

# Professional Development Program 2008-09 State/Protectorate Request for Applications



Western SARE PDP  
State/Protectorate  
Grants Program

2008-09 Request for  
Applications

2753 State Hwy 157  
Lingle, WY 82223  
(307) 837-2674  
(307) 837-2963 fax  
[freeburn@uwyo.edu](mailto:freeburn@uwyo.edu)  
<http://wsare.usu.edu>

Host Institution:  
Utah State University  
PDP Host Institution:  
University of Wyoming

SARE is a USDA competitive grants program that supports agricultural systems that are economically viable, environmentally sound and socially responsible.

Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Micronesia, Montana, Nevada, New Mexico, Northern Mariana Islands, Oregon, Utah, Washington, Wyoming

The Administrative Council of the Western Sustainable Agriculture Research and Education program announces its request for applications for Professional Development in sustainable agriculture. The purpose of the SARE Professional Development Program is to establish both state/protectorate and regional programs through which Extension and other USDA field personnel will learn about sustainable agricultural concepts and techniques and then, in turn, educate agricultural producers and others about sustainable agriculture.

Up to \$45,000 over three years may be provided to each state/protectorate in response to a satisfactory proposal approved by the Western SARE Administrative Council. In addition, certain states may receive up to \$3,000/year for each approved Western SARE-Federally Recognized Tribes Extension Program (formerly known as EIRP) direct grant proposal.

Applications must be accompanied by State/Protectorate and FRTEP progress reports for 2007 activities resulting from the previous State/Protectorate Grant, unless they have already been submitted.

*The deadline for receipt of reports and applications is April 4, 2008.*

## National SARE Goals

Western SARE seeks applications that support outcome and impact-driven research and education and adhere to these national goals:

- Satisfy human food and fiber needs
- Enhance environmental quality and the natural resource base upon which the agricultural economy depends
- Make the most efficient use of nonrenewable and on-farm resources and integrate, where appropriate, natural biological cycles and controls
- Sustain the economic viability of agricultural operations and their communities
- Enhance the quality of life for farmers and ranchers and society as a

## Timetable for 2008-09 State/Protectorate PDP Grants

**Applications and reports are due to PDP office by 4 pm MDT, April 4, 2008**

- **Western SARE review applications May 2008**
- **Award letters mailed by June 30, 2008**
- **Award contracts executed – October through December 2008**

## **Issues to Consider in State/Protectorate SARE PDP Implementation**

### **Desired Outcomes**

Projects should help Cooperative Extension Educators/Agents, Natural Resource Conservation Service field personnel and other agricultural education professionals become readily conversant in sustainable principles and systems. These ag-support professionals should have and use resources that can help producers make informed decisions about adopting sustainable approaches to agricultural systems.

### **Target Audience**

The primary emphasis must be on training and educating Cooperative Extension, NRCS and other USDA field personnel as well as other agricultural education professionals.

### **Broad Participation**

To design a state level sustainable agriculture professional development program with end-users in mind, Western SARE PDP now requires higher, more meaningful levels of stakeholder involvement and feedback.

To broaden the trainer/educator base, the Western SARE program encourages multidisciplinary, collaborative projects that involve other private and public institutions and nongovernmental organizations. Agricultural producers and community leaders, where appropriate, are strongly encouraged to be part of the trainer/educator team.

### **Training and Educational Methodology**

Projects should strengthen the knowledge base and skills of participants. Proposals should also emphasize a broad systems-based approach that integrates multiple aspects of agricultural production, marketing and community development.

### **Desired Training and Educational Products**

Products that can be used in other states/protectorates or regions are encouraged. These products include online tutorials, training manuals, PowerPoint presentations, workshops and videotaped or published proceedings. Web-based materials are most readily shared regionwide. SARE has established a core curriculum in sustainable agriculture for agricultural professionals, which can be found at <http://www.sare.org/coreinfo/ceprogram.htm>. Applicants should try to visualize how their project's educational events or products will use or complement the core curriculum.

