

Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program (SPECA)

FY 2014 Request for Applications

Application Deadline: April 3, 2014

SPECA Program:

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<http://www.nifa.usda.gov/fo/educationchallengessecondaryhep.html>

**Catalog of Federal Domestic Assistance Number (CFDA):
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U.S. Department of Agriculture

National Institute of Food and Agriculture

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

**SECONDARY EDUCATION, TWO-YEAR POSTSECONDARY EDUCATION, AND
AGRICULTURE IN THE K-12 CLASSROOM CHALLENGE GRANTS PROGRAM
(SPECA)**

INITIAL ANNOUNCEMENT

CATALOG OF FEDERAL DOMESTIC ASSISTANCE: This program is listed in the Catalog of Federal Domestic Assistance under 10.226.

DATES: Applications must be received by **5:00 p.m. Eastern Time on April 3, 2014**. Applications received after this deadline will normally not be considered for funding (see Part IV, C. of this RFA). Comments regarding this request for applications (RFA) are requested within 6 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) seeks your comments about this RFA. We will consider the comments when we develop the next RFA for the program, if applicable, and we'll use them 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)). Submit written stakeholder comments by the deadline set forth in the DATES portion of this Notice 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: Policy@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 Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program RFA.

EXECUTIVE SUMMARY: NIFA requests applications for the Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program (SPECA) for fiscal year (FY) 2014 **to promote and strengthen agriscience and agribusiness education**. In pursuant to H.R. 3547, the Consolidated Appropriations Act, 2014, the amount available to support this program in FY 2014 is approximately \$900,000.

This notice identifies the purpose and priorities for SPECA projects, the eligibility criteria for projects and applicants, and the application forms and associated instructions needed to apply for a SPECA grant.

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PART I—FUNDING OPPORTUNITY DESCRIPTION

A. Legislative Authority and Background

Section 1405 of the National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended, (7 U.S.C. 3121) designates the U.S. Department of Agriculture (USDA) as the lead Federal agency for agriculture research, extension and teaching in the food and agricultural sciences. Section 7109 of the Food, Conservation, and Energy Act of 2008 (P.L. 110-246) amends authority for this program contained in section 1417(j) of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (7 U.S.C. 3152(j)).

In accordance with statutory authority, subject to the availability of funds, the USDA Secretary, who has delegated the authority to the Director of the National Institute of Food and Agriculture (NIFA), the Secondary Education, Two-Year Postsecondary Education and Ag in the K-12 Classroom Challenge Grants Program (SPECA) will award grants to: (a) promote and strengthen secondary and 2-year postsecondary agriscience and agribusiness education and Agriculture in the K-12 Classroom in order to help ensure a qualified workforce to serve the U.S. food, agricultural and human sciences system; and (b) promote complementary and synergistic linkages among secondary, 2-year postsecondary, and higher education programs in the food, agricultural and human sciences in order to attain excellence in education and to encourage more young Americans to pursue and complete a baccalaureate or higher degree in the food, agricultural and human sciences.

SPECA supports USDA's Research, Education and Economics (REE) 2012 Strategic Goal #6: Education and Science Literacy to recruit, cultivate, and develop the next generation of scientists and leaders, and to produce a highly-skilled workforce for food, agriculture, natural resources, forestry, and environmental systems.

Background

The Secondary Education, Two-Year Postsecondary Education and Ag in the K-12 Classroom Challenge Grants Program is a NIFA-administered competitive grants program focused on improving formal, K-14 agricultural sciences education. SPECA-funded projects ensure a competent and qualified workforce will exist to serve the food, agricultural and human sciences system. At the same time, SPECA-funded projects improve the economic health and viability of rural communities through the development of degree programs emphasizing new and emerging employment opportunities in agriscience and agribusiness. Finally, SPECA projects are also focused to address the national challenge to increase the number and diversity (i.e., having an agricultural sciences workforce representative of the Nation's population) of students entering the food, agricultural and human sciences.

Therefore, applications submitted to this grants program must state how the funded project will address the two SPECA Program Goals:

1. To increase the number and diversity of students who will pursue and complete a 2- or 4-year postsecondary degree in the food, agricultural and human sciences, and

2. To enhance the quality of secondary and two-year postsecondary instruction in order to help meet current and future national food, agricultural and human sciences workplace needs.

B. Purpose and Priorities

Reminders for the FY 2014 RFA:

1. Continue to encourage the submission of a *Conference/Planning Proposal* (Part II. C.1.) Project Type, to fund strategic planning for *Large-scale (state or region) Comprehensive Initiatives* (LCI).
2. Continue to encourage the submission of *Large-scale (state or region) Comprehensive Initiatives* (Part II. C.4.).
3. **Focus:** All SPECA-funded projects should focus on improving the quality of *academic instruction* within the K-14 system in order to recruit and retain a greater number of qualified and diverse graduates who are either: (a) capable of entering the agricultural sciences workforce with occupational competencies expected by employers, or (b) encouraged to pursue an advanced degree within the food, agricultural and human sciences. ‘*Academic instruction*’, as used in the previous sentence, includes improving curricula, faculty competencies, and interactions with other academic institutions or employers to increase student recruitment and retention levels in order to meet the demands of a changing U.S. agricultural sciences workforce. *Educational Need Areas* explained in Part I. C.2., provide further, specific project focus.
4. **Scale:** All SPECA-funded projects should seek to *address a greater number of prospective students or qualified faculty*, and demonstrate the potential for adoption by other academic institutions to address similar challenges. Projects should also maximize available educational resources, encourage partnerships, and reduce duplication of efforts among participating academic institutions, especially in areas of faculty expertise, course offerings, *and transfer or articulation agreements between institutions*, all to enhance students’ interests and abilities to pursue advanced degrees. *Project Types* explained in Part II. C., provide further, specific encouragement to create greater impact.
5. **Impact:** All SPECA-funded projects should seek to create measurable *impacts*. *Impacts* are defined as anticipated benefits to the target project audience. Impacts should be measurable. Measuring impacts begins with a comprehensive Project Evaluation Plan that includes developing assessment instruments. The *Project Evaluation Plan* explained in Part I.C.3., provides further, specific guidance on the importance of developing a compelling impact.

SPECA-funded projects encourage academic institutions, organizations, and employers to *work collectively to identify and address a state or regional challenge facing the food, agricultural and human sciences education community*. An application submitted to the SPECA grants program should propose comprehensive and coordinated activities to address that challenge or opportunity. At the same time, SPECA-funded project activities should also demonstrate a state or regional impact on increasing the number of K-14 level students who pursue a higher degree within the agricultural sciences disciplines, and should improve student learning and retention.

SPECA-funded activities could include, but are not limited to, developing, evaluating, and disseminating:

- **Educational materials** for any K-14 level course, laboratory, or related curricula that encourage study in areas that contribute to any of the agricultural sciences disciplines;
- **Instructional delivery methods** to improve student retention of academic content, and/or
- **Professional development approaches** to improve the capacity of faculty and teaching assistants to provide effective and updated instruction.

