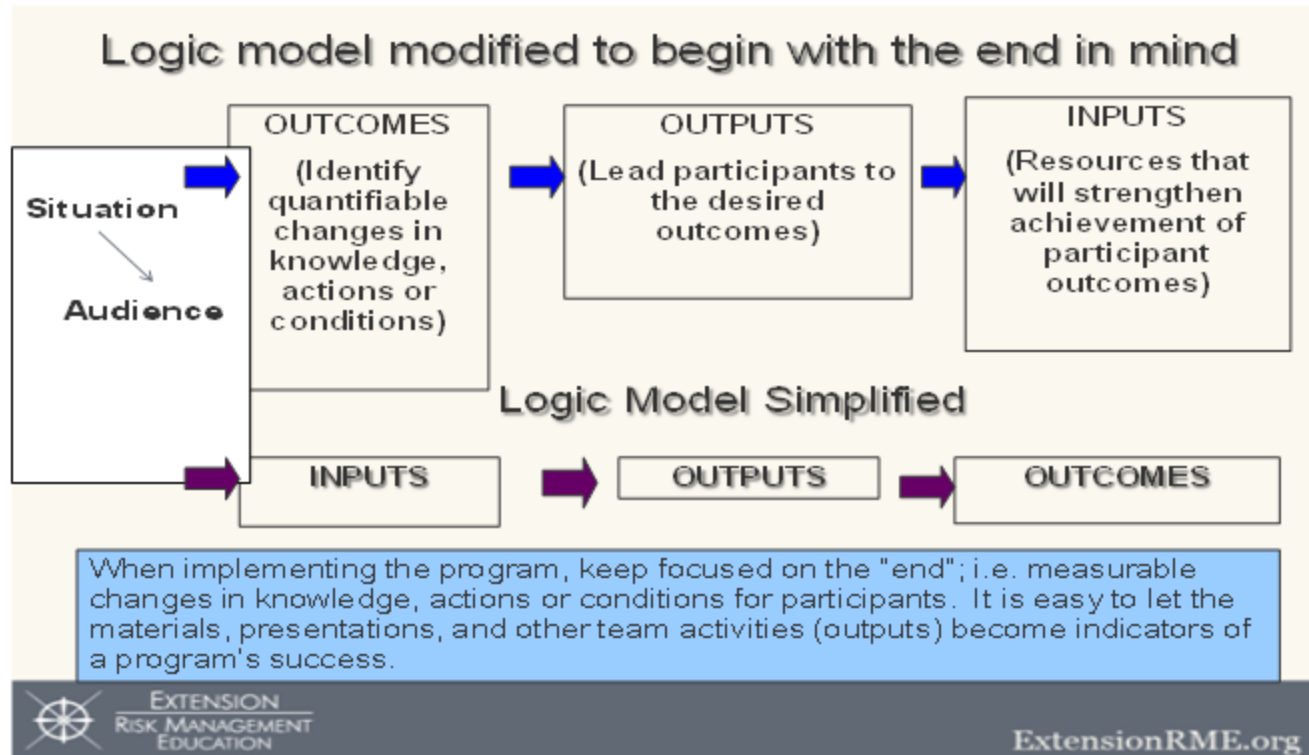
<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html>

Developing a Basic Logic Model for your Program:

<http://www.publichealth.arizona.edu/chwtoolkit/pdfs/logicmod/chapter2.pdf>

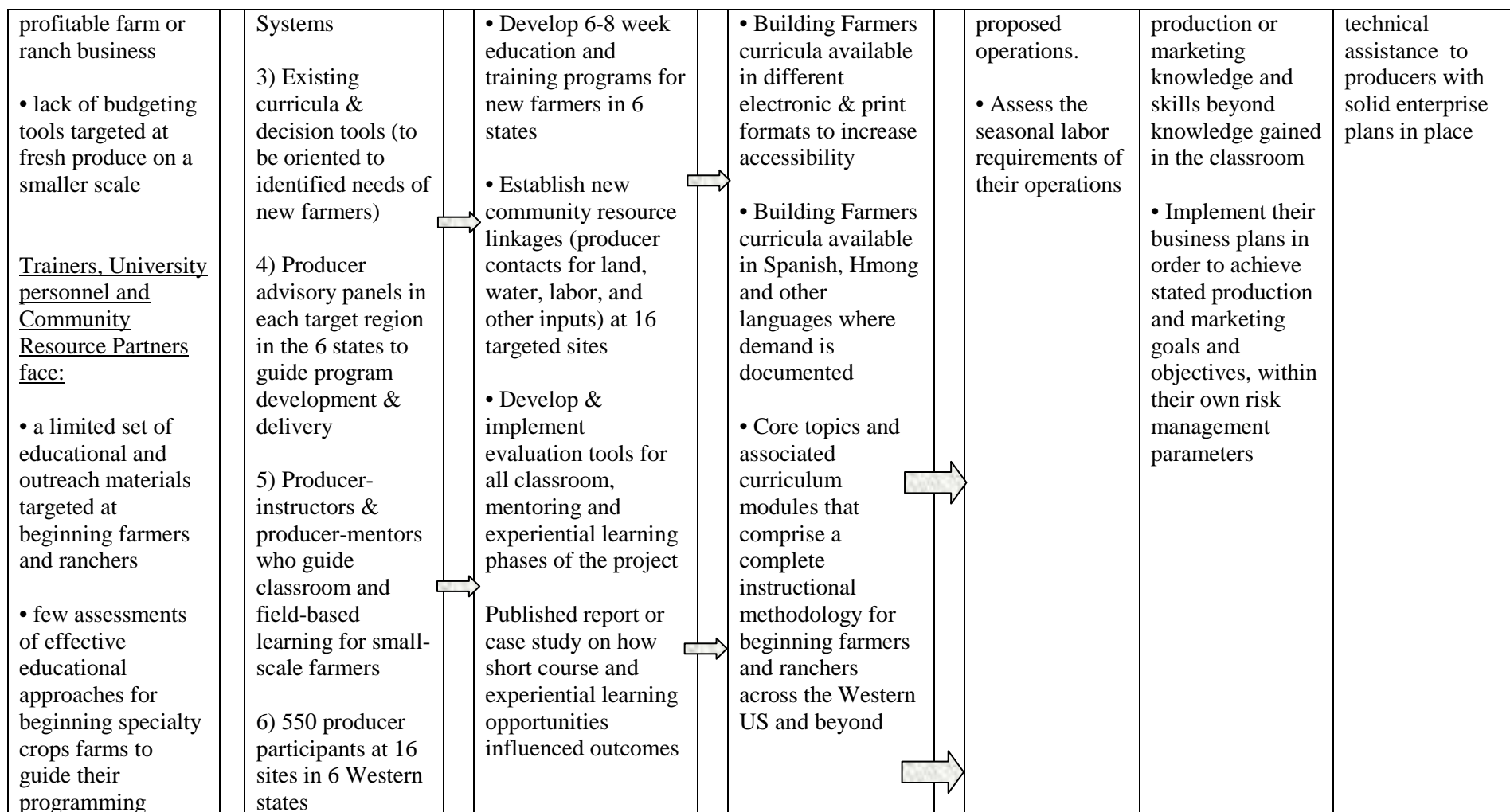
I have become convinced that it makes a considerable difference if you do the outcomes before planning the activities. I definitely advocate doing the outcomes first! I find that people come up with much more effective activities when they do. Use the motto, “plan backward, implement forward.” Beverly Anderson Parsons, WKKF Cluster Evaluator

Logic Model Template



Logic Model for Building Farmers in the West

Situation	Inputs	Activities	Outputs	Outcomes for new & transitioning farmers & ranchers, who will:		
				Knowledge	Actions	Conditions
<p><u>Farmers face:</u></p> <ul style="list-style-type: none"> • emerging yet unfamiliar markets for high-value specialty crops • alternative ag production systems to match consumer interests in new marketing channels • need for additional resources to enter new markets but limited access • linguistic barriers when trying to access information on managing a farm or ranch business (immigrant farmers) • lack of knowledge on developing a strategic plan to manage a sustainable & 	<p>1) Extension faculty & staff from:</p> <ul style="list-style-type: none"> • Washington State University • Colorado State University • University of Idaho • Oregon State University • New Mexico State University • University of Nevada, Reno <p>2) Non-profit farm & ranch, marketing, and local food systems organizations:</p> <ul style="list-style-type: none"> • Farm to Table, • Rocky Mountain Farmers Union, • Healthy Community Food 	<ul style="list-style-type: none"> • Annual meetings and quarterly conference calls among organizations in the 6 states • Research, development & testing of new planning, management and decision tools necessary to produce and market high-value specialty crops for smaller acreages • Format program delivery modules for core and specific regional needs • Enlist peer reviewers (university & partner organizations) for each module. • Establish producer advisory boards in each region 	<ul style="list-style-type: none"> • Building Farmers training programs developed in 16 areas across 6 states that address local input availability and constraints & local marketing opportunities • Mentorship programs in some areas to provide hands-on training for the programs' classroom producer participant • Experiential learning pilot program in Boulder County, CO to extend farmer knowledge & resources, subsequently replicated in 3 other sites outside of Colorado. 	<ul style="list-style-type: none"> • Understand the risks and opportunities associated with the direct and targeted wholesale marketing of output from their operations • Know how to complete baseline records and budgets to link production and marketing decisions • Acquire community business contacts and know how to access local business resources. • Evaluate the availability of inputs for their 	<ul style="list-style-type: none"> • Develop a mission statement and goals and objectives to guide development of their operations • Estimate costs of production for enterprises or whole farm plan • Identify and access their proposed marketing niche, define their customer base and location, and describe proposed marketing venues, channels and partners • Apply for mentorship from established producers in their area who can help deepen their crop 	<ul style="list-style-type: none"> • Information and transactions costs associated with production & marketing of alternative and specialty crops decrease significantly for new farmers • Barriers to entry into new markets are reduced for new farmers • Language is not a barrier in gaining the knowledge, skills, abilities necessary for farming success • Better equipped University and community partners will provide more effective



Logic Model Exercise

1.Situation(s)	3. Inputs	4 (a) Activities	4 (b) Outputs	2.Outcomes for new & beginning farmers & ranchers: identification of changes in knowledge, actions, or conditions		
<p>Identify the <u>situation(s)</u> that your project will help (new and beginning farmers) to address</p>	<p>Resources that go into your program in the way of project team, partners, collaborators, who provide expertise, research, money etc.</p>	<p>What activities will project team and partners engage in? (Meet, develop, enlist, format, e etc.)</p>	<p>Activities that support outputs...(training , workshops, learning modules, curriculum</p>	Knowledge	Actions	Conditions

Writing in Active Voice

Writing in the active voice means constructing sentences where the subject “acts”:

- I threw the ball.
- You are making too much noise.
- Ben will eat popcorn and watch a movie tomorrow evening.

In each of these sentences, the subject (I, You and Ben respectively) performs the action of the verb (threw, making, will watch). **The sentences are punchy, direct and make it clear who’s doing what.**

Writing in the passive voice means constructing sentences where the subject is “passive” – acted upon, rather than agents of action. For many forms of writing, this can create an undesired effect: sentences often become confusing or simply dull.

- The ball was thrown by me.
- Too much noise is being made by you.
- Tomorrow evening, popcorn will be eaten and a movie will be watched by Ben.

In each of these sentences, the subject (“the ball”, “too much noise”, “popcorn” and “a movie”) is being acted upon by the verb. With sentences written in this way, we can even eliminate the agent who is performing this action:

- The ball was thrown.
- Too much noise is being made.
- Tomorrow evening, popcorn will be eaten and a movie will be watched.

These are all perfectly correct sentences, but the reader has the sense that something is missing. Who threw the ball? Who or what is making too much noise? And surely someone’s going to watch that movie and eat that popcorn?

Why is the Active Voice So Important?

If you’ve ever **had a go at creative writing**, you’ll probably have come across the advice to always write in the active voice. This is a good rule of thumb for most pieces of fiction: **sentences in the active voice have energy and directness, both of which will keep your reader turning the pages!**

Sentences written in the active voice are also less wordy than those in the passive voice – and **cutting unnecessary words** always improves a piece of writing, whether it’s fiction or non-fiction.

Students writing academic essays can sometimes tie themselves in knots trying to make sentences sound “formal” – which often (mistakenly) is taken to mean putting a sentence in the passive voice.