### **Program Goals for Projects Funded by Western SARE**

1. Promote good stewardship of the nation's natural resources by providing site-specific and profitable sustainable farming and ranching methods that strengthen agricultural competitiveness; satisfy human food and fiber needs, maintain and enhance the quality and productivity of soil; conserve water, energy, natural resources and fish and wildlife habitat; and maintain and improve the quality of surface and ground water.
2. Enhance the quality of life of farmers and ranchers and ensure the viability of rural communities, for example, by increasing income and employment, especially profitable self-employment and innovative marketing opportunities in agricultural and rural communities.
3. Protect the health and safety of those involved in food and farm systems by reducing, where feasible and practical, the use of toxic materials in agricultural production, and by optimizing on-farm resources and integrating, where appropriate, biological cycles and controls.
4. Promote crop, livestock and enterprise diversification.
5. Examine the regional, economic, social and environmental implications of adopting sustainable agriculture practices and systems.

### **Eligible activities for state/protectorate PDP funds**

State/Protectorate coordinators can create a mix of activities that achieve their state's/protectorate's planned agriculture education professional learning and action outcomes. These activities are spelled out in the current PDP coordinators' job description (attached Appendix A). In addition to in-state/protectorate educational events and products for ag education professionals, mini-grants and travel scholarships for the targeted audience are also eligible activities, provided the anticipated results of conducting these activities are clearly spelled out in the application.

### **Assessment of Learning and Action Outcomes**

The objectives and outcomes of the proposed training and educational project must be clearly defined and a plan for evaluation of impacts articulated based on an evaluation program logic model. The evaluation should assess to what extent ag education professionals acquired new knowledge, improved their skill levels and conducted subsequent educational programs in sustainable agriculture as a result of the professional development activities. Technical assistance in designing an evaluation plan is available through Western SARE PDP on limited basis. Contact Al Kurki (alk@ncat.org) or John O'Sullivan (rjosull@mindspring.com) for feedback or suggestions via phone or email.

## **STATE/PROTECTORATE APPLICATION FORMAT**

### **Narrative Format**

- Applications must be double-spaced in 12-point or larger type on 8 1/2- by 11-inch paper with at least 1-inch margins on all sides.
- The narrative section is limited to four pages.
- Number pages in order starting with the application narrative.
- Projects may be started October 1, 2008.

### **APPLICATION NARRATIVE** (No more than four pages)

- a) Context, justification and assumptions** – Describe the context of your project and the need that justifies it. Educational projects should meet the information needs of your state or protectorate extension educators, based on the 2004 regional SARE PDP survey or some other documented method of assessing needs or stakeholder input. Describe any factors that influence the project's likelihood of implementation and success, such as climate, regulations, socio-economic factors or political or market forces. List the expectations for the project and the participants.
- b) Outcomes** – Detail the results and benefits for individuals, groups, communities and/or systems. All outcomes should be measurable, quantitatively or qualitatively. SARE strives to increase awareness and knowledge (short-term outcomes), improve skills and the capacity of participants to provide educational programs (short-term outcomes) and change behavior of educators (medium-term outcomes). The SARE PDP Logic Model is the basic template/framework for preparing a state/protectorate application. Please use Appendix B and Attachment B in preparing your application. See <http://www.uwex.edu/ces/pdande> for an example of the entire program logic model.
- c) Stakeholder involvement**  
An advisory committee of Extension, NRCS, farmers and ranchers, other agencies, current SARE grantees, NGOs with an interest in sustainable ag or farm groups is an important component of developing a state/protectorate-level SARE program that includes PDP and Research and Education

(R&E) elements. The tasks of the committee are to help set priorities, provide feedback on implementation and review project results.

For example, the stakeholder advisory committee could be involved:

- In the planning phase of the three-year application and reporting cycle for PDP- funded projects and optional state-level Research and Education-funded efforts;
- As reviewers of PDP mini-grant or travel scholarship applications;
- In the state/protectorate project planning and reporting phases.