SPECA-funded project activities should support the creation and adaptation of learning materials and teaching strategies to operationalize what we know about how students learn. Many of these concepts are identified in the National Research Council's publication: *How People Learn*, available at: http://books.nap.edu/catalog.php?record_id=9853. SPECA-funded projects should also focus on imparting both technical discipline knowledge as well as 'soft' skills such as communication, team work, and problem solving, as these are abilities expected by employers of graduates entering the food, agricultural and human sciences workforce. These concepts may be found in the publication: *Comparative Analysis of Soft Skills: What is Important for New Graduates?*, available at: <http://www.aplu.org/document.doc?id=3414>.

Projects should also promote faculty expertise and encourage widespread implementation of educational innovation. This solicitation especially encourages projects with the potential to transform classroom practices at the institutional level, to address current understanding of how students learn most effectively, and in response, how faculty adopt instructional approaches.

The intent of a SPECA-funded project is to make a significant impact on the challenge or opportunity being addressed, with the expectation that major portions of the impact will be sustained after NIFA funding ends. Project design should reflect an awareness of the diversity of the education community, and the project should include mechanisms for impacting a significant proportion of this community. Projects are expected to encourage broad participation of students in the agricultural sciences disciplines. All projects should be grounded by concepts documented in relevant background literature promoting innovations in education and student learning, and show an awareness of relevant prior experience and personnel adequacy in those areas.

Educational instrumentation and equipment requests are appropriate expenses in SPECA-funded projects. However, such purchases must directly support the specific student learning outcome proposed by the grant application. Convincing documentation and justification for such expenses are required in the grant application.

By authorizing and funding this program, Congress expects SPECA projects to: (a) produce measurable impacts aligned with SPECA program goals, (b) promote innovative, educational practices within the food, agricultural and human sciences that improve how students learn, and (c) include a rigorous evaluation component to assess when project outcomes are met. Essentially, your application must convince a peer panel of a compelling educational challenge; clearly indicate how your methodology is both unique and with merit; offer significant promise of adoption by others; and the expectation that impacts will continue once grant funds end.

Applicants must address the following items within specified sections of the ‘R&R Other Project Information’ Form (Part IV, B.3.):

1. Address one of the three Program Categories (below, Part I, C.1.);
2. Identify and describe at least one Educational Need Area (Part I, C.2.);
3. Within the project’s Evaluation Plan (Part I, C.3.), discuss how project activities will advance the two SPECA Program Goals (above); and
4. Document how project accomplishments (products, results and impacts, etc.) will be published or otherwise disseminated to the broadest extent throughout the academic community (Part I, C.4., Dissemination and Continuation Plans).

Note: Your project’s Program Category and Educational Need Area must appear on the required Project Summary/Abstract. The applicant must follow the format suggested in Part IV, B.3. Field 7, for completing this Project Summary/Abstract.

C. Program Area Description

1. Program Categories

Your project must support for-credit, academic instruction with a primary focus in one of the following three, K-14 grade level **Program Categories**:

(a) **Agriculture in the K-12 Classroom:** Projects *specifically developed by or for the state Agriculture in the Classroom program* (Note: A letter of support from the relevant state AITC organization endorsing your project, clarifying the absence of duplication with existing materials or projects, and explaining its implementation process into the academic system must accompany applications submitted in this Program Category);

(b) **Secondary School:** Projects with a *specific focus on any of the academic grades 9 through 12;*

(c) **Junior or Community College:** Projects with a *specific focus on associate degree-level (2-year postsecondary) activities.*

Remember, a SPECA-funded project must primarily focus on any of the K-14 grade levels. Projects with a target audience of baccalaureate or higher-level students or teachers should, instead, be referred to the *Higher Education Challenge Grants Program* offered through NIFA at:

<http://www.nifa.usda.gov/fo/educationchallengehigheredhep.cfm>.

2. Educational Need Areas

When preparing a SPECA-funded project, **focus on activities contributing to a continuous pipeline of students educated for the agricultural sciences workforce.** The rationale for choosing a particular *Educational Need Area* must be explained in the context of how the

project can contribute to the development of a cadre of students who will either pursue higher degrees or be prepared to enter the agricultural sciences workforce. Project activities must be planned with the students as the main beneficiaries, whether through developing or updating a new curriculum or course, establishing new instructional deliveries, pedagogical approaches, opportunities for experiential learning, faculty development, or partnerships with institutions or organizations.

- a) SPECA-funded projects must focus on one of the three *Educational Need Areas* listed below, and applications must demonstrate how this chosen *Need Area* will help achieve both SPECA Program Goals from Part I. A. **Note: Your application must include a Project Evaluation Plan (Part I. C. 3.) for each Educational Need Area you select. This Plan indicates how you will measure success in completing your objectives within your chosen *Need Area*. Therefore, choose only those *Educational Need Areas* for which you can commit to develop a rigorous Evaluation Plan.**

Educational Need Areas for the SPECA program are:

- (1) Curriculum Development, Instructional Delivery Systems and Expanding Student Career Opportunities:** This *Need Area* promotes K-14 focused activities aimed at encouraging students to: (a) enter the food, agricultural and human sciences workforce with occupational competencies expected by employers, and/or (b) pursue an advanced postsecondary degree in disciplines supporting the food, agricultural and human sciences.

The purpose of this *Need Area* is to promote new and improved curricula, instructional materials, and other learning resources within K-14 academic institutions to increase the quality of, and continuously renew, agribusiness or agriscience curricula in order to attract, recruit, and retain students in agricultural fields. The overall objective is to stimulate the development and use of exemplary education models and materials incorporating the most recent advances in subject matter, research on teaching and learning theory. Projects may emphasize, but are not limited to: the development of courses of study, degree programs, and instructional materials; incorporating alternative instructional methodologies that respond to differences in student learning styles; inter-institutional collaborations that deliver instruction in ways that maximize program quality and reduce unnecessary duplication; the use of new approaches to the study of traditional subjects; the introduction of new subjects, or new applications of knowledge pertaining to agriscience and agribusiness.

Examples of eligible projects in this *Need Area* may include, but are not limited to, the following strategies:

- Designing course content around overarching and unifying concepts, skills and competencies -including innovative ways to integrate scientific research experiences- in the secondary and 2-year postsecondary curricula;

- Creating model curricula, laboratory, or student research experiences, especially activities that expand students' career interests in the agricultural sciences through mentoring or professional shadowing activities, internships or practicum's including international learning experiences, visiting lecturers, or other similar experiential learning activities; This strategy may also further the development of student scientific and professional competencies by establishing experiential learning projects outside the formal classroom that provide students with opportunities to solve complex problems in the context of real-world situations. Applications may emphasize knowledge and applications that provide student graduates with skills desired by employees, but are not limited to: preparing future graduates to advance knowledge and technology, enhancing quality of life, conserving resources, and revitalizing the Nation's economic competitiveness; advancing student decision-making and communication skills; and improving real-life technological expertise. Applicants are encouraged to find a USDA agency, non-profit, and/or private sector organization to assist in the development of these student experiential learning activities.
- Forming partnerships involving a broad range of diverse institutions or organizations to better understand how students learn, how to sustain their interests, and how to acquire those skills and occupational competencies expected by employers in the agricultural sciences;
- Establishing and promoting instructional methodologies to improve students' retention of subject content, such as hands-on, remote, and virtual laboratories;
- Creating career placement or higher education academic counseling activities, with the expected outcome of encouraging graduates to pursue and complete postsecondary degrees;
- Developing Internet-based approaches and systems for multi-institutional delivery and sharing of curriculum content; or
- Other approaches to achieve SPECA program goals.