Here’s an example (thanks to the **UVic Writers’ Guide**):

- “The theme that was most dealt with by the 16th Century poets was . . .”

This could be rewritten in the active voice as:

- “The 16th Century poets most often dealt with the theme of . . .”

This sentence is shorter, to the point, and the reader is less likely to switch off half-way through. It is just as “formal” and academically correct as the first one, but makes for a better piece of writing by being snappier.

How to Get Starting Using the Active Voice

Take a piece of writing that you've produced, and go through working out if each sentence is in the active or the passive voice. One clue to look out for when searching for sentences in the passive voice is the use of "was":

- "The theme that was most dealt with by the 16th Century poets..."
- "His death was regretted."

(Though note not all sentences using "was" are passive: "*I was riding my bike*" is active, "*My bike was being ridden by me*" is passive.)

Another clue is the use of "by" when referring to who did something:

- "The report was written by me."
- "All of the mistakes were made by him."

Once you've identified the passive sentences in your work, try rewriting each in the active voice. Do you think it makes a difference? If you've changed a lot of the sentences, read the whole piece through from start to finish – has the overall feel or tone changed? Take a word count of the original and the new version: how many words have you been able to cut?

If you get stuck, pop into the [Daily Writing Tips forums](#) and post the paragraph or sentences that you're struggling with!

Tips and Tricks for Using the Active Voice

Use the active voice when you want your writing to be simple, direct, clear and easy to read. If you're not very confident about your writing, using the active voice can be an easy way to improve a dull or lifeless piece of prose.

However, don't make the mistake of thinking that you always need to use the active voice.

Sometimes, it's perfectly appropriate to phrase a sentence in the passive voice: just be aware that you're doing this, and make sure you know why.

For example, **using the passive voice can be an excellent way to avoid assigning responsibility for a job or problem.** Sometimes this can be a useful and tactful way to phrase things in business writing:

"Mistakes were made."

"The files will be sent as soon as possible."

"All our records have been lost."

In *Elements of Style* <http://www.bartleby.com/141/strunk5.html>, Strunk gives the rule "Use the active voice" but admits that:

This rule does not, of course, mean that the writer should entirely discard the passive voice, which is frequently convenient and sometimes necessary.

- The dramatists of the Restoration are little esteemed to-day.
- Modern readers have little esteem for the dramatists of the Restoration.

The first would be the right form in a paragraph on the dramatists of the Restoration; the second, in a paragraph on the tastes of modern readers. The need of making a particular word the subject of the sentence will often, as in these examples, determine which voice is to be used.

At school and university, many people are taught not to use “I” in scientific or academic writing. (Modern stylistic advice does not generally prohibit using “I” in this way, but it’s a good idea to check your institution’s guidelines.) Using the passive voice does allow you to avoid the agent performing the action, for example:

- “I performed an experiment to test the rate of the reaction.” (*active*)

can be rewritten as:

- “An experiment was performed to test the rate of the reaction.” (*passive*).

In general, though, make sure the majority of your sentences are in the **active voice**: your writing will be livelier and more engaging, encouraging your readers to keep going.

Source: Daily Writing Tips Forum: <http://www.dailywritingtips.com/active-voice/>

Active voice

Big Brother is watching you. *George Orwell*

Orwell

They paved paradise and put up a parking lot. *Joni Mitchell*

Mitchell

I shot the sheriff. *Bob Marley*

Our fathers brought forth on this continent a new nation. *Abraham Lincoln*

Passive voice

You are being watched by Big Brother

Paradise was paved and a parking lot put up.

The sheriff was shot by me.

A new nation was brought forth on this continent by our fathers.

On writing in the active voice

By Jean Colley

November 14, 2002

Why write in the active voice? When you write in the active voice, you write more clearly and more vigorously than you do in the passive voice. The quotes above are memorable in part because they are in the active voice. The active voice is perfectly appropriate for business reports, memos and letters as well as speeches and songs.

What *is* the active voice? It's a form of sentence construction. In the most basic sentence, active-voice construction is: subject -verb -direct object. The subject "acts" on a direct object. Put another way, in the active voice you identify an "actor" (for instance, a person or organization) and what the action is.

What is the passive voice? In the passive voice, the subject is acted upon. Typically, the passive voice uses a verb phrase of the verb *to be** plus *by*. Many writers, however, drop the "by" in the passive voice-so the reader does not know for sure who or what the actor is. These are examples: Seniors are covered . . . Medicines are distributed . . . Prices were increased . . . Candles are being lit . . . Songs were sung . . . You can mentally insert "by" to double check that these sentences are in the passive voice. "Medicines are distributed by the United Nations." "Prices were increased by the health care insurers."

Should I try always to write in the active voice? No. You may have good reasons to highlight the object of the sentence and to de-emphasize the actor. For example, you may want to avoid assigning credit or blame. But think hard about writing sentences like this: Mistakes were made. Although it may be a little scary to point out the person or organization responsible, obscuring the actor may not really serve your purposes, either.

Nonetheless, too much of anything-even the active voice-becomes boring. You can certainly use the passive voice to vary the cadence or rhythm of a paragraph. Overall, though, you serve your readers better with the active voice, because it is clearer.

How can I unleash my active voice? Once you become adept at recognizing the passive voice, it's pretty easy to convert a sentence to the active voice. Here's how to recognize and convert:

- First, look for a verb phrase containing a form of the verb *to be** plus the word *by*. If the actual word *by* isn't present, try to mentally insert it. "Seniors *are* covered." . . . "Seniors are covered *by*. . ."
- Second, identify the verb before *by*. In our example, that verb is "covered." A form of "covered" will become the active verb in the new sentence.
- Third, ask "covered by *what?* or covered by *whom?*" In this example, the answer is Medicare. Medicare becomes the subject of the new sentence in the active voice: Medicare covers seniors.

This exercise will seem tedious at first, but it gets much easier with practice.

Wouldn't it be easier to learn by example? For many people, yes. To help you learn to convert from passive to active, I offer the following examples from work I've edited over the last year. The examples range from simple to complex.

Passive—A decision was made by the committee to proceed.

Active—The committee made a decision to proceed.

You could have also written: The committee decided to proceed. A little tighter, a little more to the point.

Passive—In this multi-center clinical study, 38 highly symptomatic patients with drug-refractory gastroparesis were enrolled by the researchers.

The person who wrote this sentence might argue that the emphasis should be on the patients.

I think most readers will find the active voice (just below) easier to understand.

Active—In this multi-center clinical study, researchers enrolled 38 highly symptomatic patients with drug-refractory gastroparesis.

Passive—The vomiting and nausea frequency as well as the gastric emptying were measured at 3, 6, and 12 months after permanent implantation of the percutaneous electrodes.

Active—After permanently implanting the percutaneous electrodes, we measured vomiting and nausea frequency as well as gastric emptying at 3, 6, and 12 months.

Passive—Significant thought has been given to life-sustaining treatment, and patient preferences have been communicated to his/her physician and/or health care providers.

Active--The patient has given significant thought to life-sustaining treatment and has communicated her preferences to her physician and other health care providers.

Passive—Any section not completed indicates full treatment for that section.

Active—If the physician does not complete a section, she will provide full treatment for that section.

In the previous two examples, the passive-voice originals are so unclear that the active-voice conversions may or may not convey what the writer actually had in mind.

Passive—Additional funding can be identified through reductions in other government spending, increased Medicare taxes and in continuous improvement of care delivery processes. Similar adjustments must be made on the state level to provide access to better basic health care services for the disadvantaged.

Active—Congress could free up additional funding by reducing other government spending,

increasing Medicare taxes and promoting continuous improvement of care delivery processes. Lawmakers at the state level must make similar adjustments to provide access to better basic health care services for the disadvantaged.

Passive—Completion of this process by the nurse will allow him to have greater success and stability in the new role.

This sentence is tricky. Before converting to the active voice, I had to try to figure out what the writer had in mind. I first edited it this way: "This process, completed by the nurse, will allow him to have greater success and stability in the new role," Not a very good sentence, but I was honing in on the nurse and completing a process. Then, I converted to the active voice (with a few additional tweaks).

Active—Once the nurse completes this process, he'll be more successful and more stable in his new role.

In intermediate edit, note how I've transformed the noun "completion" into the verb "completed." As you edit your own work, look for verbs hiding in nouns ending in tion, ion, ance, ment, ent, iency and ility and try to convert them to verbs. Intention: intend. Resistance: resist. Discernment: discern.

Passive—These planning steps will need to be adjusted to reflect many of the decisions that are necessary for employers to make in order to address specific organizational and regulatory requirements that are likely to apply in your situation and jurisdiction.

Active—Employers will need to adjust these planning steps to reflect organizational and regulatory requirements that apply specifically to them.

Passive—Community-wide application of preventive interventions is likely to be necessary to reduce and stabilize the growing burden of chronic disease and conditions that affect the citizens of the U.S. as well as the manner in which people use, abuse, misuse or under-use health care services.

Here I'm using Track Changes in Word to demonstrate the process. First I edited this sentence to figure out what the writer was saying: Community-wide preventive interventions may be needed to reduce or stabilize the growing burden of chronic disease affecting Americans and to influence how people use health care services.

The sentence, still in the passive voice, now reads: Community-wide preventive interventions may be needed to reduce or stabilize the growing burden of chronic disease affecting Americans and to influence how people use (or abuse) health care services.

Active—We [or somebody] may need community-wide preventive interventions to reduce or stabilize the growing burden of chronic diseases affecting Americans and to influence how people use (or abuse) health care services.

This example illustrates the problem with the passive voice—we don't know who the actor is. And with something as big as a community-wide preventive intervention, that's something we need to know. In addition, the term "preventive intervention," is pretty vague. The writer would have served us better by giving an example.

Passive—Shifting the paradigm of thinking about the current health care system is necessary.

Active—Policymakers [or somebody] need to think differently about the health care system.

Paradigm shifting has been much in vogue for some time, but I'm not convinced most people know what the phrase means. Use verbs - and nouns - that mean something specific.

Are all sentence constructions either passive voice or active voice? No. Some active-voice verbs cannot be converted to passive voice and others have no active-voice equivalent. Fowler** supplies these examples: She combed her hair. (Her hair was combed by her hands tangled.) The creek was reputed to contain blackfish (The creek reputes to contain blackfish sounds fishy.) You can also write any number of perfectly acceptable "intermediate" types of sentences. Fowler discusses them in detail.

One last example. Winston Churchill said this to the House of Commons on June 4, 1940: ". . . We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender. . . ." He didn't say: "Engagement will take place on the beaches, action will be seen on the landing grounds, in the fields and on the streets . . . Giving up is not an option now or in the future. . . ."

* Forms of the verb *to be* (the most irregular in the English language!): am, are, is, was, were, be, been, being.

** Burchfield, R. W. *The New Fowler's Modern English Usage* Third Edition Oxford: Clarendon Press, 1996. Look under "passive territory."

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ACTIVE VOICE EXERCISE

1. Good tribal ag practices will be learned by participants.
2. Land, equipment and livestock will be acquired by participants.
3. Core curriculum topics will be developed by the project team.
4. Profitable operations will be the desired outcome for participants.
5. Skills for building and maintaining economically viable operations will be achieved b by new farmers and ranchers.
6. A training program will be developed for tribal districts by the Indian Nations Conservation Alliance.
7. Our program will build success by increasing business planning capacity among beginning farmers.
8. On farm mentorships will be available.
9. Training will be conducted over several months by Tribal Conservation Districts.
10. Experiential learning opportunities will be provided by the team.

SUMMARY:

Check List for Success

1. Find the grant program that fits your project/idea.
2. Become a student of the the RFA
3. Develop a calendar of key proposal preparation and submission events
4. Fully understand the criteria used to evaluate your proposal – proposal must be written to ensure the criteria are addressed.
5. Write the proposal logically and clearly, following the format prescribed either directly or indirectly in the RFA.
6. Develop a plan on HOW you will evaluate your project against projected outcomes
7. Prepare a budget with strong justification...you will receive only what has been appropriately justified.
8. Know about the review process – this is a good discussion to have with the program director – to find out who will be reviewing your proposal (expertise of the reviewers).
9. Fill out all forms completely and correctly.
10. Set aside adequate time for outside review and critique and for completing all the administrative requirements established by your organization. Send the proposal to arrive by the required submission date/time as specified in the RFA or RFP.