The application must describe who the stakeholders are within the state and subsequent project reports must describe when and how stakeholder input was solicited. Flexibility is allowed on the methods of stakeholder involvement in the highly varied Western region, but meaningful involvement from stakeholders is a requirement. Travel and communications costs for interacting with this input/stakeholder group are legitimate expenditures.

- d) Inputs** – Describe the resources, contributions and investments that will be used in the project. Resources can be financial (in-kind or cash), human (volunteers and contributions of farmers, ranchers, other practitioners and partnerships) and physical (technology, equipment and the like). Matching funds are not required.

Mini-grants and travel scholarship forms can be viewed and downloaded at <http://wsare.usu.edu/pdp>. Look on the left-hand column of that page. Please examine these forms before completing this application.

**e) Outputs**

- 1) Target audience and information needs – List the numbers and types of people who will be participating in each activity associated with your project.
- 2) Activities and methods – Include both formal professional development sessions (workshops, meetings, field days) and informal approaches (networks, facilitation, coaching sessions).
- 3) Products – What will your project produce? This may include educational materials, curricula and/or new partnerships to conduct further educational efforts.
- 4) Benchmarks – List performance indicators that you hope to achieve in each phase of the project.

- f) Evaluation** – Explain how you will evaluate the success of the project. Use the SARE PDP State/Protectorate Program Logic Model -- Evaluation Plan (Attachment C). This will show how you plan to document the expected results of your program and how you will measure success. It will show the scope and impact of your project's training programs, including numbers and demographics of people participating and changes in knowledge, attitudes, skills and actions. Applications should outline when evaluation activities will take place during the three-year project and what you plan to measure.

## **Appendix A: State/Protectorate PDP Coordinator Job Description**

### **STATE/PROTECTORATE EXTENSION PROFESSIONAL DEVELOPMENT PROGRAM COORDINATORS GUIDANCE AND EXPECTATIONS IN SUSTAINABLE AGRICULTURE**

#### **Legislation and Background**

The position of State/Protectorate Extension Professional Development Coordinator (PDP) is a result of public law 101-624 (Nov 28, 1990) or the 1990 Farm Bill. As part of the Sustainable Agriculture Research and Education (SARE) program (subtitle B, Section 1619) a national training program was established (Section 1629). The secretary was directed to designate an individual in each state/protectorate to coordinate the National Training Program.

#### **Responsibilities**

The (PDP) coordinator is responsible, in cooperation with appropriate State/Protectorate and Federal agencies, for developing and implementing a state/protectorate wide training program for appropriate field office personnel. Such personnel were defined as including employees of the Extension Service, Soil Conservation Service (now NRCS) and other appropriate Department of Agriculture personnel, as determined by the Secretary whose activities involve the provision of agricultural production and conservation information to agricultural producers.

#### 1. What are some general expectations for State/Protectorate PDP Coordinators?

Day-to-day activities to fulfill the duties of the state/protectorate PDP Coordinator would likely include these main areas:

- Training program development and delivery
- Promotion, networking and coordination
- Communication, reporting and evaluation

#### 2. What are specific ideas to meet these expectations?

Guidance and ideas for suggested activities and work elements in these three areas may include, but are not limited to the following: (State/Protectorate PDP Coordinators may modify or add to this list to meet their specific local needs.)

##### A. Training Program Development and Delivery

Provide annual sustainable agriculture training and education program opportunities for all new appropriate field office personnel. Develop and implement updated sustainable agriculture training and education opportunities for current staff.

Additional related opportunities for consideration:

- Maintain a list of State/Protectorate Farmer/Rancher Grant cooperators and involve them in sustainable agriculture training and education when appropriate. Develop and/or partner with NGOs or farmer/rancher organizations in offering farm tours or field days.

## B. Promotion, Networking and Coordination

Promote within the state/protectorate the availability of all SARE grants including Chapter 1, PDP, Farmer-Rancher grants and other SARE funding opportunities. Promote regional SARE program activities and opportunities. Promote the availability of Sustainable Agriculture Network (SAN) educational materials through conferences, field days, workshops, etc. Seek input annually from and coordinate with NRCS, FSA and other relevant agencies or organizations on sustainable agriculture training needs and shared educational programs and opportunities. Promote on-farm research and demonstration projects and programs. Offer SAN educational materials through the extension system or other in-state/protectorate networks.