(2) **Increasing Faculty Teaching Competencies.** This *Need Area* promotes K-14 focused activities that improve faculty members' teaching competency and subject matter expertise in order to address emerging student demographic composition and learning styles. Developmental activities may include both formal training and informal continuing education.

The purpose of this *Need Area* is to advance faculty development in the areas of teaching competency and leadership, subject matter expertise, or student recruitment and advising skills, in order for them to better advise and provide students the experience or knowledge that will encourage them to pursue higher degrees in the agricultural sciences, or prepare them for the agriculture workforce. Training of targeted faculty recipients should be intentional and relevant to the identified educational needs of the students, who will be the beneficiaries of such faculty development. Proposals may emphasize, but are not limited to: obtaining experience with recent developments and new applications in the agricultural sciences, expanding competence using innovative technologies and new methods of instructional delivery, or in improving student advising skills. Any individual

recipient of federal funds must be an "eligible participant" as defined in the definitions section of this RFA (Part VIII, E.).

NIFA encourages the submission of applications that coordinate the recruitment and development of faculty/student teams to participate in research activities at host research institutions and laboratories. In such instances, the SPECA grantee will administer the grant project in coordination with research staff at a USDA and/or other agency or research facility.

Examples of eligible projects in this *Need Area* may include, but are not limited to, the following strategies:

- Engaging graduate students enrolled in agricultural education degree program (and/or existing faculty in agricultural education) to more effectively interact with K-14 programs;
- Developing a self-sustaining model for faculty professional development that better prepares new faculty for teaching careers, or provides retraining for experienced faculty;
- Creating assessments that document student learning outcomes or identify conceptual areas or skills that are particularly challenging to students, followed by appropriate changes in instructional approaches to effectively address these issues;
- Establishing systems that improve student learning across a curriculum, and identifying ways to redesign curricula to meet goals for achieving improved student learning and competencies;
- Integrating current science and pedagogy into the teacher preparation curriculum or professional development program (this may involve actual hands-on research experiences for teachers);
- Exploring web-based approaches for faculty professional development; or
- Other approaches to achieve SPECA program goals.

(3) Facilitating Interaction with Other Academic Institutions. This *Need Area* promotes K-14 focused activities that promote linkages between secondary, 2-year postsecondary, and baccalaureate degree-granting institutions to maximize the development and use of resources supporting instruction within the food, agricultural and human sciences. Although this *Need Area* emphasizes partnerships between institutions, any planned activities must revolve around student needs that will ensure completion of secondary degrees, enrollment into postsecondary programs and/or transfer to a 4-year institution. Emphasis between secondary and higher education institutions may focus on, but is not limited to, the development and use of articulation agreements, 2+2 or 2+2+2 arrangements, advanced placement credit transfer, or the sharing of faculty and facilities. Partnerships, collaborative arrangements and shared resources between institutions (including course credit sharing arrangements) are encouraged.

Projects should contribute to the community's understanding about how new strategies are transferred to diverse settings and about how they impact student

learning. Evaluation plans should explore opportunities for adapting new strategies in diverse educational settings. Projects that specifically address challenges to achieving widespread adoption of proven practice are especially welcome.

Examples of eligible projects in this *Need Area* may include the following strategies:

- A project that focuses on developing and implementing comprehensive, multi-institutional practices proven to recruit and retain K-14 level students, with a focus on cultivating those students to pursue a postsecondary degree (Note: projects that directly recruit secondary school or 2-year postsecondary graduates into baccalaureate-level programs are not supported by this grants program, since those graduates are no longer in the K-14 system);
 - A collaborative project between faculty from K-12, two-year postsecondary, and baccalaureate-level schools that develops a functional plan facilitating seamless transfer of course credit between institutions;
 - A pilot project that explores the practical aspects of using remote laboratories or instruction among several institutions;
 - A project that will result in establishing and implementing programs or procedures (faculty sharing, articulation agreements, electronic exchange of coursework, etc.) to disseminate curricula, instructional methods, or training practices to faculty across the state or region; or
 - Other approaches to achieve SPECA program goals.
- b) **Unallowable Costs:** NIFA has determined that grant funds awarded under this authority to address any *Need Area* may not be used for student tuition remission, room and board, academic fees or other financial assistance (no scholarships and no fellowships). Also, funds may not be used for the renovation or refurbishment of research, education, or extension space; the purchase or installation of fixed equipment in such space; or the planning, repair, rehabilitation, acquisition, or construction of buildings or facilities (i.e., no greenhouses, laboratories, barns, or other structures). Promotional items (e.g., T-shirts and other give-a-ways) and food functions (e.g., cookouts or other social meal gatherings) are considered ‘entertainment’ expenses, and are also **not allowed** under this grants program. Note: Under Federal cost principles, restricted items (like those mentioned directly above) are not permitted for use as an applicant’s contribution to meeting the matching funds requirement for this grants program.
- c) **SPECA-funded projects should engage more than a single course or an individual instructor.** Projects must promote and strengthen academic instruction that leads to completion of a student’s formal degree (non-credit or after-school instruction not contributing toward a student’s degree program is not supported by this grants program).
- d) **Stipends** to support students’ experiential, academic learning activities outside of the traditional classroom are permitted (as long as such activities are clearly related to a student’s degree program and not extracurricular). Stipends may be requested for materials or supplies to facilitate a student’s broad exposure to research/field techniques and methodologies, as well as for reasonable travel expenses and per diem related to

student educational experiences (e.g., field trips, data collection, and scientific meetings) directly supporting this funded project. In order for the students to be provided a stipend, they must be currently matriculating in the institution(s) where the projects are being implemented. Stipends may not be used for tuition or scholarships. In addition, applicants are encouraged to collaborate with an agency or research facility, including a **USDA agency**, to leverage grant funds and/or contribute towards overall goals and objectives. USDA agencies are: Farm Service Agency (FSA); Foreign Agricultural Service (FAS); Food Safety and Inspection Service (FSIS); Natural Resources Conservation Service (NRCS); Rural Development Agency (RD); the Food and Nutrition Service (FNS); Economic Research Service (ERS); Forest Service (FS); Grain Inspection, Packers and Stockyard Administration (GIPSA); Agricultural Marketing Service (AMS); Animal and Plant Health Inspection Service (APHIS); Risk Management Agency (RMA); Agricultural Research Service (ARS); and the National Agricultural Statistics Service (NASS).

However, any application primarily focused on providing student stipends should also include a plan demonstrating how such student stipends will continue into the future once current grant funds expire. SPECA does not encourage projects with elements that cannot be sustained.