BEGINNING FARMER AND RANCHER DEVELOPMENT PROGRAM

FY 2011 Request for Applications

APPLICATION DEADLINE: DECEMBER 22, 2010



**U.S. Department of Agriculture
National Institute of Food and Agriculture**

**NATIONAL INSTITUTE OF FOOD AND AGRICULTURE;
U.S. DEPARTMENT OF AGRICULTURE**

BEGINNING FARMER AND RANCHER DEVELOPMENT PROGRAM

INITIAL ANNOUNCEMENT

CATALOG OF FEDERAL DOMESTIC ASSISTANCE: This program is listed in the Catalog of Federal Domestic Assistance under 10.311.

DATES: Applications must be received by close of business (COB) on December 22, 2010 (5:00 p.m. Eastern Time). Applications received after this deadline will not be considered for funding. Comments regarding this request for applications (RFA) are requested within six months from the issuance of this notice. Comments received after that date will be considered to the extent practicable.

STAKEHOLDER INPUT: The National Institute of Food and Agriculture (NIFA) is requesting comments regarding this RFA from any interested party. These comments will be considered in the development of the next RFA for the program, if applicable, and will be used to meet the requirements of section 103(c)(2) of the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7613(c)(2)). This section requires the Secretary to solicit and consider input on a current RFA from persons who conduct or use agricultural research, education and extension for use in formulating future RFAs for competitive programs. Written stakeholder comments on this RFA should be submitted in accordance with the deadline set forth in the DATES portion of this Notice.

Written stakeholder comments should be submitted by mail to: Policy and Oversight Division; Office of Grants and Financial Management; National Institute of Food and Agriculture; USDA; STOP 2299; 1400 Independence Avenue, SW; Washington, DC 20250-2299; or via e-mail to: RFP-OEP@nifa.usda.gov. (This e-mail address is intended only for receiving comments regarding this RFA and not requesting information or forms.) In your comments, please state that you are responding to the Beginning Farmer and Rancher Development Program RFA.

EXECUTIVE SUMMARY: NIFA requests applications for the Beginning Farmer and Rancher Development Program (BFRDP) for fiscal year (FY) 2011. The BFRDP provides resources to support the development of educational outreach curricula, workshops, educational teams, training, and technical assistance programs to assist beginning farmers and ranchers (includes beginning forest landowners, hereafter) in the United States and its territories with entering, establishing, building and managing successful farm and ranch enterprises. The estimated amount available for support of this program in FY 2011 is \$19 million.

This notice identifies the objectives for BFRDP projects, the eligibility criteria for projects and applicants, and the application forms and associated instructions needed to apply for a BFRDP award. NIFA additionally requests stakeholder input from any interested party for use in the development of the next RFA for this program.

Table of Contents

PART I—FUNDING OPPORTUNITY DESCRIPTION	4
A. Legislative Authority and Background.....	4
B. Purpose and Priorities	5
PART II—AWARD INFORMATION.....	10
A. Available Funding	10
B. Types of Applications	10
C. Project Types	10
PART III—ELIGIBILITY INFORMATION.....	12
A. Eligible Applicants	12
B. Cost Sharing or Matching	12
PART IV—APPLICATION AND SUBMISSION INFORMATION.....	13
A. Electronic Application Package.....	13
B. Content and Form of Application Submission.....	14
C. Submission Dates and Times	26
D. Funding Restrictions.....	26
E. Other Submission Requirements.....	27
PART V—APPLICATION REVIEW REQUIREMENTS.....	28
A. General.....	28
B. Evaluation Criteria	28
C. Conflicts of Interest and Confidentiality.....	30
D. Organizational Management Information.....	30
PART VI—AWARD ADMINISTRATION	31
A. General.....	31
B. Award Notice	31
C. Administrative and National Policy Requirements.....	32
D. Expected Program Outputs and Reporting Requirements	33
PART VII—AGENCY CONTACTS	34
PART VIII—OTHER INFORMATION	35
A. Access to Review Information.....	35
B. Use of Funds; Changes	35
C. Confidential Aspects of Applications and Awards.....	36
D. Regulatory Information	36
E. Definitions.....	36

PART I—FUNDING OPPORTUNITY DESCRIPTION

A. Legislative Authority and Background

Section 7405(c) of the Farm Security and Rural Investment Act of 2002 (Pub. L. 107-171) (7 U.S.C. 3319f(c)), as amended by section 7410 of the Food, Conservation, and Energy Act of 2008 (FCEA) (Pub. L. 110-246), requires the Secretary to establish a competitive grants program for the purpose of providing education, outreach, training and technical assistance to benefit beginning farmers and ranchers in the United States, including programs and services (as appropriate) relating to:

- (a) Mentoring, apprenticeships, and internships;
- (b) Resources and referral;
- (c) Assisting beginning farmers or ranchers in understanding how to acquire land from retiring farmers and ranchers;
- (d) Innovative farm and ranch transfer strategies;
- (e) Entrepreneurship and business training;
- (f) Model land leasing contracts;
- (g) Financial management training;
- (h) Whole farm planning;
- (i) Conservation assistance;
- (j) Risk management education;
- (k) Diversification and marketing strategies;
- (l) Curriculum development;
- (m) Understanding the impact of concentration and globalization;
- (n) Basic livestock and crop farming practices, forestry and range management;
- (o) The acquisition and management of agricultural credit;
- (p) Environmental compliance;
- (q) Information processing; and
- (r) Other similar subject areas of use to beginning farmers or ranchers.

Section 7405(d) of the Farm Security and Rural Investment Act of 2002 (7 U.S.C. 3319f(d)) requires the Secretary to establish beginning farmer and rancher education teams to develop curricula and conduct educational programs and workshops for beginning farmers or ranchers in diverse geographical areas of the United States.

Section 7405(e) of the Farm Security and Rural Investment Act of 2002 (7 U.S.C. 3319f(e)) requires the Secretary to establish an online clearinghouse that makes available to beginning farmers or ranchers education curricula and training materials and programs, which may include online courses for direct use by beginning farmers or ranchers.

To develop the BFRDP and the first RFA in FY 2009, a stakeholder input meeting was held on October 27, 2008. For information regarding the stakeholder meeting, please visit http://www.nifa.usda.gov/nea/ag_systems/in_focus/smallfarm_if_bfrcgp.html. Stakeholder comments can be found on [Regulations.gov](http://www.regulations.gov). This stakeholder input was considered and used in the development of the FY 2009 RFA. Additional stakeholder input was received by email, as

well as comments collected during professional meetings and from webinars held in October 2009. The proceedings of these webinars were recorded and are available at: http://www.nifa.usda.gov/nea/ag_systems/in_focus/beginning_farmers_ranchers_stakeholder.html. This additional stakeholder input was used to develop the FY 2010 RFA. The stakeholder comments received on the interim rule for the BFRDP (at subpart J to 7 CFR 3430) were also considered in the development of the FY 2010 RFA and are available at Regulations.gov.

Stakeholder input was solicited until August 6, 2010 for the development of the FY 2011 RFA. Stakeholder input was received by emails, as well as comments during professional meetings and from webinars held in August 2010. Not many substantive recommendations for changes in the FY 2011 RFA were received as the program had already addressed stakeholder comments in previous years.

B. Purpose and Priorities

The primary goal of BFRDP is to enhance food security by providing beginning farmer and rancher producers and their families in the U.S. and its territories, with the knowledge, skills and tools needed to make informed decisions for their operations, and enhance their sustainability. Other goals include enhanced sustainability of resources and consistent availability of inputs for biofuel production. **Applications from partnerships and collaborations that are led by or include non-governmental organizations (NGOs) and community-based organizations (CBOs) with expertise in new agricultural producer training and outreach will be given priority in funding.**

The expected short-term (five year) outcomes of BFRDP are the training and development of more than 6,000 beginning farmers and ranchers through the establishment of a one-stop electronic clearinghouse for all beginning farmer and rancher training materials and programs; the development of seamless beginning farmer and rancher education curricula and development programs that address the various needs of different audiences; and recruitment and training of prospective beginning farmers and ranchers to address priorities established in the authorizing legislation and USDA's national priorities.

1. Target Audience: Not less than 25% of the program funds for standard BFRDP projects each Federal fiscal year will be allocated to address the needs of limited resource beginning farmers and ranchers; socially disadvantaged beginning farmers or ranchers, immigrant farm workers planning to become beginning farmers or ranchers; and/or other farm workers desiring to become beginning farmers or ranchers. Please note that all the applications do not need to address the needs of limited resource beginning farmers and ranchers; socially disadvantaged beginning farmers and ranchers, immigrant farm workers planning to become beginning farmers or ranchers; and/or other farm workers desiring to become beginning farmers or ranchers. For your application to be considered under this target audience category, you must

- a. Identify the target audience of any of the groups identified above and state what percentage of your budget will be allocated to serving these group(s);

- b. Explain how the beginning farmers and ranchers in the identified target audience will be recruited and provided with culturally appropriate training, education, outreach and/or mentoring; and
- c. Provide evidence of a strong track record of having previously served the needs of the identified target audience.

2. Priority Topics for FY 2011:

a. Priority Topics for Standard BFRDP Projects

Applicants should carefully consider the topics which will be encompassed within the project activities of their application and clearly identify the topics and subtopics (1 (a) through 5 (e)) addressed in their application in the project narrative. To achieve the program goals, standard BFRDP projects will be expected to develop and disseminate educational curricula and training materials on one or more of the following topics to beginning farmers and ranchers in rural and peri-urban areas, including prospective commercial farmers in urban areas:

1). Production and management strategies to enhance land stewardship by beginning farmers and ranchers.

- a) Mentoring, apprenticeship, and internship activities;
- b) Curriculum development;
- c) Whole farm planning;
- d) Conservation assistance (conservation planning, not funding of conservation projects);
- e) Basic livestock and crop farming practices, forestry and rangeland management practices;
- f) Specific types of practices, (i.e., sustainable, organic, Best Management Practices, Integrated Pest Management, Rotational Grazing, low input); and
- g) Farm safety.

2). Business management and decision support strategies that enhance the financial viability of beginning farmers and ranchers.

- a) Information processing;
- b) Resources and referrals (understanding asset based farming opportunities available, including external resources such as Farm Service Agency loan programs, Natural Resources Conservation Service conservation programs, and other appropriate private and/or public resources focused on beginning farmers and ranchers);
- c) Entrepreneurship and business training;
- d) Financial management training, including assessment and training for establishing Individual Development Accounts (IDA) (grant funds cannot be used to match IDA funds or provide micro loans);
- e) Tax management, including record keeping for taxes and tax form preparation;
- f) Risk management education; and
- g) The acquisition and management of agricultural credit.

3). Marketing strategies that enhance the competitiveness of beginning farmers and ranchers.

- a) Diversification and marketing strategies; and
- b) Understanding the impact of concentration and globalization (production and/or marketing).

4). Legal strategies that assist beginning farmers with farm or land acquisition and transfer.

- a) Basic Agricultural Law;
- b) Technical assistance for beginning farmers or ranchers in acquiring land from retiring farmers and ranchers (excluding financial payments);
- c) Innovative farm and ranch transfer strategies, including training for absentee landowners to bring their land into production;
- d) Environmental compliance (understanding rules and regulations); and
- e) Development of model land leasing contracts (including alternative land acquisition contracts).

5). Other Priority Topics to enhance competitiveness and sustainability of beginning farmers and ranchers for the next generation.