## C. Communications, Reporting and Evaluation

Develop and submit timely annual reports of state/protectorate sustainable agriculture programs and activities to the Regional PDP Coordinator. Inform Regional PDP Coordinator of state/protectorate personnel contact information changes.

Additional related opportunities for consideration include:

- Keep state/protectorate ANR program leader, Director of Extension and/or State/Protectorate Experiment Station Director fully informed of State/Protectorate SARE activities and provide them with updated materials or publications.
- Monitor the use of PDP listserv to communicate with other State/Protectorate PDP Coordinators and interested groups or individuals.

## 3. What does federal law suggest for PDP responsibilities?

Required training (Section 1629) in the National Training Program involves the following general areas:

- Assistance in developing farmer-to-farmer information exchange networks.
- Coordination and publicity of sustainable agriculture field days and tours.
- Extension program planning involving extensive producer input and feedback in the design of new and ongoing research endeavors related to sustainable agriculture.
- Technical assistance to farmers for strategies in making the transition to a more sustainable production system.
- Consultation and close work with NRCS and FSA in carrying out related programs.
- Developing and targeting areas highly susceptible to ground water contamination.
- Developing information sources related to crop diversification, alternative crops, on-farm food or commodity processing and on-farm energy generation.
- Establishing a well water testing program.
- Providing specific information on water quality practices (BMPs), nutrient management practices and whole farm management systems.

## Appendix B: SARE PDP Logic Model

ACTIVITIES - What SARE does	PARTICIPANTS - Who we REACH	OUTCOMES -- SHORT	OUTCOMES -- MEDIUM	OUTCOMES -- LONG-TERM		
Grants and State/Protectorate PDP training fundsProfessional Development Program	<p><b>Grants and support for educational projects and activities</b> that include, e.g.</p> <ul style="list-style-type: none"> <li>•Web-based curricula</li> <li>•Farm tours</li> <li>•Scholarships</li> <li>•Meetings/conferences</li> <li>•Demonstrations</li> <li>•Videos</li> <li>•Handbooks</li> <li>•Publications</li> </ul>	<p><b>Extension Faculty</b> (1890/1994/1862)</p> <ul style="list-style-type: none"> <li>•PDP coordinators</li> <li>•County-based educators</li> <li>•Campus-based educators</li> </ul> <p><b>Other Ag Professionals</b></p> <ul style="list-style-type: none"> <li>•NRCS</li> <li>•NGOs</li> <li>•FSA</li> <li>•Farmers/Ranchers</li> <li>•Youth educators</li> <li>•Consultants</li> <li>•Others</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Increased knowledge</b> of SARE, SA practices and technologies (critical content areas); resource materials</li> <li>•<b>Increased acceptance</b> of SA practices/principles</li> <li>•<b>Increased skills</b> to conduct educational programming in sustainable agriculture</li> <li>•<b>Increased awareness</b> of local farmer knowledge about SA</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Increased integration of SA in all programming</b>/Deliver more educational programs linked/dealing with SA</li> <li>•<b>Increased use of SAN/SARE results and products</b> (incl. R&amp;E, producer grants)</li> <li>•<b>Increased referral of farmers to local and/or SARE resources</b> (esp. other farmers)</li> <li>•<b>Develop/participate in on-farm participatory research</b></li> <li>•<b>Greater participation in overall SARE activities</b></li> <li>•<b>Promote SAN/SARE resources</b></li> </ul>	<b>Advanced Sustainable Agriculture Knowledge</b>	<p><b>Improved conditions, e.g.</b></p> <ul style="list-style-type: none"> <li>•Increased profitability and/or reduced risk</li> <li>•Improved soil quality</li> <li>•Improved surface water quality</li> <li>•Increased healthful products available; increased access to locally grown food</li> <li>•Healthier environment</li> <li>•Increased farm/ranch efficiencies (eg. net grazing efficiency)</li> <li>•Improved quality of life/increased satisfaction with quality of life</li> </ul>