- e) Note: Any individual (eligible participant) receiving Federal funds via any *Need Area* above must be a citizen or national of the United States, as defined in this RFA (see Part VIII, E.). Where eligibility is claimed under 8 U.S.C. 1101(a) (22), documentary evidence from the Immigration and Naturalization Service as to such eligibility must be made available to NIFA upon request.
- f) Project design should reflect an awareness of the diversity of the food, agricultural and human sciences education community in the United States, and the project should include mechanisms for impacting or including a significant proportion of this community. Projects are expected to encourage broad participation of students in agricultural disciplines.
- g) Funded project outcomes are expected to continue after NIFA funding ends (See Dissemination and Continuation Plans section #4, below).

3. Project Evaluation Plan

All projects, regardless of the scope or program component they address, must have an evaluation plan that includes both a strategy for monitoring the project as it evolves (to provide feedback to guide these efforts), as well as a strategy for evaluating the effectiveness of the project in achieving its goals and for identifying positive and negative findings when the project is completed.

Evaluation Information that Must Be in Your Grant Application:

- a) The evaluation section of your application should briefly present from two to five main project goals that directly support the two SPECA Program Goals (Part I. A.).

Application reviewers and staff will be looking for an evaluation plan -and accompanying assessment measures- that focus on gains or changes in knowledge, skills, behaviors, and/or attitudes of the target audience(s). You may want to consider including the following information in your application:

1. Anticipated Project Outputs: The **anticipated number and type of products created or anticipated number of students/faculty served** based on the target area(s) proposed in the project. Examples of numeric information by target area to include in your proposal are listed below. Please note that this list is not comprehensive; quantify the number of products created and students/faculty served when possible.

Curriculum Development, Instructional Delivery Systems, and Expanding Student Career Opportunities:

- # of overall students enrolled in course/program, using materials, participating in experiential learning opportunities
- # of underrepresented students enrolled in course/program, using materials, participating in experiential learning opportunities
- # of courses or credits/credit hours developed
- Type of course, curriculum, or instructional methodology
- # of student experiential learning opportunities at businesses, organizations, non-profits, academic institutions, federal agencies
- # of internships, research opportunities, study abroad opportunities, or peer mentoring opportunities developed,
- Or other, similar indicators

Increasing Faculty Teaching Competency Opportunities:

- # of faculty served
- # of workshops, professional meetings, sabbaticals; # of publications, presentations that resulted from opportunity
- Type of opportunity – workshop, professional meeting, sabbatical, etc.
- Or other, similar indicators

Facilitating Interaction with Other Institutions:

- # of collaborations between institutions
- Type of institutions involved in collaborations
- # and types of meaningful products resulting from planned interactions (e.g., curricula, faculty professional development opportunities, workshops, etc.)
- # of faculty served
- # of overall students served
- # of underrepresented students served
- Or other, similar indicators

2. Anticipated Project Outcomes: The outcomes that the project is intending to achieve. These outcomes should be tied to individual project objectives, but also support one of the overall program goals (Part 1.A.). Examples of outcome information by target area to include in your proposal are listed below. Please note that this list is not comprehensive.

Curriculum Development, Instructional Delivery Systems, and Expanding Student Career Opportunities:

- % change in knowledge resulting from curriculum, instructional delivery system, student career opportunities
- % change in interest in food, agricultural and human sciences resulting from curriculum, instructional delivery system, student career opportunities
- % who plan to enter into a food and agricultural science field resulting from curriculum, instructional delivery system, student career opportunities
- % change in student recruitment/retention resulting from curriculum, instructional delivery system, student career opportunities
- Ways in which secondary instruction was enhanced by curriculum, instructional delivery systems, student career opportunities.

Increasing Faculty Teaching Competency Opportunities:

- % change in knowledge resulting from workshop, professional meeting, sabbatical
- % change in perceived competence resulting from workshop, professional meeting, sabbatical
- Ways in which secondary instruction was enhanced by faculty teaching competency opportunities

Facilitating Interaction with Other Institutions:

- # of future planned projects with partnering institutions
- Type of future planned projects with partnering institutions (i.e., other grant opportunities, shared courses, resources, facilities)
- % change in student recruitment/retention resulting from partnerships
- Ways in which secondary instruction was enhanced by faculty teaching competencies

The evaluation may also include assessment of other outcomes, particularly if the project aims to change organizational structures, create cost-efficiencies, or achieve other ends not specifically represented by learning. Explain the data gathering procedures to monitor and assess progress toward intended project goals. When describing the measurement instruments you plan to use (surveys, interviews, focus groups, assessments of e-portfolios or capstone projects, measures of class performance, scores on standardized tests, cost-benefit analyses, etc.), be sure to mention why they are appropriate to gauging success.

- b) The evaluation plan section should make a convincing case to reviewers that -at the conclusion of the grant- the grantee could report the extent to which learning and engagement outcomes, professional development goals, and/or organizational outcomes have been achieved. Reviewers will be looking for evidence that the applicant thought about how to measure what worked, what did not work as planned, and what adjustments could be made to enhance program outcomes in the future. Collection of this evidence is critical to achieving SPECA's goal of making data about educational improvements and innovation available to the education community. An evaluation plan that only indicates a desire to develop assessment measures once the project is underway, and an eventual description of resulting project activities and outcomes, would be considered a poorly prepared and inadequate evaluation plan.
- c) The project budget should contain funding to either hire an outside project evaluator, or to present convincing evidence that an appropriate evaluator is already on staff and available to provide assistance with assessment and evaluation throughout the life of the project. As a guide, up to 10 percent of grant funds may be used to support this purpose. The following activities are examples of items that may be included in the Evaluation Plan: project objectives that lend themselves most readily to measurement and evaluation, baseline assessment data and a planned collection process from a possible comparison or control group, possible measurement instruments (surveys, student journals, standardized tests, interviews, focus groups, analysis of e-portfolios or capstone projects, cost-benefit analyses, etc.), a strategy for what assessment measures will be a part of the annual and final Project Performance Reports (Part VI. D.) and how this information will eventually be disseminated to interested parties and to the public.
- d) Finally, the Evaluation Plan itself should contain measures of 1. **student learning or engagement** and/or faculty professional development and 2. the **number of students or faculty impacted by your project as a result of the proposed activities**, either directly (through scholarships, experiential learning opportunities, workshops, teaching experiences, etc.) or indirectly (through taking a developed course or program, or participating in a recruitment or retention program). In addition, the PD should specify metrics summarizing who benefited the most (and the least) from your project, an explanation of what revisions, improvements, or enhancements you would make, funding permitting, to increase the value of this project in the future, and ideas about how to make projects like yours more cost-effective. These, and other funded project assessments determined by the project director and evaluation team should be reported both annually and in the final performance report (Part VI. D.).

The following, suggested evaluation examples are derived from the Department of Education's Report of the Academic Competitiveness Council, May 2007, Education Undergraduate National Goals and Metrics.

“To demonstrate progress toward increasing the number of graduates, the following metric is suggested: first **provide baseline data** for the year preceding the grant award

showing the number and/or percentage of students who declare and/or complete a major program of study of agriscience or agribusiness within your unit; and second, provide similar data for the final year of the grant and include an assessment of the impact of your project on changes from the baseline data. List the expected number of students benefiting from this project and their level of education, a table is recommended.