- a) Climate change, including how agriculture affects and is affected by it and adoption of new technology and production practices;
- b) Development and use of alternative energy and energy conservation practices, especially crops for sustainable bioenergy production;
- c) Enhancing access and adoption of new technologies for crop and livestock production, processing and marketing practices to enhance food security;
- d) Production, processing and marketing of safe and nutritious food; and
- e) Development and use of conservation practices and strategies for pollinators and other insect species that benefit crop and livestock production.

b. Priorities for Educational Enhancement Team Projects

The purpose of an Educational Enhancement Team grant is to assemble a team of experts to review beginning farmer and rancher curriculums and programs, identify gaps, and develop and disseminate recommendations and materials to address these gaps. The Educational Enhancement Teams will not train beginning farmers and ranchers but may train-the-trainers and help enhance funded and non-funded beginning farmer and rancher education programs in the nation. Applicants interested in this project type are strongly encouraged to contact the National Program Leaders to discuss the suitability of the topic prior to submitting an application. To achieve the program goals, Educational Enhancement Team proposals will be expected to demonstrate the ability to provide all of the following:

1). Assess and Identify Gaps in the Education, Training and Mentoring of Beginning Farmers and Ranchers

- a) Establish educational teams that encompass broad geographic, product and/or other appropriate scale. Educational teams should include, if possible, specialists (including Extension, Non-Governmental Organization (NGO), Community-based Organization (CBO) and State Government employees and other eligible partners) with knowledge

- and expertise in programs serving beginning farmers or ranchers. The team should, if possible, use the expertise of officers and employees of the Department of Agriculture (**excluding NIFA**) with direct experience in programs of the U.S. Department of Agriculture that may be taught as part of the curriculum for the program or workshop. Employees of other federal agencies may also be appropriate for inclusion on Educational Enhancement Teams.
- b) Collect and synthesize information about the available beginning farmer and rancher education, training, outreach and mentoring curricula (including but not exclusive of curricula funded by USDA) and different audiences of beginning farmers and ranchers based on crop or regional diversity; including access to and suitability of programs to limited resource and/or socially disadvantaged beginning farmers and ranchers, and farm workers desiring to become farmers or ranchers. Identify gaps in the existing education, training, outreach and mentoring curricula to address the needs of the different audiences.
 - c) Evaluate the beginning farmer and rancher education, training, outreach and mentoring programs (including but not exclusively USDA funded) to identify what is and what is not successful regarding programs and services offered. Depending on the project, success can be measured by different methods, including numbers of participants who completed training, began to farm, continued to farm, adopted different production, marketing and/or business practices, etc. Incorporate these findings to guide curriculum and program development in future years through special projects.

2). Assist the Development of Seamless Beginning Farmer and Rancher Training Programs by Collaborating with Beginning Farmer and Rancher Education Providers

- a) Develop curriculum and train-the-trainer programs to address the gaps in existing education, training, outreach and mentoring programs. The Educational Enhancement Teams should ensure that the new curriculum includes modules designed for specific audiences of beginning farmers or ranchers based on their crop (or potential crops) or regional diversity.
- b) Support special projects to incorporate the lessons learned from beginning farmer and rancher program evaluation and to address the gaps identified in curriculum evaluation.
- c) Support special projects for developing training, coordination, and communication networks, to enhance long term impacts of BFRDP, as may be appropriate and necessary.
- d) Facilitate communication among all of the beginning farmer and rancher training, education, mentoring and outreach programs, and with the Curriculum and Training Clearinghouse for the collection and dissemination of information about the available beginning farmer and rancher education curricula and training materials and programs across the country.
- e) As appropriate, encourage collaboration and coordination among Standard BFRDP Project grantees to enhance impacts of the program.

3). Build Capacity of Beginning Farmers and Ranchers to be Self Sustaining

- a) Assist any interested stakeholders in accessing beginning farmer and rancher training, education, outreach and mentoring programs and other opportunities to access grants, loans and other services to enhance the sustainability of beginning farmers and ranchers. Ensure appropriate broad community communication concerning the existence of such services through the Educational Enhancement teams.
- b) Conduct train-the-trainer meetings and workshops, using both in person and online delivery methods, to enhance access to all federal and state agency programs and funding for beginning farmers and ranchers, including CBOs, NGOs and others desiring grantsmanship training.
- c) Enhance success for America's young and beginning agricultural producers, including support for the National Young Farmer's Education Association National Forum and other youth programs (e.g., K-12) to identify issues and develop innovative programs.

Educational Enhancement Teams should identify the Project Director (PD) (or one of the Co-PDs) who must serve on a Team to assist the development and functioning of the Curriculum and Training Clearinghouse. The Team may require monthly conference calls and one in-person meeting to implement the activities of the Clearinghouse and the submitted budget should reflect these activities.

PART II—AWARD INFORMATION

A. Available Funding

There is no commitment by USDA to fund any particular application or make a specific number of awards. For FY 2011, it is anticipated that approximately \$19 million will be made available to fund the Educational Enhancement Team Project and Standard BFRDP Project grants.

Awards issued as a result of this RFA will be paid through the Automated Standard Applications for Payment System (ASAP), operated by the Department of Treasury's Financial Management Service. For more information see http://www.nifa.usda.gov/business/method_of_payment.html.

B. Types of Applications

In FY 2011, applications may be submitted to the BFRDP as one of the following:

1. New application. All new applications will be reviewed competitively using the selection process and evaluation criteria described in Part V—Application Review Requirements.

2. Resubmitted application. This is an application that had previously been submitted to the BFRDP, but was not funded. Project Directors (PDs) must respond to the panel summary from the previous review as part of their application package. Resubmitted applications will be reviewed using the same evaluation criteria as new applications. In addition, reviewers will evaluate how well the prior panel's concerns were addressed in the resubmitted application.

C. Project Types

Applications will be accepted for two project types: (1) Standard BFRDP Projects; and (2) Educational Enhancement Team Projects.

For FY 2011, grants will be available for support of Standard BFRDP Projects and Educational Enhancement Team Projects. For Standard BFRDP Projects and Educational Enhancement Projects Proposals, applicants must not request more than \$250,000 per year for a maximum grant period of three years. Requests exceeding these budgetary guidelines will not be accepted for review.

1. Standard BFRDP Projects:

a) Standard Grants

The long-term goals of the Standard BFRDP projects are to enhance the sustainability of beginning farmers and ranchers through education, training, mentoring and outreach programs that enhance self-employment in farming, ranching and forestry opportunities. Applications that seek to develop coursework for credit at Colleges and Universities offering four-year degree programs are not appropriate for this program and will not be accepted for review. Priority topics are: (1) production and management strategies that enhance land stewardship by beginning farmers and ranchers; (2) business management and decision support strategies that enhance the financial viability of beginning farmers

and ranchers; (3) marketing strategies that enhance the competitiveness of beginning farmers and ranchers; and (4) legal strategies that assist beginning farmers and ranchers with farm or land transfer and acquisition.

(b) Development Grants

Development Grants are intended to assist organizations: (1) to sustain and enhance important collaborations and innovative activities relevant to beginning farmer and rancher programs; and (2) to initiate and develop beginning farmer and rancher project ideas to lead to future program success or success in obtaining other grants for beginning farmer and rancher education. Development grants are only available to organizations that have not previously been successful in obtaining competitive standard grants from the National Institute of Food and Agriculture (or its predecessor the Cooperative State Research, Education, and Extension Service (CSREES)).

In FY 2011, a Standard BFRDP Project application that is considered meritorious but ranks below the funding line during the peer review process will be considered for a Development Grant. **Applicants may not apply directly for Development Grants.** In FY 2011, a limited number of Development Grants will be awarded. Applicants should indicate in the first line of the abstract whether the organization would want the application to be also considered for a Development Grant. If consideration for a Development Grant is desired, the application must include a letter from the Authorized Organizational Representative (AOR) stating that the organization has never received a competitive award from NIFA or CSREES.

(2) Educational Enhancement Teams:

The long-term goals of the Educational Enhancement Team projects are to identify gaps in beginning farmer and rancher training by evaluating all existing programs, and to develop train-the-trainer projects to address these gaps. The Educational Enhancement Teams will periodically collect and analyze information on the impacts of the beginning farmer and rancher programs on specific audiences of beginning farmers and ranchers based on crop or regional diversity, including access and suitability of programs to limited resource and/or socially disadvantaged beginning farmers and ranchers and farm workers desiring to become farmers or ranchers. The Team also may support special projects for training, coordination, and communication networks, including outreach and assistance to socially disadvantaged and/or underserved customers and other clientele groups with particular beginning farmer and rancher education and training needs. To maintain regional balance, priority will be given to applications serving beginning farmer and rancher audiences not served by previously funded Educational Enhancement Projects. The lead organizations for Educational Enhancement Teams funded in FY 2009 are located in Northeast and North Central regions; see <http://www.csrees.usda.gov/fo/beginningfarmerandrancher.cfm> for a complete list of these awards. No Educational Enhancement Teams were funded in FY 2010.

PART III—ELIGIBILITY INFORMATION

A. Eligible Applicants

Applications may be submitted by a collaborative state, tribal, local, or regionally-based network or partnership of public and/or private entities. These collaborations may include the following entities: State Cooperative Extension Services; Federal, State, or tribal agencies; community based organizations; nongovernmental organizations; junior and four-year colleges or universities or foundations maintained by a college or university; private for-profit organizations; and other appropriate partners. Inclusion of beginning and/or non-beginning farmers and ranchers as part of the collaborative group is strongly encouraged. Applications submitted by individuals are not eligible for consideration under any category applicable to the BFRDP.

B. Cost Sharing or Matching

NIFA, pursuant to the authorizing legislation for the BFRDP, requires that in order to receive an award under this program, the recipient must provide a match in the form of cash or in-kind contributions in an amount at least equal to 25 percent of the funds provided by the award. The matching funds must be from non-Federal sources except when authorized by statute. An award will not be issued unless all matching funds over the life of the grant are secured with letters of commitment. For third party cash or in-kind support, letters of commitment must state the exact amount of the marching funds or value of the in-kind support that will be contributed. There can be no stipulations on the matching amount.

PART IV—APPLICATION AND SUBMISSION INFORMATION

A. Electronic Application Package

Only electronic applications may be submitted via Grants.gov to NIFA in response to this RFA.

Prior to preparing an application, it is suggested that the PD contact their Authorized Representative (AR) (also referred to as Authorized Organizational Representative or AOR) to determine if their organization is prepared to submit electronic applications through Grants.gov. If the organization is not prepared (i.e., has not received a DUNS number, has not authorized and registered submitting officials with Grants.gov), the AR should see http://www.grants.gov/applicants/get_registered.jsp for the steps that must be completed PRIOR to submitting applications through Grants.gov. The presubmission process can take several weeks to complete.

The steps to access application materials are as follows:

1. In order to access, complete and submit applications, applicants must download and install a version of Adobe Reader compatible with Grants.gov. This software is must be installed before an application can be submitted. For basic system requirements and download instructions, please see http://www.grants.gov/help/download_software.jsp. To verify that you have a compatible version of Adobe Reader, Grants.gov established a test package that will assist you in making that determination. Grants.gov Adobe Versioning Test Package: <http://www.grants.gov/applicants/AdobeVersioningTestOnly.jsp>.
2. The application package must be obtained via Grants.gov, go to <http://www.grants.gov>, click on “Apply for Grants” in the left-hand column, click on “**Step 1: Download a Grant Application Package and Instructions,**” enter the funding opportunity number **USDA-NIFA-BFR-003356** in the appropriate box and click “Download Package.” From the search results, click “Download” to access the application package.

Contained within the application package is the “NIFA Grants.gov Application Guide: A Guide for Preparation and Submission of NIFA Applications via Grants.gov.” This Guide contains an introduction and general Grants.gov instructions, information about how to use a Grant Application Package in Grants.gov, and instructions on how to complete the application forms.

If assistance is needed to access the application package (e.g., downloading or navigating Adobe forms), refer to written resources and FAQs available on the Grants.gov Web site first (<http://www.grants.gov/>). Grants.gov assistance is also available at:

Grants.gov customer support

Toll Free: 1-800-518-4726

Business Hours: 24 hours a day, 7 days a week. Closed on [Federal Holidays](#).

Email: support@grants.gov

B. Content and Form of Application Submission

Electronic applications should be prepared following Part V and VI of the document entitled “A Guide for Preparation and Submission of NIFA Applications via Grants.gov.” This guide is part of the corresponding application package (see Section A. of this Part). The following is **additional information** needed in order to prepare an application in response to this RFA. If there is discrepancy between the two documents, the information contained in this RFA is overriding.

Note the attachment requirements (e.g., portable document format (PDF)) in Part III section 3. of the Guide. ANY PROPOSALS CONTAINING NON-PDF DOCUMENTS WILL NOT BE REVIEWED. Partial applications will not be reviewed. With documented prior approval, resubmitted applications will be accepted until close of business on the closing date in the RFA.

Attachments to an application should be a typed or word processed document using no type smaller than 12 point font regardless of line spacing with at least one-inch margins. Each page of the attachment should be numbered sequentially. File names of pdf attachments must be limited to 50 characters, may not include special characters (e.g., &, -, *, %, /, #), periods (.), blank spaces or accent marks, and must be unique (i.e., no other attachment may have the same file name). **Do NOT password protect or combine PDF files into one document before submission to NIFA.**

If you do not own PDF-generating software, Grants.gov provides online tools to assist applicants. Users will find a link to “Convert Documents to PDF” on <http://grants.gov/assets/PDFConversion.pdf>.