ACTIVITIES - What SARE does		PARTICIPANTS - Who we REACH	OUTCOMES -- SHORT	OUTCOMES -- MEDIUM	OUTCOMES -- LONG-TERM	
Communications					Adoption of Sustainable Agriculture Practices	

**COVER PAGE**  
Western Region SARE Professional Development Program

**PROJECT TITLE:**

SARE Professional Development Program Plan for: \_\_\_\_\_  
(your state/protectorate)

**PROJECT COORDINATOR:**

Organization:  
Address:  
Telephone:  
FAX:  
E-Mail address:

**PROJECT DURATION:** October 1, 2008 to September 30, 2011 (Contingent upon receipt of continued funding)  
Three year project budget: \_\_\_\_\_

**ANNUAL BUDGET REQUEST**

\*Base state/protectorate funds (up to \$15,000/yr) \$ \_\_\_\_\_  
\* WSARE PDP grants to FRTEP agents \$ \_\_\_\_\_  
(up to \$3,000/year) per FRTEP agent  
who applies and is awarded a FRTEP grant  
\* Optional State R&E grant \$ \_\_\_\_\_  
**TOTAL** \$ \_\_\_\_\_

**1. Organizational involvement** in this project. Mark "X" for yes.

- |          |  |          |   |
|----------|--|----------|---|
| _____ A. | Farms/ranches                          | _____ F. | Other government agencies<br>(Federal, State/Protectorate, Local) |
| _____ B. | Other for -profit firms                | _____ G. | Universities - Land Grant   |
| _____ C. | Private non-profits                    | _____ H. | Universities and colleges,<br>other than Land Grant               |
| _____ D. | Cooperative Extension                  | _____ I. | Others (specify)  |
| _____ E. | Natural Resources Conservation Service |          |   |

**2. I have followed all instructions including the specifications required for spacing, length, type font, arrangement, etc.**

\_\_\_\_\_  
(Signature of Program Coordinator) (Date)

**3. Institutional Approvals: Names and titles of appropriate official(s).**

_____ Signature	_____ Signature	_____ Signature
_____ Name	_____ Name	_____ Name
_____ Title	_____ Title	_____ Title
_____ Organization	_____ Organization	_____ Organization:

## SARE PDP State/Protectorate Program Logic Model, Evaluation Plan

**State/ Protectorate:**  
**Program Planning Year:**  
**Date:**

Goals/ Proposed Outcomes	Activities and Outputs to achieve those Outcomes	Evaluation Reporting: Evidence of Activities/ Outputs and Quality Assessment	Expected Impacts/ Results	Evaluation Reporting: Evidence of Impacts/ Results

Attachment C

**WESTERN SARE PDP STATE/PROTECTORATE APPLICATION BUDGET**

**Budget Form and Budget Justification** – use the form below. Required budgetary details are described in more detail at <http://wsare.usu.edu/grants/docs/BudgetDetail.pdf>.

**Matching contributions are not required.** No specific ratio of matching funds is required by law for SARE projects.

**Portions of salaries of project personnel may be funded. Federal regulations prohibit the use of SARE Program funds to reimburse indirect costs or tuition for students.**

Use the “**Budget Worksheet**” pages to explain in detail each budget line item for SARE Funds Requested. Specifically: personnel salaries – identify person and indicate percentage of effort; wages – include hours and hourly rate; travel – mileage and mileage rate, airfare rates and number traveling, lodging cost including number and rate, total meal costs and per person per meal costs, bus and/or van expenses; supplies – list types and costs of supplies to be purchased; services – types, number, and cost per unit; equipment – specific expenditures for equipment purchases.