To demonstrate progress toward increasing the quality of instruction, the following metric is suggested: first **provide baseline data** for the year preceding the grant award showing the current number and/or percentage of graduates who either graduate and pursue a vocation in the food, agricultural and human sciences, or who pursue advanced degrees within the food, agricultural and human sciences; and second, provide similar data for the final year of the grant and include an assessment of the impact of your project on changes from the baseline data”.

Suggested resources to obtain quantitative, baseline, student enrollment, degrees granted and employment data for comparison purposes; postsecondary institutions may find appropriate information in the Food and Agricultural Education Information System (FAEIS) at: <http://faeis.ahnrit.vt.edu/> , and from the publication: *Employment Opportunities for College Graduates in Food, Renewable Energy, and the Environment United States, 2010-2015* at: <http://www.ag.purdue.edu/usda/employment/pages/default.aspx>. Other, similar source(s) may also be consulted.

Applications should include elements of a logic model (see sample at the end of this document) detailing the activities, outputs, and outcomes of the proposed project. This information may be provided as a narrative or formatted into a logic model chart. The logic model planning process is a tool that should be used to develop your project **before** writing your proposal. Two additional pages are allowed for this information. See Part IV.B.3. (Field 12) for details on where to attach this information to your application. More information and resources related to the logic model planning process are provided at http://www.nifa.usda.gov/about/strat_plan_logic_models.html.

Additional Resources for Project Evaluation:

- NSF 02-057: The 2002 User-Friendly Handbook for Project Evaluation, a basic guide to quantitative and qualitative evaluation methods for educational projects
<http://www.nsf.gov/pubs/2002/nsf02057/start.htm>
- Field-Tested Learning Assessment Guide (FLAG): This website is designed for Science, Math, Engineering, and Technology Instructors who are interested in new approaches to evaluating student learning, attitudes, and performance. It has a primer on assessment and evaluation, classroom assessment techniques, discipline-specific tools, and resources - all in a searchable, downloadable data base, <http://www.flaguide.org/>
- American Evaluation Association. Online Resources: <http://www.eval.org/>

4. Dissemination & Continuation Plans

Include in the project's Dissemination Plan (see Part IV, B.3. Field 8.2.e.), a description of how the applicant plans to communicate project accomplishments (products, results and

impacts, etc.) to the broadest extent throughout the academic community. This may include educational journals or other professional discipline publications, and presentations at regional or national conferences and workshops, including the SPECA Project Director's Conference (see Part VI, D.1.).

Continuation Plan: Applicants are also expected to include a statement describing how project outcomes are expected to continue after NIFA funding ends. This Plan should include expected outputs and how these will become institutionalized in the curriculum. Also, describe any strategies for adapting or expanding these outputs for a larger audience. Provide details of these changes, what are the expected outcomes, and the targeted audience who benefits from this project (See Part IV, B.3. Field 8.3.g).

PART II—AWARD INFORMATION

A. Available Funding

In pursuant to H.R. 3547, the Consolidated Appropriations Act, 2014, the amount available to support this program in FY 2014 is approximately \$900,000. There is no commitment by USDA to fund any particular application or to make a specific number of awards.

Awards issued as a result of this RFA will have designated the Automated Standard Applications for Payment System (ASAP), operated by the Department of Treasury's Financial Management Service, as the payment system for funds. For more information see

http://www.nifa.usda.gov/business/method_of_payment.html.

B. Types of Applications

In FY 2014, applications may only be submitted as one of the following types of requests:

(1) New application. This is a project application that has not been previously submitted to the SPECA Program. We will review all new applications 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 SPECA Program but not funded. Project Directors (PDs) must respond to the previous review panel summary (see Response to Previous Review, Part IV). Resubmitted applications must be received by the relevant due dates, will be evaluated in competition with other pending applications in appropriate area to which they are assigned, and will be reviewed according to the same evaluation criteria as new applications.

C. Project Types

Applicants may submit one of the following four types of projects:

1. Conference/Planning Proposal

Applicants in this Project Type may request up to \$25,000 (total conference, not per year) to facilitate strategic planning session(s) required of faculty, industry, professional association, community leaders, or other necessary participants for the specific purpose of developing a formal plan leading to a subsequent submission of a *Large-scale (state or region) comprehensive initiatives (LCI)*, as described below in C.4. **A Conference/Planning grant application may not be submitted in the same year for which a LCI application for the same project is also submitted.**

2. Regular Project Proposal (Single Institution/Organization)

Applicants may request up to \$50,000 (total, not per year) for a Regular Project Proposal. In a Regular Project Proposal, the applicant executes the project without the requirement of sharing grant funds with other project partners.

3. Joint Project Proposal (Applicant + One or more Partners)

Applicants may request up to \$150,000 (total, not per year) for a Joint Project Proposal. In a Joint Project Proposal, the applicant executes the project with assistance from at least one additional partner. The partner(s) must share grant funds (see explanation of required funds distribution percentage among partners in the definition of a Joint Project Proposal in Part VIII, E.). [Note: This 'Joint Project Proposal' Project Type may be dropped entirely in future SPECA grant competitions and replaced by the new *Large-scale (state or region) comprehensive initiatives* (LCI) described directly below item C.4.]

Note: Joint Projects must include both the R&R Fed and Non-Fed Budget and the R&R Fed and Non-Fed Subaward Budget Attachment Forms. The forms should clearly identify the total grant funding anticipated for the applicant and each partner to demonstrate the required sharing percentage. All expenditures for the applicant and all partners should be further itemized in the Budget Justification. Funds **do not** have to be divided equally among project years.

4. Large-scale (state or region) comprehensive initiatives (LCI) (Applicant + Two or more Partners)

Applicants may request up to \$300,000 (total, not per year) for a large-scale (state or region) comprehensive initiatives (LCI) Project Proposal. In a LCI Project Proposal, the applicant executes the project with assistance from at least two additional partners. The additional partners must share grant funds (see explanation of required funds distribution percentage among partners in the definition of a LCI Project Proposal in Part VIII, E.). An LCI project differs from a Joint Project Proposal in project scope and impact. LCI Project Proposals must support a multi-partner approach to solving a major state or regional challenge in agricultural sciences education at any of the K-14 grade levels. LCI Project Proposals are characterized by multiple partners (each providing a specific expertise) organized and led by a strong applicant with documented project management ability to organize and carry out the initiative. To be funded, in addition to meeting this grant program's Evaluation Criteria, a LCI project application must specifically encourage study in areas that contribute to the food, agricultural and human sciences.

Note: LCI Projects must include both the R&R Fed and Non-Fed Budget and the R&R Fed and Non-Fed Subaward Budget Attachment Forms. The forms should clearly identify the total grant funding anticipated for the applicant and each partner to demonstrate the required sharing percentage. All expenditures for the applicant and all partners should be further itemized in the Budget Justification. Funds **do not** have to be divided equally among project years.