1. SF 424 R&R Cover Sheet

Information related to the questions on this form is dealt with in detail in Part V, 2. of the NIFA Grants.gov Application Guide.

a. Field 5. **Legal Name** – Enter the legal name of the organization to which the award should be made.

Person to be contacted on matters involving this application – Enter the information for the contact person related to this application preferred by the institution.

b. Field 11. **Descriptive Title of Applicant’s Project** – The title should be a brief (**140-character-maximum including spaces**), clear, and concise description of the proposed project.

c. Field 12. **Proposed Project** – For the start date of the project, select August 1, 2011. Choose the end date to correspond to the correct duration of the project.

d. Field 17. **Complete Certification** – By submitting the application, the applicant has certified to all applicable assurances and certifications. **Please read the Certifications before submitting the application.**

e. Field 20. **Pre-application** – Do not fill out this portion of the form. The BFRDP is not accepting pre-applications in FY 2011.

2. R&R Project/Performance Site Location(s)

Information related to the questions on this form is dealt with in detail in Part V, 3. of the NIFA Grants.gov Application Guide.

3. R&R Other Project Information

Information related to the questions on this form is dealt with in detail in Part V, 4. of the NIFA Grants.gov Application Guide.

a. For the purpose of this RFA, questions in Field 4 pertain to the National Environmental Policy Act of 1969 (NEPA). Under 7 CFR Part 3407 (NIFA’s implementing regulations of NEPA), NIFA must determine whether the proposed activity requires the preparation of an environmental assessment or an environmental impact statement, or whether such activity can be excluded from this requirement on the basis of several categories. Note that even though the applicant considers that a proposed project may or may not fall within a categorical exclusion, NIFA may determine that an environmental assessment or an environmental impact statement is necessary for a proposed project should substantial controversy on environmental grounds exist or if other extraordinary conditions or circumstances are present that may cause such activity to have significant environmental effect. **It is requested that Field 4 be completed in the following manner.**

- 1) *Field 4a.* – Check yes or no.
- 2) *Field 4b.* *If yes, please explain* – Type “See Field 4d below.”
- 3) *Field 4c.* *If this project has actual or potential impact on the environment, has an exemption been authorized or an environmental assessment (EA) or environmental impact statement (EIS) been performed?*

The applicant should review the categorical exclusions in the table on the next page and determine if the proposed project falls within one or more of the exclusions.

Check “Yes” if one of the categorical exclusion listed in the table on the next page applies. Also, check yes if an EA or EIS has been performed. Attach a copy of the EA or EIS, if performed, in Field 12. Other Attachments.

Check “No” if the proposed activity does not fall into one of the categorical exclusions listed in the table below OR if an EA or EIS has not been performed. If “No” is checked, attach an explanation of the potential environmental impacts of the proposed activity in Field 12. Other Attachments. This may require completion of an EA or EIS.

- 4) *Field 4d.* If applicable, enter the appropriate Exclusion Code in Field 4d. If an EA or EIS file is attached in “Field 12. Other Attachments,” enter “Please see attached.”

USDA NIFA NEPA Exclusion Codes Table

Exclusion Code	Description
<i>Department of Agriculture Categorical Exclusions (found at 7 CFR 1b.3 and restated at 7 CFR 3407.6(a)(1)(i) through (vii))</i>	
(a)(1)(i)	Policy development, planning, and implementation which are related to routine activities such as personnel, organizational changes, or similar administrative functions
(a)(1)(ii)	Activities that deal solely with the functions of programs, such as program budget proposals, disbursement, and transfer or reprogramming of funds
(a)(1)(iii)	Inventories, research activities, and studies such as resource inventories and routine data collection when such actions are clearly limited in context and intensity
(a)(1)(iv)	Educational and informational programs and activities
(a)(1)(v)	Civil and criminal law enforcement and investigative activities
(a)(1)(vi)	Activities that are advisory and consultative to other agencies and public and private entities, such as legal counseling and representation
(a)(1)(vii)	Activities related to trade representation and market development activities abroad
<i>NIFA Categorical Exclusions (found at 7 CFR 3407.6(a)(2)(i) through (ii))</i>	
The following categories of research programs or projects of limited size and magnitude or with only short-term effects on the environment:	
(a)(2)(i)(A)	Research conducted within any laboratory, greenhouse, or other contained facility where research practices and safeguards prevent environmental impacts
(a)(2)(i)(B)	Surveys, inventories, and similar studies that have limited context and minimal intensity in terms of changes in the environment
(a)(2)(i)(C)	Testing outside the laboratory, such as in small isolated field plots, which involves the routine use of familiar chemicals or biological materials
(a)(2)(ii)	Routine renovation, rehabilitation, or revitalization of physical facilities, including the acquisition and installation of equipment, where such activity is limited in scope and intensity

b. Field 7. **Project Summary/Abstract –PDF Attachment. One page limit.** The Project Summary should include the following in the order listed below:

- 1) Title of the project
- 2) Name of the project director and the applicant institution;
- 3) Name of co-project directors, associated partner/collaborating institutions, and the percentage of the budget allocated to each partner/collaborating institution;
- 4) The first line of the abstract must indicate whether the application should be considered for a Development grant.
- 5) The second line of the abstract must indicate which specific Project Type applies (see Part II, C of this RFA);

- 6) Type of Application (New or Resubmitted);
- 7) For Standard BFRDP Projects identify the specific topic(s) the proposed project addresses (see Part I, B of this RFA);
- 8) To be considered for the 25% of the program funds that are allocated to address the needs of limited resource or socially disadvantaged beginning farmers or ranchers, or immigrant or other farm workers desiring to become beginning farmers and ranchers, please identify your target audience and the percentage of the budget allocated to address the needs of this target audience;
- 9) Indicate any prior experience the applicant has in addressing the needs of any beginning farmers and ranchers;
- 10) For Educational Enhancement Team Projects identify the appropriate region, geography, crop, commodity, race, gender, age, or other characteristic of the project.

Title the attachment as ‘Project Summary’ in the document header and save file as ‘Project Summary’. An applicant’s failure to provide the requested information in the Project Summary may result in NIFA failing to review or, even though an application may be reviewed, may preclude NIFA from making an award. A suggested template for the Project Summary/Abstract can be found at: http://www.nifa.usda.gov/funding/templates/project_summary.doc.

c. Field 8. **Project Narrative – PDF Attachment. 12 page limit.** Title the attachment as ‘Project Narrative’ in the document header and save file as ‘ProjectNarrative’. This page limitation applies regardless of whether figures or tables are included. All pages, including those with figures and tables, should be numbered sequentially. Applications exceeding the applicable page limitation will not be reviewed. The page limit has been established to ensure a fair and equitable competition.

The Project Narrative must include all of the following in the order given below:

1). **Introduction.** The introduction should include a clear statement of the long-term goal(s) and supporting objectives of the proposed project. Justify the need for the program by identifying the target audience and explaining their needs (size, region, value of sales, structure of the industry (the number of small, medium and large farms), critical barriers, etc.); and by briefly summarizing all the other similar beginning farmer and rancher education and training programs that are available for the identified target audience. If the project type is Educational Enhancement Team, present the rationale for the geographic, product or other appropriate focus of the Team and the Team’s composition. All works cited should be referenced (see item (d) Bibliography & References Cited in this section).

2). **Objectives and Outcomes.** Concisely present the objectives and expected outcomes of the project in relation to the needs identified in the introduction. Explain the specific relationship of the project’s objectives to the selected Project Type and its topic(s); and discuss the potential long-range outcomes of the project on the sustainability of U.S. beginning farmers and ranchers. Provide numbers of additional beginning farmers and ranchers that will be served, the value of their enterprises, and the impacts on the

structure of farming. Discuss whether and how this program can be adapted to other regions, communities and/or agricultural products?

3). **Approach.** The activities proposed to achieve each objective must be clearly stated and the approaches being applied clearly described. Specifically, this section must include:

- a) A description of the activities proposed for each objective;
- b) A timeline of the proposed project, including activities and expected measurable outcomes for each year of the project (for Standard BFRDP grants, where appropriate, include estimates of numbers of beginning farmers served, how many beginning farmers and ranchers purchase land, enter into land leases, begin farming/ranching, change behavior to enter new markets, or make other appropriate changes in their behavior linked to the project);
- c) Discuss how and where will the activities be provided and the appropriateness of the approach for the target audience;
- d) For Standard BFRDP Projects: how will the beginning farmers and ranchers be recruited for this training?;
- e) For Education Enhancement Teams Projects, how will beginning farmer and rancher curriculums and programs be evaluated? How will you help guide curriculum and program development in future years?;
- f) How will the project be sustained beyond the life of the grant?;
- g) How will the partnerships and collaborations established be sustained beyond the life of the grant?;
- h) Any novel ideas or contributions of the proposed project;
- i) Pitfalls that may be encountered and limitations to proposed procedures; and
- j) An evaluation plan, including means by which the outcomes will be analyzed, assessed, or interpreted each year and at the end of the project.

4). **Target Audience:** Not less than 25% of the program funds each funding year will be allocated to address the needs of limited resource farmers and ranchers; socially disadvantaged beginning farmers or ranchers, immigrant farm workers planning to become beginning farmers or ranchers; and /or other farm workers desiring to become beginning farmers or ranchers. Please note that all applications do not need to address a target audience but can be open to all beginning farmers and ranchers. However, if you want the application to be considered under this category, identify any prior experience the applicants have in addressing the needs of the target audience, the applicant's ability to provide the appropriate (example, socio-economic and culturally sensitive) education, training, outreach and mentoring programs for the target audience, and state what percentage of your budget will be allocated to serving these group(s).

5). **Personnel and Resources:** Describe in detail the key project personnel's experience in serving the identified or other audiences of beginning farmers and ranchers. Describe ongoing or recently completed significant activities related to the proposed project. Include preliminary data/information and clearly describe the impacts of the ongoing or recently completed activities. This information may include the years and locations of prior activities, number of training assistance or education activities previously carried

out, number of participants and graduates from the program, success rate in completing the program, percentage of graduates who are still in farming, etc. In addition, explain how Federal funds will be used to expand or enhance the current or previous projects.

d. Field 9. **Bibliography & References Cited – PDF Attachment. No page limit.** Title the attachment as ‘Bibliography & References Cited’ in the document header and save file as ‘BibliographyandReferences Cited’.

All work cited in the text, including that of key personnel, should be referenced in this section of the application. All references must:

- 1) Be complete;
- 2) Include titles and all co-authors;
- 3) Conform to an acceptable journal format; and
- 4) Be listed in alphabetical order using the last name of the first author or listed by number in the order of citation.

References are not considered in the page-limitation for the Project Narrative.

e. Field 10. **Facilities & Other Resources – PDF Attachment. No page limit.** Title the attachment as ‘Facilities & Other Resources’ in the document header and save file as ‘FacilitiesandOther Resources’. If the project includes face-to-face training or other on-farm mentoring activities, describe in detail the facilities that are available to provide this training. List and explain all materials, facilities and instrumentation needed and available for the project. Provide a full explanation of any materials, procedures, situations, or activities related to the project that may be hazardous to personnel, along with an outline or precautions to be exercised to avoid or mitigate the effects of such hazards

f. Field 11. **Equipment – PDF Attachment. No page limit.** Title the attachment as ‘Equipment’ in the document header and save file as ‘Equipment’. Equipment purchases proposed for the project must be fully justified under this section. Other purchases (e.g., computers, laboratory materials, etc.) are described in the Budget Justification section under the ‘Materials and Supplies’ line item.