**Attachment B.**

**Budget Worksheet**

**Name:**

**State:**

**Personnel**

Major Participants			
Name:	% of Effort or FTE	Dollar Amount	
Graduate Assistant:			
Name:	Hourly Rate	# Hours Needed	Dollar Amount
Hourly Labor:			
Name:	Hourly Rate	# Hours Needed	Dollar Amount
Other Professionals			
<b>Subtotal of Salaries &amp; Wages:</b>			

Fringe Benefits:	% Rate	Dollar Amount	
Major Participants:			
Graduate Assistant:			
Hourly Labor			
Subtotal Fringe Benefits:			
<b>Total Salaries &amp; Wages and Fringe Benefits:</b>			

**Travel**

Destination (city/state):			
Purpose:			
# of Days			
Transportation:			
Airfare:			
Rental Vehicles			
Mileage: # Miles		times Reimbursement Rate:	
Misc:			
Lodging / day:		times # of days:	
Per diem / day:		times # of days:	
<b>Total Cost / Person</b>			

### Travel

Destination (city/state):			
Purpose:			
# of Days			
Transportation:			
Airfare:			
Rental Vehicles			
Mileage: # Miles		times Reimbursement Rate:	
Misc:			
Lodging / day:		times # of days:	
Per diem / day:		times # of days:	
<b>Total Cost / Person</b>			

### Travel

Destination (city/state):			
Purpose:			
# of Days			
Transportation:			
Airfare:			
Rental Vehicles			
Mileage: # Miles		times Reimbursement Rate:	
Misc:			
Lodging / day:		times # of days:	
Per diem / day:		times # of days:	
<b>Total Cost / Person</b>			

Destination	Cost/Person	# of Travelers	Total Cost

### Materials and Supplies

This could be anything from office supplies and software to educational or field supplies. For those things that aren't typical materials & supplies, it might be best to include a brief narrative of how this fits the program. The level of detail required would be an itemized list by category and estimated dollar amount.

Name of Materials and Supplies	Dollar Amount
Pens, pencils, paper clips, folders	
Binders for use at workshops and other SARE Activities:	
Paper and envelopes	
Printer cartridges and cleaning	
Name tags, poster pads, boxes for workshops and meetings	
Software	
Other (list)	
<b>Total Materials and Supplies</b>	

**Publication / Page Charges**

This line is associated with publishing an article in a scientific journal or other type of field/program related to publication or for commercial printing of brochures and program materials. <b>(In-house photocopying should not be listed here.)</b>	Cost per Page	Dollar Amount
Programs		
Number of Copies	Cost per Page	Dollar Amount
Other (list)		
Number of Copies	Cost per Page	Dollar Amount
<b>Total Publication / Page Charges</b>		

**Computer (ADPE) Costs**

Type of Cost	Rate	Usage	Dollar Amount
Internet			
CPU Time Charges			
Other (list)			
<b>Total Computer (ADPE) Costs</b>			

**All Other Direct Costs**

<b>Communications</b>	
Type of Cost	Dollar Amount
Mailings	
Postage	
Fax	
Phone	
Other	
<b>Total Communications</b>	

<b>In-House Photocopying</b>	
Do not confuse this with Publication / Page Charges.	Dollar Amount
<b>Total Photocopying</b>	

**Subcontracts / Mini Grants**

Details required are the same as the recipient organizations; use this table for summary only; copy and use the budget worksheet to provide the required detail for the applicable categories.	Dollar Amount
Travel	
Wages	
Materials and Supplies	
Etc.	
<b>Total Subcontracts</b>	
<b>Conferences / Meetings</b>	Dollar Amount
<b>Rental of Facilities</b>	
<b>Rental of Equipment</b>	
<b>Total Conferences / Meetings</b>	

**Honoraria**

Honoraria to persons providing or performing a service are allowable. Provide information as to what the honorarium amount will be and a brief statement to what the person is doing to earn the honorarium. (\$500/day is the maximum allowable)	Dollar Amount
<b>Total Honoraria</b>	

**Other / Misc.**

These costs must always be identified in order to be allowed.	Dollar Amount
<b>Total Other / Misc.</b>	
<b>Total All Other Direct Costs</b>	

Subtotal Personnel	
Subtotal Travel	
Subtotal Materials and Supplies	
Subtotal Publication / Page Charges	
Subtotal Computer (ADPE) Costs	
Subtotal All Other Direct Costs	
<b>Total Costs</b>	