Impacts for all LCI Projects: In addition to addressing the Evaluation Plan section of this program (Part I. C.3.) expected impacts from a LCI Project must include, but are not limited to:

- An assessment of significant progress toward addressing the national challenge of increasing the number and diversity of food, agricultural and human sciences graduates,

while addressing the specific state or regional opportunity defined in the grant application;

- Documented expansion of the number of students who enroll in postsecondary courses in agricultural sciences disciplines;
- Documented enhanced retention rates of students exposed to LCI Project activities;
- A comprehensive project evaluation, using the indicators and methods defined in this grants program, that informs the undergraduate agricultural sciences community and others about the effectiveness of this LCI Project;
- A description of ongoing activities supported by this LCI Project, and a description of those same activities that will be sustained once grant funds end; and
- A description of any related activities expected to occur as an outgrowth of this funded project.

In any of the four Project Types described above, a grant recipient must match 25% of the Federal funds awarded from non-Federal sources. See Part IV, B.6. R&R Fed and Non-Fed Budget, and Field K-Budget Justification, for details.

D. Project Duration

Project periods may range from twenty-four (24) to thirty-six (36) months. Projects should conclude no sooner than twenty-four (24) months after the award start date to allow sufficient time to evaluate project results and to report project impacts. LCI projects are expected to use the full, 36-month period. Conference projects may range between twenty-four (24) and thirty-six (36) months.

The statutory time limitation for this program is five (5) years. No project may be active for longer than five (5) years, including no-cost extensions.

For all SPECA application project budgets and timelines, the project start date should not occur prior to July 2014.

E. Number and Size of Grant Awards

The total number of grants awarded by this grant program will depend on the number and type of meritorious applications submitted in response to this notice. There is no predetermined number of Conference/Planning, Regular, Joint, or LCI Project Proposals that may be awarded in any competition.

Based on the project scope and budget of all applications selected for awards, the actual, individual grant amounts awarded by NIFA under this grants program may differ from the funds requested by the applicant. In such cases, revised budgets and revised plans of work may be required by NIFA before an award is made.

F. Application Submission & Award Limitations

There is no limit on the number of applications that may be submitted by an eligible applicant. However, a successful applicant institution/organization will only be awarded a maximum of two

(2) grants per fiscal year under this program. A successful LCI grant recipient will only be awarded a maximum of one (1) LCI grant in any one annual SPECA grants program competition. Note: These limits refer to the parent institution/organization of the PD or CoPD, not to individual academic (or other) units within the institution/organization or to cooperating entities.

G. Funding Limitations per Institution

There are no limits on the total grant program funds that may be awarded to any one institution/organization in successive years of this competition. Successful award recipients may apply for additional awards in subsequent years either as a lead applicant or as a joint or LCI partner on a project.

H. Responsible and Ethical Conduct of Research

The responsible and ethical conduct of research (RCR) is critical for excellence, as well as public trust, in science and engineering. Consequently, we consider education in RCR essential to the preparation of future scientists. In accordance with sections 2, 3, and 8 of 7 CFR Part 3022, institutions that conduct USDA-funded extramural research must foster an atmosphere conducive to research integrity, bear primary responsibility for prevention and detection of research misconduct, and maintain and effectively communicate and train their staff regarding policies and procedures. In the event an application to NIFA results in an award, the Authorized Organizational Representative (AOR) assures, through acceptance of the award that the institution will comply with the above requirements. Per award terms and conditions, grant recipients shall, upon request, make available to NIFA the policies, procedures, and to support the conduct of the training.

Note that the training referred to herein shall be either on-campus or off-campus training. The general content of the ethics training will, at a minimum, emphasize three key areas of research ethics: authorship and plagiarism, data and research integration, and reporting misconduct. Each institution will be responsible for developing its own training system, as schools will need flexibility to develop training tailored to their specific student needs. Grantees should consider the Collaborative Institutional Training Initiative (CITI) program for RCR (<https://www.citiprogram.org/rcrpage.asp>). Typically this RCR education addresses the topics of: Data Acquisition and Management - collection, accuracy, security, access; Authorship and Publication; Peer Review; Mentor/Trainee Responsibilities; Collaboration; Conflict of Interest; Research Misconduct; Human Subject Research; and Use of Animals in Research.

PART III—ELIGIBILITY INFORMATION

A. Eligible Applicants

Applications may only be submitted by: (1) public secondary schools, (2) public or private nonprofit junior and community colleges, (3) institutions of higher education, or (4) nonprofit organizations (Attach IRS 501(c)(3) status under R&R ‘Other Project Information’ Field 12 Other Attachments).

An eligible applicant must meet the definition of an Eligible Institution/Organization as stated in this RFA (see Part VIII, E., Definitions). **Failure to meet an eligibility criterion by the time of application deadline will result in NIFA returning the application without review or, even though an application may be reviewed, will preclude NIFA from making an award.**

Applicant institutions/organizations must demonstrate capacity for and a significant ongoing commitment to, the teaching of agriscience or agribusiness generally, and to the specific need and/or discipline(s) for which a grant is requested.

Award recipients may subcontract portions of the project to organizations not eligible to apply, provided such organizations are necessary for the conduct of the project.

For the purposes of this program, for secondary schools, each separate school in a school district that meets the definition of a public secondary school is eligible to apply for SPECA Grants Program awards. **A school system is not eligible to apply.** For community or junior colleges, and for institutions of higher education, individual branches of a State university system or public system of higher education that are separately accredited as degree granting institutions are treated as separate institutions, and are therefore eligible for SPECA Grants Program awards. Separate branches or campuses of a college not individually accredited as degree-granting institutions are not treated as separate institutions. Accreditation must be by an agency or association recognized by the Secretary of the U.S. Department of Education.

Any individual (eligible participant) receiving Federal funds above must be a citizen or national of the United States, as defined in this RFA. (See Part VIII, Definitions.) Where eligibility is claimed under 8 U.S.C. 1101(a) (22), documentary evidence from the Immigration and Naturalization Service as to such eligibility must be made available to NIFA upon request.

If an institution/organization cannot accept Federal funds directly, it must submit a letter stating that it will accept the award, but that funds must be administered through a fiscal agent organization. This agent must be identified in the letter from the applicant and the letter must be countersigned by an authorized representative of the fiscal agent organization. The letter should include the fiscal agent’s point of contact, address, telephone number, fax number and e-mail address. Both the fiscal agent organization and the applicant school or institution/organization must submit complete management information (see Part V, D.). Nevertheless, the legal recipient of the award (as identified on the applicant’s SF 424 (R&R) Cover Sheet) must be an eligible public secondary school, public or private nonprofit junior or community college, institution of higher education or

nonprofit organization, as noted above. (Submission of fiscal agent information (above) is not requested now, but will be required, before an award is made.)

Please note: Fiscal agents and school boards are not eligible as legal recipients of the award.

B. Cost Sharing or Matching

A grant recipient is required to match 25% of the USDA funds awarded. Matching funds must come from non-Federal sources, and are not required to come in any particular amount from any one source. However, all matching funds pledged in this application must be accompanied by documentation. Grant awards cannot be issued until ALL required matching has been documented and verified. See Part IV, B.6. R&R Fed and Non-Fed Budget and Field K-Budget Justification, for additional details.