In addition to describing available equipment, items of nonexpendable equipment necessary to conduct and successfully complete the proposed project should be listed in Field C of the R&R Budget and described in the Budget Justification (Field K of the R&R Budget).

g. Field 12. **Other Attachments**

- 1) **Plan for Outcome Based Reporting. PDF Attachment. 3 page limit.** Title the attachment as ‘Plan for Outcome Based Reporting’ in the document header and save file as ‘PlanforOutcomeBasedReporting’. Clearly identify a minimum of two expected outcomes of the project within a 10 year planning horizon (number of persons beginning farming in the target audience; percentage increase in the value of sales of beginning farmers and ranchers; percentage of land changed to sustainable production practices, etc). As many expected outcomes occur only beyond the grant period, identify

measurable performance goals for each of the expected outcomes (number of farmers and ranchers to be trained, increase in the value of their enterprise, number of courses developed, etc). For each of the performance goals, identify important milestones and annual performance targets. An applicant's failure to provide the requested information in the Plan for Outcomes Based Reporting may preclude NIFA from making an award. **Applications without a Plan for Outcome Based Reporting or with a Plan for Outcome Based Reporting that exceeds the applicable page limitation will not be reviewed.** All grantees are required to submit outcome based reports annually, discussed in more detail in Part VI, D of this RFA.

- 2) **Management Plan – PDF Attachment. 3 page limit.** Title the attachment as 'Management Plan' and save file as 'ManagementPlan'. Because of the complexity of the BFRDP projects, it is important to have a clearly articulated management plan that describes the roles and functions of all partners (e.g., Project Directors and Co-Project Directors) and their organizations. Include time allocated by each partner for attainment of objectives; plan for participatory evaluation of project activities, outcome based reporting and communication; and plan for administration of the proposed project and its maintenance and partnerships. Relate the experience your organization and key staff have in designing and operating activities similar to those described in this application. In addition, evidence (e.g., letters of commitment signed by the AR of the partnering organization) that the partners involved have agreed to abide by the **Management Plan** should be provided. **Describe the commitment of your organization and your partners to this project and how the project will be sustained beyond the period of the award.** Include a strategy to enhance coordination, communication, data sharing and reporting among members of the project team and stakeholder groups. An applicant's failure to provide the requested information in the Management Plan may preclude NIFA from making an award. **Applications without a Management Plan or with a Management Plan that exceeds the applicable page limitation will not be reviewed.**
- 3) **Collaborative Arrangements – PDF Attachment. No page limit.** Title the attachment as 'Collaborative Arrangements' in the document header and save file as 'CollaborativeArrangements'. If it is necessary to enter into formal consulting or collaborative arrangements with others, i.e., those who provide specialized expertise not available in the project team but who are not involved in project management, such arrangements should be fully explained and justified. If the consultant(s) or collaborator(s) are known at the time of the application, a vitae or resume should be provided. In addition, evidence (e.g., letter of support signed by the AR of the consultant/collaborating organization) should be provided that the collaborators involved have agreed to render these services. The applicant also will be required to provide additional information on consultants and collaborators in the budget portion of the application. An applicant's failure to provide the requested information may preclude NIFA from making an award. **Applications without a Collaborative Arrangements attachment will not be reviewed.**
- 4) **Appendices to Project Narrative – PDF Attachment.** Title the attachment as 'Appendices' in the document header and save file as 'Appendices'.

Appendices are strictly limited to two (2) examples of materials from previous projects similar to those proposed in this project.

- Reprints (papers that have been published in peer-reviewed journals); and
- Preprints (only manuscripts in press for a peer-reviewed journal will be accepted and must be accompanied by letters of acceptance from the publishing journals). Preprints attached in support of the application should be single-spaced. Each preprint must be identified with the name of the submitting organization, the name(s) of the PD(s), and the title of the application.

Each Project Narrative is expected to be complete; however, additions to the Project Narrative (appendices) are allowed if they are directly germane to the proposed project. Information may not be appended to an application to circumvent page limitations prescribed for the Project Narrative. Extraneous materials will not be used during the peer review process.

- 5) **Matching Funds Documentation.** As stated in Part III, B of this RFA, this program requires applicants to provide, from non-Federal sources, cash or in-kind contributions in an amount at least equal to twenty-five percent (25%) of the Federal funds requested. Signed letters from each source of matching funds indicating the amount of funds committed to this project in the content of the letter are required. Title the attachment(s) as ‘Letter of Commitment – Organization Name’ in the document header and save file as ‘LetterofCommitment_OrganizationName’. Recommended contents of these letters are described below in item 6, R&R Budget Federal and Non-Federal. A template for the verification of matching funds and examples of acceptable letters are available at: <http://www.nifa.usda.gov/funding/bfrdp/bfrdp.html> under “Examples of Matching Letters”. See also the matching discussion in item f under “R&R Budget Federal and Non-Federal” section, #6 below.
- 6) **Response to Previous Review - PDF Attachment. One page limit.** Title the attachment as ‘Response to Previous Review’ in the document header and save file as ‘ResponsetoPreviousReview’. This requirement only applies to “Resubmitted Applications” as described under Part II, B of this RFA, “Types of Applications”. PDs must respond to the previous review panel summary on **no more than one page**. If desired, additional comments relating to the prior submissions panel summary may be included in the text of the Project Narrative, subject to the page limitations of that section.
- 7) **Development Grants – PDF Attachment. 1-Page Limit.** Title the attachment as ‘Development Grants’ in the document header and save file as ‘DevelopmentGrants’. If the applicant wishes to be considered for a Development Grant, the application must include a letter from the AR of the applicant institution stating that the organization has never received a competitive award from NIFA or CSREES (see Part II, C, 1,(b) of this RFA).

4. R&R Senior/Key Person Profile (Expanded)

Information related to the questions on this form is dealt with in detail in Part V, 5. of the NIFA Grants.gov Application Guide. A Senior/Key Person Profile should be completed for the PD and each co-PD, senior associate, and other professional personnel.

- a. Attach **Biographical Sketch Field – PDF Attachment. 2-Page Limit (excluding publications listings) per PD, co-PD, senior associate, and other professional personnel.** Title the attachment as ‘Biographical Sketch’ in the document header and save file as ‘BiographicalSketch_PersonName’.
- b. Attach **Current and Pending Support Field – PDF Attachment. No Page Limit.** Title the attachment as ‘Current and Pending Support’ in the document header and save file as ‘CurrentandPendingSupport_PersonName’.

Current and Pending Support information is only required for personnel with PD or co-PD indicated as their Project Role on the R&R Senior/Key Person Profile. All applications must contain a list of all Current and Pending Support detailing public or private support (including in-house support) to which personnel identified in the application have committed portions of their time, whether or not salary support for person(s) involved is included in the budget, see template. Please note that the project being proposed should be included in the pending section of the form. Total project time listed for each PD should be indicated as a percent effort and not exceed 100% for concurrent projects. The time commitment for this project should include the time paid for by Federal and non-Federal funds. Requested salary amounts should not exceed the time commitment stated on the Current and Pending Support form. A suggested template for the Current and Pending Support can be found at:

http://www.nifa.usda.gov/funding/templates/current_pending.doc.

Applicants are discouraged from submitting projects with similar objectives to those currently funded by other programs at NIFA. Such submissions should be disclosed in the Current and Pending Support Form. If projects are recommended for funding, changes in the budget and project objectives will be required before the projects can be funded.

5. R&R Personal Data – As noted in Part V, 6. of the NIFA Grants.gov Application Guide, the submission of this information is voluntary and is not a precondition of award. If completing the information, **do not enter any data in the field requesting the social security number.**

6. R&R Budget Federal and Non-Federal - This form (accompanied by the required Budget Justification attachment) contains the itemized listing and description of your project’s budget. Complete all applicable fields. Consult the NIFA Grants.gov Application Guide for instructions.

- a. Complete one R&R Budget Form for each 12-month period, plus a cumulative budget for the entire project. There should be reasonable costs in each Educational Enhancement Team Project budget that reflect the cost of monthly conference calls to facilitate the activities of the Clearinghouse.

- b. Field A. **Senior/Key Person.** This section identifies names of senior/key personnel. Each person identified in the senior/key person profile who is an employee of the applying organization must be listed in this section if funds are requested. Base salary/wages, base months (calendar or academic) and fringe benefit information must be included.
- c. Field D. **Travel.** There should be reasonable costs in each Education Enhancement Team Project budget to attend one meeting during the three year project period to facilitate the activities of the Clearinghouse. In addition, the budgets for both Standard BFRDP and Education Enhancement Team projects should include the travel costs for the Project Director and any other key staff member(s) to attend the annual Project Director meeting beginning in the first year of funding and during each year of their project.
- d. Field H. **Indirect Costs** – Refer to Part IV, D of this RFA for a discussion of the limitations on claiming indirect costs.
- e. Field K. **Budget Justification – PDF Attachment. No page limit.** Title the attachment as ‘Budget Justification’ in the document header and save the file as ‘BudgetJustification.’
 - 1) All budget categories, with the exception of Indirect Costs, for which support is requested must be individually listed (with costs) in the same order as the budget and linked to the different activities in the work plan. If consulting, collaborative, or subcontractual arrangements are included in the application, these arrangements should be fully explained and justified. The rate of pay for any consultant must be included, if known at the time of application. Please include a cost breakdown for the consultant, including the letter of commitment, curriculum vita, number of days in service, travel, and per diem, as well as the rate of pay.
 - 2) **To receive priority for partnerships and collaborations that are led by or include nongovernmental organizations (NGOs) and community-based organizations (CBOs) with expertise in beginning agricultural producer and training outreach, applicants need to identify in the budget justification which budget items are being allocated out of Federal funds to the NGO(s) and/or CBO(s).**
- f. **Matching:** As stated in Part III, B of this RFA, all applicants are required to provide from non-Federal sources (unless otherwise specified by law) cash or in-kind contributions in an amount at least equal to twenty-five percent (25%) of the Federal funds requested. **The sources and amount of all matching support from outside the applicant organization should be summarized on a separate page and placed in Field 12 ‘Other Attachments’ of the R & R Other Project Information form. Title the attachment ‘Summary of Matching Support’ in the document header and save the file as “SummaryofMatchingSupport’. Include the matching amount, the budget category for the match, and detail how the matching support, from each source, will be used (e.g., salary and position supported). A separate budget justification with the same level of details required for Federal funds should be included. This**

document should explain how non-Federal funds will be used in the project. See instructions in Field H on the R&R Budget Form for restrictions on the use of indirect costs as matching contributions.

- 1) Cash and non-cash contributions from the institution and any third parties should be identified.**
- 2) Each source of non-Federal matching funds must be accompanied by written verification of commitments of matching support (i.e., a signed letter from the AR of the source of matching funds; including both cash and in-kind contributions) from third parties. Include each of these signed letters of commitment in pdf format as attachments in Field 12 of the R & R Other Project Information form (see Part V, 4 of the NIFA Grants.gov Application Guide). Written verification means:**
 - a) For any third party cash contributions, a separate letter of commitment for each donation submitted on donor organization letterhead and signed by the AR of the donor organization, which must include: (1) the name, address, and telephone number of the donor; (2) the name of the applicant organization; (3) the title of the project for which the donation is made; (4) the dollar amount of the cash donation; and (5) a statement that the donor will pay the cash contribution during the grant period.**
 - b) For any third party in-kind contributions, a separate letter of commitment for each contribution submitted on donor organization letterhead and signed by the AR of the donor organization, which must include: (1) the name, address, and telephone number of the donor; (2) the name of the applicant organization; (3) the title of the project for which the donation is made; (4) a good faith estimate of the current fair market value of the third party in-kind contribution (please provide the basis for the good faith effort (i.e., duties and position being paid)); and (5) a statement that the donor will make the contribution during the grant period. In-kind donations of salaries or equipment use should provide details of how the rate charged was determined. Donations of labor should be charged at the person's hourly rate of pay for similar work or for the rate that is customary for that type of work in the area.**
 - c) In-kind salary contributions should include the name and position of the employee, the normal hourly rate of pay for this position, the number of hours the employee will be donating toward the project, and a brief description of the job this person will be performing for the project.**
 - d) If the contribution is to be split between cash and in-kind, the exact dollar amount for each category must be clearly stated. The letter should also clearly state the budget categories that the contributed dollars should be applied to and clearly state the individual items of in-kind contributions. All**

pledge agreements must be placed in the application immediately following the summary of matching support. Any cost sharing commitments specified in the application will be referenced and included as a condition of an award resulting from this announcement. All pledged amounts must be specific and certain, not estimated.

- 3) The value of applicant contributions to the project shall be established in accordance with the applicable cost principles. Applicants should refer to OMB Circulars A-21, Cost Principles for Educational Institutions, A-87, Cost Principles for State, Local, and Tribal Governments, A-122, Cost Principles for Non-Profit Organizations, and the cost principles in the Federal Acquisition Regulation at 48 CFR 31.2 for further guidance and other requirements relating to matching and allowable costs.