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. We urge you to submit early to the Grants.gov system. For an overview of the Grants.gov application process see <http://www.grants.gov/web/grants/applicants/grant-application-process.html>.

New Users of Grants.gov

Prior to preparing an application, we recommend that the PD/PI first contact an Authorized Representative (AR, also referred to as Authorized Organizational Representative or AOR) to determine if the organization is prepared to submit electronic applications through Grants.gov. If not (e.g., the institution/organization is new to the electronic grant application process through Grants.gov), then the one-time registration process must be completed **PRIOR** to submitting an application. It can take as long as 2 weeks to complete the registration process so it is critical to begin as soon as possible. In such situations, the AR should go to **“Register” in the top right corner of the Grants.gov web page (or go to <http://www.grants.gov/web/grants/register.html>) for information on registering the institution/organization with Grants.gov.** Item 2. below mentions the “NIFA Grants.gov Application Guide.” Part II.1. of the NIFA Grants.gov Application Guide contains additional explanatory language regarding the registration process.

Steps to Obtain Application Package Materials

To receive application materials:

1. You must download and install a version of Adobe Reader compatible with Grants.gov to access, complete, and submit applications. For basic system requirements and download instructions, see <http://www.grants.gov/web/grants/support/technical-support/software/adobe-reader-compatibility.html>. Grants.gov has a test package that will help you determine whether your current version of Adobe Reader is compatible.
2. To obtain the application package from Grants.gov, go to <http://www.grants.gov/web/grants/applicants/apply-for-grants.html>. Under Step 1 click on “Download a Grant Application Package,” and enter the funding opportunity number **USDA-NIFA-SAECP-004424** 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.” 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 you require assistance to access the application package (e.g., downloading or navigating Adobe forms) **or submitting the application**, refer to resources available on

the Grants.gov website (<http://www.grants.gov/web/grants/applicants/applicant-resources.html>). Grants.gov assistance is also available at:

Grants.gov customer support
800-518-4726 Toll-Free or 606-545-5035
Business Hours: 24 hours a day, 7 days a week. Closed on [federal holidays](#).
Email: support@grants.gov

Grants.gov iPortal: Top 10 requested help topics (FAQs), Searchable knowledge base, self-service ticketing and ticket status, and live web chat (available 7 am - 9 p.m. ET). Get help now!

Have the following information available when contacting Grants.gov:

- Funding Opportunity Number (FON)
- Name of agency you are applying to
- Specific area of concern

See <http://www.nifa.usda.gov/funding/electronic.html> for additional resources for applying electronically.

B. Content and Form of Application Submission

You should prepare electronic applications following Parts V and VI of the NIFA Grants.gov Application Guide. This guide is part of the corresponding application package (see Section A. of this Part). The following is **additional information** needed 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., PDF) in Part III section 3. of the guide. ANY PROPOSALS THAT ARE NON-COMPLIANT WITH THE REQUIREMENTS (e.g., content format, PDF file format, file name restrictions, and no password protected files) WILL BE AT RISK OF BEING EXCLUDED FROM NIFA REVIEW. Partial applications will be excluded from NIFA review. We will accept subsequent submissions of an application until close of business on the closing date in the RFA (see Part V, 2.1 of the NIFA Grants.gov Application Guide for further information).

Grants.gov provides online tools to assist if you do not own PDF-generating software. You will find PDF conversion software at <http://test.grants.gov/web/grants/support/technical-support/software/pdf-conversion-software.html>.

For any questions related to the preparation of an application, review the NIFA Grants.gov Application Guide and the applicable RFA. If assistance is still needed for preparing application forms content, contact:

- Email: electronic@nifa.usda.gov
- Phone: 202-401-5048

- Business hours: Monday through Friday, 7 a.m. – 5 p.m. ET, excluding federal holidays.

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. Complete all applicable fields. The following, additional information may be helpful:

Field 2. Date Submitted and Applicant Identifier – This field is provided for the Applicant’s use if they have an internal tracking system they would like to use in tracking applications they have submitted. This field is not required.

Field 3. Date received by State and State Application Identifier – This is not applicable for SPECA applications; these fields do not need to be completed.

Field 5. Applicant Information – This must be the legal name of either the eligible High School, Community/Junior College, Institution of Higher Education or Nonprofit Organization applicant (See Part III. A, Eligible Applicant). If a fiscal agent will be involved (see Part III. A.), do not list that organization in this field. Official correspondence will be directed to either the Project Director (Field 14) or the Authorized Representative (Field 19).

Field 8. Type of Application – Only ‘New’ or ‘Resubmitted’ applications are permitted.

Field 12. Proposed Project Start Date and End Date – A project’s duration should be at least 24 months (to allow time for assessment and evaluation) and no more than 36 months. **Project Start Date should not occur before July 2014.**

Field 15. Estimated Project Funding –

a. Total Estimated Project Funding = Amount of Federal funds requested (See Part II. C. for maximum award amounts permitted.)

b. Total Federal & Non-Federal Funds = Federal funds + Matching Funds (Note: The Matching Requirement for this program is 25% (see Part III. B.))

Field 20. Pre-application – Not applicable to the SPECA program. No attachments needed.

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. Complete all applicable fields. Note: If a ‘Yes’ response is provided for Fields 1, 2, or 4.a, the applicant must provide the necessary information prior to an award being made.

Field 7. Project Summary/Abstract – (Required Attachment – Must be PDF format)

Include the following underlined text along with your responses:

- List the Project Title;
- List the Project Director (and any) Co-Project Director(s) (include institutional/organizational affiliation for each);
- List your project's Program Category: (see Part I, C.1.; list only one Category);
- List your project's Educational Need Area: (Part I, C.2.);
- List the projected number of students or faculty to be served by the project during the project period (i.e., using a new curriculum, instructional delivery system, student career opportunity; benefitting from a partnership between institutions; etc.)
- List your project's primary Discipline Code/Academic Discipline: (Select one from the list below);

Discipline Codes & Academic Discipline

G - General Food, agricultural and human sciences (includes multidisciplinary projects)

M - Agribusiness (includes Management, Marketing, and Agricultural Economics)

E - Agriscience (includes Agricultural/Biological Engineering)

S - Agricultural Social Sciences (includes Agricultural Education, Agricultural Communications, and Rural Sociology)

A - Animal Sciences

Q - Aquaculture

C - Conservation and Renewable Natural Resources (includes Forestry)

J - Entomology – Animal

T - Entomology – Plant

L - Environmental Sciences/Management

F - Food Science/Technology and Manufacturing

N - Human Nutrition

H - Human Sciences/Family and Consumer Sciences (excludes Human Nutrition)

I - International Education/Research (enhancement of U.S. programs)

P - Plant Sciences and Horticulture

B - Related Biological Sciences (includes General/Basic Biotechnology, Biochemistry, and Microbiology)

D - Soil Sciences

V - Veterinary Medicine/Science

W - Water Science

O - Other (Describe only if not listed above)

- Joint or LCI Project Proposal: Yes or No? (If 'Yes', specify if 'Joint' or 'LCI' Project Application. See 'Definitions', Part VIII. E.);
- Partners: If Joint or LCI Project Proposal, list all partner institutions/organizations that will share grant funding (Note: Each Partner so identified needs to have their budget information submitted on a separate subaward budget attachment);
- Total Funds Requested: (List total Federal funds requested for this application. If this project is a Joint or LCI Project Proposal, also list each partner's total funds requested next to the institution/organization's name); and
- Summary Text - Provide a very concise (approx. 250 word) summary of your project to include:

- Purpose: What is the major problem your project will address?
- Audience: Who are the intended beneficiaries? Who will be impacted?
- Products: What will be produced? and
- Outcome/Impact: What is the intended result (consequence) of your project? Describe as the primary benefits to your audience. Note: outcomes/impacts should be measurable, and should be included in your project's assessment/evaluation plan to demonstrate you will assess whether or not these benefits were achieved (See explanation of terms in Part IV, B. 3. Field 8. 2.c., below).