7. R & R Budget Subaward Federal and Non-Federal Attachment(s) Form

If a formal subcontract agreement is needed with another organization(s), annual and cumulative budgets and a budget justification will be required for each subcontract agreement. Refer to Part V, 8. of the NIFA Grants.gov Application Guide for instructions on completing this form.

8. Supplemental Information Form

Information related to the questions on this form is dealt with in detail in Part VI, 1. of the NIFA Grants.gov Application Guide.

a. Field 2. **Program Code.** Enter the program code name (i.e., enter “Beginning Farmer and Rancher Development Program”) and the program code (i.e., enter “BFRDP”).

b. Field 8. **Conflict of Interest List.** **A Conflict of Interest List is required for all applications submitted to the BFRDP.** A suggested template for the Conflict of Interest List can be found at: http://www.nifa.usda.gov/funding/templates/conflict_of_interest.doc. A Conflict of Interest List must be provided for all Project Directors. Collate all Conflict of Interest lists into a single document then convert it to PDF. The lists can only be submitted as a single PDF attachment. Do not combine multiple PDF documents into one document.

For all individuals who have submitted a Biographical Sketch, list alphabetically by last name (and with last name first) the full names of individuals and indicate which categorical conflict(s) listed below applies:

- (a) All co-authors on publications within the past three years, including pending publications and submissions;
- (b) All collaborators on projects within the past three years, including current and planned collaborations;
- (c) All thesis or postdoctoral advisees/advisors; and
- (d) All persons in your field with whom you have had a consulting/financial arrangement/other conflict-of-interest in the past three years.

Note: The National Program Leader responsible for the BFRDP program must be informed of any additional conflicts of interest that arise after the application is submitted.

C. Submission Dates and Times

Instructions for submitting an application are included in Part IV, Section 1.9 of the NIFA Grants.gov Application Guide.

Applications must be received by Grants.gov by COB on December 22, 2010 (5:00 p.m. Eastern Time). Applications received after this deadline will not be considered for funding.

Correspondence regarding submitted applications will be sent using e-mail. Therefore, applicants are strongly encouraged to provide accurate e-mail addresses, where designated, on the SF-424 R&R Application for Federal Assistance.

If the AR has not received correspondence from NIFA regarding a submitted application within 30 days of submission of the application, please contact the Program Contact identified in Part VII of this RFA and request the proposal number assigned to the application. **Failure to do so may result in the application not being considered for funding by the peer review panel. Once the application has been assigned a proposal number, this number should be cited on all future correspondence.**

D. Funding Restrictions

Section 7132 of the Food, Conservation, and Energy Act of 2008 amended the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (7 U.S.C. 3310(a)), limiting indirect costs for grants to 22 percent of the total Federal funds provided under each award. Therefore, when preparing budgets, applicants should limit their requests for recovery of indirect costs to the lesser of their institution's official negotiated indirect cost rate or the equivalent of 22 percent of total Federal funds awarded.

Claiming of indirect costs. The maximum allowed indirect costs may be claimed under the Federal portion of the award budget or, alternatively, the maximum allowed indirect costs may be claimed as a matching contribution (if no indirect costs are requested on the Federal portion of the budget). However, the maximum allowed indirect costs may not be claimed on both the Federal portion of the budget for the award and as a matching contribution, unless the total claimed on both the Federal portion of the budget for the award and as a matching contribution does not exceed the maximum allowed indirect costs. An awardee may split the allocation between the Federal and non-Federal portions of the budget only if the total percentage of indirect costs under the project does not exceed the maximum allowed indirect costs. For example, if a grantee's indirect costs are capped at 22 percent, the grantee may request 11 percent of the indirect costs on both the Federal portion of the budget for the award and as a matching contribution. Or, the grantee may request any other, similar percentage combination that, when combined, does not exceed the maximum indirect cost rate of 22 percent.

An award made under this program may not be used for planning, repair, rehabilitation, acquisition, or construction of a building or facility. Program funds may not be used to buy land,

match Individual Development Account funds, or purchase equipment for starting farm or ranch businesses. Program funds may not be used for research activities. Program funds may only be used for education, training, outreach and mentoring of beginning farmers and ranchers.

E. Other Submission Requirements

The applicant should follow the submission requirements noted in the document entitled “A Guide for Preparation and Submission of NIFA Applications via Grants.gov.”

PART V—APPLICATION REVIEW REQUIREMENTS

A. General

Each application will be evaluated in a two part process. First, each application will be screened to ensure that it meets the administrative requirements set forth in this RFA. Second, applications that meet these requirements will be technically evaluated by a review panel.

Reviewers will be selected based upon training and experience in relevant scientific, extension, or education fields, taking into account the following factors: (a) The level of relevant formal scientific, technical education, or extension experience of the individual, as well as the extent to which an individual is engaged in relevant research, education, or extension activities; (b) the need to include as reviewers experts from various areas of specialization within relevant scientific, education, or extension fields; (c) the need to include as reviewers other experts (e.g., producers, range or forest managers/operators, and consumers) who can assess relevance of the applications to targeted audiences and to program needs; (d) the need to include as reviewers experts from a variety of organizational types (e.g., colleges, universities, industry, state and Federal agencies, community based organization, private profit and non-profit organizations) and geographic locations; (e) the need to maintain a balanced composition of reviewers with regard to minority and female representation; and (f) the need to include reviewers who can judge the effective usefulness to producers and the general public of each application.

B. Evaluation Criteria

The evaluation criteria below will be used in reviewing applications submitted in response to this RFA:

Partnerships and Collaborations: Priority will be given to partnerships and collaborations that are led by or include NGOs and CBOs with expertise in new agricultural producer training and outreach. Only applications with a minimum of 25 percent of the Federal budget allocated to these partner organizations (i.e., NGOs and CBOs) will be given this priority. In addition, these partner organizations must have been involved and played an important role in the project design and development. Projects must also employ an equitable and appropriate decision-making and oversight process that includes all partners to be given this priority.

Target Audience: Not less than 25% of the program funds each funding year will be allocated to address the needs of limited resource farmers and ranchers; socially disadvantaged beginning farmers or ranchers, immigrant farm workers planning to become beginning farmers or ranchers; and /or other farm workers desiring to become beginning farmers or ranchers. Please note that all applications do not need to address a target audience but can be open to all beginning farmers and ranchers. However, if you want the application to be considered under this category, identify any prior experience the applicants have in addressing the needs of the target audience, the applicants ability to provide the appropriate (example, socio-economic and culturally sensitive) education, training, outreach and mentoring programs for the target audience, and state what percentage of your budget will be allocated to serving these group(s).

Legislated Criteria: All project applications submitted for funding shall be evaluated using the following criteria as provided by section 7405(c)(5) of FSRIA (7 U.S.C. 3319(c)(5), specifically:

- **Relevancy** – Explanation and documentation that the project is directed toward specific topic areas identified in Part I, B in this RFA. These topics are designed to yield improvements in and sustainability of beginning farmers and ranchers as defined in Food, Conservation, and Energy Act of 2008 (FCEA) (Pub. L. 110-246). Relevancy also includes explanation of how the project addresses critical barriers faced by beginning farmers and ranchers. A successful multi-year track record of working with beginning farmers and ranchers and a description of how this project will enhance current or prior programs can be used to evaluate the relevance of the project. Alternatively, the relevancy can be evaluated by the description of the necessity of the project based on the needs identified for the target audience and the demonstrated awareness of previous and alternative training, outreach, mentoring and education programs that address these needs.
- **Technical merit** – will be evaluated on the basis of:
 - (a) Clarity and delineation of objectives, activities and outcomes;
 - (b) Conceptual adequacy of the proposed activities to meet the needs of the targeted audience including suitability and feasibility of the approach (e.g., social, economic and cultural relevance, distance based versus face-to-face);
 - (c) Innovation and originality of objectives and activities.
 - (d) Successful multi-year experience with new agricultural producer training and outreach.
 - (d) Expected outcomes and the performance targets as indicated in the Plan for Outcomes Based Reporting;
 - (e) Adaptability at other locations, communities, and/or agricultural products and technologies; and
 - (f) Sustainability beyond the life of the grant.
- **Achievability** - Probability of success of the project is appropriate given the level of originality, target audience and budget for each activity. Importance will be given to the description of how the success of the project will be measured and reported every year (i.e., Plan for Outcome Based Reporting) and how potential pitfalls are addressed.
- **Expertise and track record of one or more applicants** - Importance will be given to the demonstration of expertise through successful multi-year experience in education, outreach, mentoring and/or training beginning farmers and ranchers. The successful multi-year experience can be demonstrated by the number of training, assistance, or education activities previously carried out; number of participants or graduates of the program, success rate and their current occupation; the number of years a program or activity has been offered. There should be sufficient time commitment of project directors and co-directors for project activities including management. Also important are qualifications of applicant (individual or team) to conduct the proposed project

activities and in evaluating project outcomes; and demonstrable institutional experience and competence in serving the needs of the identified target audience.

- **Adequacy of available or obtainable support personnel, facilities, and instrumentation.** Includes the expertise of consultants and collaborators, sufficiency of the educational facilities and equipment for the proposed education and outreach methods, etc.
- **Adequacy of Plans for Management and Collaborative Arrangements of the proposed project,** including: time allocated for systematic attainment of objectives; plan for participatory evaluation of project activities, outcome-based reporting, and communication; and plan for administration of the proposed project and its maintenance, partnerships, and collaborative efforts.

C. Conflicts of Interest and Confidentiality

During the peer evaluation process, extreme care will be taken to prevent any actual or perceived conflicts of interest that may impact review or evaluation. For the purpose of determining conflicts of interest, the academic and administrative autonomy of an institution shall be determined by reference to the current Higher Education Directory, published by Higher Education Publications, Inc., 6400 Arlington Boulevard, Suite 648, Falls Church, Virginia 22042. Phone: (703) 532-2300. Web site: <http://www.hepinc.com>.

Names of submitting institutions and individuals, as well as application content and peer evaluations, will be kept confidential, except to those involved in the review process, to the extent permitted by law. In addition, the identities of peer reviewers will remain confidential throughout the entire review process. Therefore, the names of the reviewers will not be released to applicants.

D. Organizational Management Information

Specific management information relating to an applicant shall be submitted on a one time basis, with updates on an as needed basis, as part of the responsibility determination prior to an award identified under this RFA, if such information has not been provided previously under this or another NIFA program. NIFA will provide copies of forms recommended for use in fulfilling these requirements as part of the preaward process. Although an applicant may be found eligible based on its status as one of these entities, there are factors which may exclude an applicant from receiving Federal financial and nonfinancial assistance and benefits under this program (e.g., debarment or suspension of an individual involved or a determination that an applicant is not responsible based on submitted organizational management information).

Note: If the organization is asked to submit NIFA Form 666 “Organizational Information”, AR who signs it must be the same person designated as the AR on the SF-424 R&R Cover Sheet “Application for Federal Assistance”. The legal name of the institution must be listed in the same way on each form.

PART VI—AWARD ADMINISTRATION

A. General

Within the limit of funds available for such purpose, the awarding official of NIFA shall make awards to those responsible, eligible applicants whose applications are judged most meritorious under the procedures set forth in this RFA. The date specified by the awarding official of NIFA as the effective date of the award shall be no later than September 30 of the Federal fiscal year in which the project is approved for support and funds are appropriated for such purpose, unless otherwise permitted by law. It should be noted that the project need not be initiated on the award effective date, but as soon thereafter as practical so that project goals may be attained within the funded project period. All funds awarded by NIFA under this RFA shall be expended solely for the purpose for which the funds are awarded in accordance with the approved application and budget, the regulations, the terms and conditions of the award, the applicable Federal cost principles, and the applicable Departmental assistance regulations (2 CFR 215, 2 CFR 220 and 2 CFR 230), and the Department's assistance regulations (parts 3015 and 3019 of 7 CFR).

B. Award Notice

The award document will provide pertinent instructions and information including, at a minimum, the following:

- (1) Legal name and address of performing organization or institution to whom the Director has issued an award under the terms of this request for applications;
- (2) Title of the project;
- (3) Name(s) and institution(s) of PDs chosen to direct and control approved activities;
- (4) Identifying award number assigned by the Department;
- (5) Project period, specifying the amount of time the Department intends to support the project without requiring recompetition for funds;
- (6) Total amount of Departmental financial assistance approved by the Director during the project period;
- (7) Legal authority (ies) under which the award is issued;
- (8) Appropriate Catalog of Federal Domestic Assistance (CFDA) number;
- (9) Applicable award terms and conditions (see <http://www.nifa.usda.gov/business/awards/awardterms.html> to view NIFA award terms and conditions);

(10) Approved budget plan for categorizing allocable project funds to accomplish the stated purpose of the award; and

(11) Other information or provisions deemed necessary by NIFA to carry out its respective awarding activities or to accomplish the purpose of a particular award.

C. Administrative and National Policy Requirements

Several Federal statutes and regulations apply to applications considered for review and to projects awarded under this program. These include, but are not limited to:

7 CFR Part 1, subpart A—USDA implementation of the Freedom of Information Act.

7 CFR Part 3—USDA implementation of OMB Circular No. A-129 regarding debt collection.

7 CFR Part 15, subpart A—USDA implementation of Title VI of the Civil Rights Act of 1964, as amended.

7 CFR Part 331 and 9 CFR Part 121—USDA implementation of the Agricultural Bioterrorism Protection Act of 2002.

7 CFR Part 3015 – USDA Uniform Federal Assistance Regulations (containing general provisions applicable to grants and cooperative agreements, and the set of principles for determining allowable costs as set forth in OMB Circular No. A-21, A-87, and A-122, now relocated at 2 CFR Parts 220, 225, and 230, respectively).

7 CFR Part 3016—USDA implementation of Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments.

7 CFR Part 3017—USDA implementation of Government wide Debarment and Suspension (Nonprocurement).

7 CFR Part 3018—USDA implementation of Restrictions on Lobbying. Imposes prohibitions and requirements for disclosure and certification related to lobbying on recipients of Federal contracts, grants, cooperative agreements, and loans.

7 CFR Part 3019—USDA implementation of OMB Circular A-110, Uniform Administrative Requirements for Grants and Other Agreements With Institutions of Higher Education, Hospitals, and Other Non-profit Organizations, now relocated at 2 CFR Part 215.

7 CFR Part 3021—Government wide Requirements for Drug Free Workplace (Grants).

7 CFR Part 3052—USDA implementation of OMB Circular No. A-133, Audits of States, Local Governments, and Non profit Organizations.

7 CFR Part 3407—NIFA procedures to implement the National Environmental Policy Act of 1969, as amended.

7 CFR Part 3430—NIFA procedures to implement Competitive and Noncompetitive Non-formula Federal Assistance Programs—General Award Administrative Provisions and Specific Administrative Provisions.

29 U.S.C. 794 (section 504, Rehabilitation Act of 1973) and 7 CFR Part 15b (USDA implementation of statute) —prohibiting discrimination based upon physical or mental handicap in Federally assisted programs.

35 U.S.C. 200 et seq. —Bayh Dole Act, controlling allocation of rights to inventions made by employees of small business firms and domestic nonprofit organizations, including universities, in Federally assisted programs (implementing regulations are contained in 37 CFR Part 401).

D. Expected Program Outputs and Reporting Requirements

Upon the award of a grant, applicants will be requested to finalize annual goals and objectives against which progress will be measured on an annual basis. Grantees must submit an annual report narrative and budget summary detailing outcomes and expenditures on the project. Annual project reports must contain data to document the outputs and outcomes and will need to be collected by the grantee. Cost of data collection may be included in the budget. For additional information regarding output and outcome data that is needed, see <http://www.nifa.usda.gov/funding/bfrdp/bfrdp.html>. A format for these reports will be provided on an annual basis by NIFA.

Grantees are to submit initial project information and annual summary reports to NIFA's electronic, Web-based inventory system that facilitates both grantee submissions of project outcomes and public access to information on Federally-funded projects. The details of these reporting requirements are included in the award terms and conditions.

If a project is funded, beginning in the first year of funding, the Project Director and any other key staff member(s) will be required to attend annual project director meetings. Reasonable travel expenses should be included as part of the project budget.

For informational purposes, the “Federal Financial Report,” Form SF-425, consolidates into a single report the former Financial Status Report (SF-269 and SF-269A) and the Federal Cash Transactions Report (SF-272 and SF-272A). The [NIFA Agency-specific Terms and Conditions](#) include the requirement that Form SF-425 is due on a **quarterly basis no later than 30 days following the end of each reporting period. A final “Federal Financial Report,” Form SF-425, is due 90 days after the expiration date of this award.**

PART VII—AGENCY CONTACTS

Applicants and other interested parties with questions or comments are encouraged to contact:

Dr. S (Suresh) Sureshwaran, National Program Leader, National Institute of Food and Agriculture; U.S. Department of Agriculture; STOP 2240; 1400 Independence Avenue, SW; Washington, DC 20250-2240; Telephone: 202-720-7536 or Fax: 202-401-6070; E-mail: ssureshwaran@nifa.usda.gov.

Or

Dr. Charles Cleland, National Program Leader, National Institute of Food and Agriculture; U.S. Department of Agriculture; STOP 2240; 1400 Independence Avenue, SW; Washington, DC 20250-2240; Telephone: 202-401-6852 or Fax: 202-401-6070; E-mail: cclerland@nifa.usda.gov

PART VIII—OTHER INFORMATION

A. Access to Review Information

Copies of reviews, not including the identity of reviewers, and a summary of the panel comments will be sent to the applicant PD after the review process has been completed.

B. Use of Funds; Changes

1. Delegation of Fiscal Responsibility

Unless the terms and conditions of the award state otherwise, the awardee may not in whole or in part delegate or transfer to another person, institution, or organization the responsibility for use or expenditure of award funds.

2. Changes in Project Plans

a. The permissible changes by the awardee, PD(s), or other key project personnel in the approved project shall be limited to changes in methodology, techniques, or other similar aspects of the project to expedite achievement of the project's approved goals. If the awardee or the PD(s) is uncertain as to whether a change complies with this provision, the question must be referred to the Authorized Departmental Officer (ADO) for a final determination. The ADO is the signatory of the award document, not the program contact.

b. Changes in approved goals or objectives shall be requested by the awardee and approved in writing by the ADO prior to effecting such changes. In no event shall requests for such changes be approved which are outside the scope of the original approved project.

c. Changes in approved project leadership or the replacement or reassignment of other key project personnel shall be requested by the awardee and approved in writing by the ADO prior to effecting such changes.

d. Transfers of actual performance of the substantive programmatic work in whole or in part and provisions for payment of funds, whether or not Federal funds are involved, shall be requested by the awardee and approved in writing by the ADO prior to effecting such transfers, unless prescribed otherwise in the terms and conditions of the award.

e. The project period may be extended by NIFA without additional financial support, for such additional period(s) as the ADO determines may be necessary to complete or fulfill the purposes of an approved project, but in no case shall the total project period exceed three years for Standard BFRDP Grants, including Development Grants, and five years for the Educational Enhancement Team Projects. Any extension of time shall be conditioned upon prior request by the awardee and approval in writing by the ADO, unless prescribed otherwise in the terms and conditions of award. No-cost extensions are subject to the requirements of 7 CFR 3430.58.

f. Changes in Approved Budget: Unless stated otherwise in the terms and conditions of award, changes in an approved budget must be requested by the awardee and approved in writing by the ADO prior to instituting such changes if the revision will involve transfers or expenditures of amounts requiring prior approval as set forth in the applicable Federal cost principles, Departmental regulations, or award.

C. Confidential Aspects of Applications and Awards

When an application results in an award, it becomes a part of the record of NIFA transactions, available to the public upon specific request. Information that the Secretary determines to be of a confidential, privileged, or proprietary nature will be held in confidence to the extent permitted by law. Therefore, any information that the applicant wishes to have considered as confidential, privileged, or proprietary should be clearly marked within the application. The original copy of an application that does not result in an award will be retained by the Agency for a period of three years. Other copies will be destroyed. Such an application will be released only with the consent of the applicant or to the extent required by law. An application may be withdrawn at any time prior to the final action thereon.

D. Regulatory Information

For the reasons set forth in the final Rule related Notice to 7 CFR part 3015, subpart V (48 FR 29114, June 24, 1983), this program is excluded from the scope of the Executive Order 12372 which requires intergovernmental consultation with State and local officials. Under the provisions of the Paperwork Reduction Act of 1995 (44 U.S.C. chapter 35), the collection of information requirements contained in this Notice have been approved under OMB Document No. 0524-0039.

E. Definitions

Please refer to [7 CFR 3430](#), Competitive and Noncompetitive Non-formula Grant Programs--General Grant Administrative Provisions, for the applicable definitions for this NIFA grant program.

Beginning Farmer and Rancher means a person that has not operated a farm or ranch; or has operated a farm or ranch for not more than 10 years (as defined by section 7405(a) of the Farm Security and Rural Investment Act of 2002 (7 U.S.C. 3319f(a)).

Clearinghouse means an online repository that will make available to beginning farmers or ranchers education curricula and training materials and programs, and which may include online courses for direct use by beginning farmers or ranchers.

Collaborator means the person or an organization that cooperates with the applicant in the conduct of the project but is not immediately connected to the management of the project.

Community Based Organizations (CBOs) means private, non-profit organizations that are representative of a community or a significant segment of a community and that provide services to that local community.

Education means an act or process that delivers knowledge and informal educational programs to beginning farmers and ranchers, enabling them to make practical decisions.

Limited resource beginning farmer or rancher means beginning farmers or ranchers who have: 1) direct or indirect gross farm sales not more than the sales amount established by the USDA Natural Resources Conservation Service (NRCS) in each of the previous two years (in current dollars, adjusted for inflation each year, based on the October 2002 Prices Paid by Farmer Index compiled and updated annually by the USDA National Agricultural Statistics Service (NASS)), and 2) a total household income at or below the National Poverty Level for a family of four or less than 50 percent of county median household income in each of the previous two years as determined by the U.S. Department of Health and Human Services (HHS) using Census Poverty Data. Please see: <http://www.lrftool.sc.egov.usda.gov>.

Non-governmental organization (NGO) means a legally constituted, non-governmental organization created by natural or legal persons with no participation or representation of any government and serving one or more communities.

Outcome based reporting should include an outcome statement with performance targets, necessary milestones, beneficiary engagement, key individuals, and verification.

Partnership means a relationship involving close cooperation between parties having specified and joint rights and responsibilities in the management of the project.

Performance target means a specific, verifiable change in people's actions or conditions. It defines how many people will change and what degree of change constitutes success.

Peri-urban means urban areas that lie on the outer edges of the city.

Producer means individuals, families, or other entities in the U.S. engaged in the business of agriculture, crop, livestock, forestry, and range production, management and marketing.

Qualified Public and Private Entities means public or private groups, organizations, or institutions that have established and demonstrated capacities to conduct projects that accomplish the purposes of the program as designated in these guidelines.

Regions means (1) the Northeast region consisting of the 12 Northeast States and the District of Columbia (Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and West Virginia); (2) the Southern Region consisting of 13 States plus Puerto Rico and the Virgin Islands (Virginia, North Carolina, South Carolina, Kentucky, Tennessee, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Oklahoma); the North Central Region consisting of 12 States (Ohio, Michigan, Indiana, Illinois, Missouri, Kansas, Iowa, Wisconsin, Minnesota, Nebraska, South Dakota, and

North Dakota); and the Western Region consisting of 12 States and the American Territories in the Pacific (Hawaii, Alaska, Washington State, Oregon, California, Idaho, Nevada, Utah, Arizona, Montana, Wyoming, Colorado, New Mexico, and American Samoa, Northern Mariana Islands, Guam, and Micronesia).

Rural communities means all communities with a population under 50,000.

Socially disadvantaged beginning farmer or rancher means a farmer or rancher who is a member of a socially disadvantaged group (i.e., a group whose members have been subjected to racial, ethnic, or gender prejudice because of their identity as members of a group without regard to their individual qualities) (7 U.S.C. 2003(e)).

Sustainable agriculture means a system of plant and/or animal production practices having a site-specific application that will, over the long term: satisfy human food and fiber needs; enhance environmental quality and natural resource base upon which the agricultural economy depends; make the most efficient use of nonrenewable resources and on-farm resources and integrate where appropriate, natural biological cycles and controls; sustain the economic viability of farm operations; and enhance the quality of life for farmers and society as a whole.