Field 8. Project Narrative – (Required Attachment – Must be PDF format)

NOTE: The Project Narrative shall not exceed 15 pages of written text (excluding up to a maximum of 5 additional pages for supporting figures and tables). We have established this maximum (20-page limit) to ensure fair and equitable competition. Reviewers are instructed to not review material in excess of this limit.

The Project Narrative in this Field 8 attachment contains the major description of your project. It follows the SPECA program's Evaluation Criteria (Part V. B). Accordingly, please provide your responses in the following format:

(Note: To facilitate application review and evaluation, **include the following, underlined wording as headings in your attached Project Narrative**, followed by your response for each item.)

1. Potential for Advancing the Quality of Education; Significance of the Problem:
 - a. Identification of Educational Problem and Project Impact. Briefly state: (1) the specific instructional problem (or opportunity) to be addressed; (2) the anticipated project audience; and (3) the project's target objectives (what change in education is proposed?) and its anticipated, overall *impact* on improving the quality of food, agricultural and human sciences education (Note: Your *impact* should be a change you can measure at the project's conclusion.). Clearly identify and explain how the proposed project will address your Educational Need Area described in Part I, C.2.
 - b. Project Justification. Describe how and by whom the focus and scope of the project were determined. Summarize the body of knowledge justifying the need for the proposed project. Discuss how the project's Educational Need Area (Part I.C.2) will be of value at the State, regional, national, or international level(s), and where applicable, how it will advance improving the agricultural sciences capabilities of students. Describe any ongoing or recently completed, significant activities related to the proposed project for which previous funding was received under this program.
 - c. Institutional Long-range Goals. Demonstrate how the institution/organization attributes a high priority to the project; discuss how the project will contribute to the achievement of the institution/organization's long-term (five- to ten-year) goals; explain how the project will help satisfy the institution/organization's high-priority objectives, or how the project is linked to and supported by the institution/organization's strategic plan.
 - d. Innovation. Describe the proposal's creative approach to improving the quality of food, agricultural and human sciences education, solving an education problem, or promoting

programs that advance equal opportunity for all students and using either actual experiences or literature background information, show why this approach was chosen.

- e. Multidisciplinary and/or Problem-based Focus. Indicate how the project is relevant to multiple disciplines in the food, agricultural and human sciences education, or with other academic curricula, and how the project will enhance students' understanding of complex agricultural systems. Also, discuss whether the project may be adapted by, or serve as a model for, other institutions.

2. Proposed Approach and Cooperative Linkages:

- a. Plan of Operation and Methodology. Describe procedures for accomplishing the objectives of the project. Describe plans for management of the project to ensure its proper and efficient administration. Describe the way in which resources and personnel will be used to conduct the project.
- b. Timetable. Identify all important project milestones (performance targets that indicate when project goals will be met) and dates as they relate to project start-up, execution, evaluation, dissemination, and closeout.
- c. Products, Results and Measurable Outcomes. Outline the expected products/results and their outcome (impact) on strengthening food, agricultural and human sciences education in the United States. (**Important Note: Make sure to differentiate among the three terms:**
1. “Products” may be actual *items or services* acquired with funds, e.g., “...developed three, new Web-based courses”;
 2. “Results” are *accomplishments* related to the products, e.g., “...additional course materials now available online to reinforce student learning during non-classroom hours”; and
 3. “Outcomes/Impacts” are the *benefits* to your audience. Outcomes/impacts are the consequences of your project and the most critical elements in your Evaluation Plan. They are a measure of the results by comparison to what might have happened in the absence of the funded project, e.g., “...an observed, overall increase in student learning based upon 8% higher average test scores of those students who both attended class and used the supplemental, Web-based course materials”.)
- d. Evaluation Plans. State the methodologies to be used in assessing the accomplishment of stated products, results and measurable outcomes from the project. Discuss the strategies and metrics for evaluating progress toward meeting the two SPECA Program Goals from Part I, A. Describe any data to be collected and analyzed. Demonstrate how the project will improve education. This section should clearly indicate how you plan to measure outcomes/impacts (See Part I.C.3. for additional *Evaluation Plan* information).
- e. Dissemination Plans. The application must document how project accomplishments (products, results and impacts...etc.) will be published or otherwise disseminated to the broadest extent throughout the academic community. Discuss the institution/organization's commitment to disseminate project results and products and potential for institutionalization. Identify target audiences and explain methods of communication. This section should clearly indicate how you plan to publicize your

project's outcomes/impacts (See Part I.C.4. for additional *Dissemination Plan* information).

- f. Partnerships and Collaborative Efforts. Explain how the project will maximize partnership and collaborative efforts to strengthen food, agricultural and human sciences education (e.g., involvement of faculty in related disciplines at the same institution, joint or LCI projects with other educational institution/organizations, or cooperative activities with business or industry). Also explain how it will stimulate academia, the States, or the private sector to join with the Federal partner in enhancing food, agricultural and human sciences education. Provide evidence, via letters from the parties involved in the partnership or collaborative arrangement.

3. Institution Capability and Capacity Building:

- a. Institution/organizational Commitment and Capability. Demonstrate that the program administration is committed to this project and has the capability to ensure its completion.
- b. Institution/organizational Resources. Document that necessary institution/organizational resources (administrative, facilities, equipment, and/or materials), and other appropriate resources, will be made available to the project. Demonstrate how the institution/organizational resources to be made available to the project, when combined with the support requested from USDA, will be adequate to carry out the activities of the project.
- c. Academic Enhancement. Document how this project will improve and strengthen teaching at the institution (including any partner institution/organizations). Include how any project performance target(s) identified above (2.b., Timetable) will be incorporated into academic instruction at the institution. Discuss how the benefits to be derived from the project will transcend the applicant institution/organization or the grant period.
- g. Continuation Plans. Discuss the likelihood of, or specific plans for, continuation or expansion of the project beyond the period of USDA support. For example, does the institution/organization's long-range budget or academic plan provide for the realistic continuation or expansion of the initiative undertaken by this project after the grant period ends, are plans for eventual self-support built into the project, are plans being made to institutionalize the program if it meets with success, and are there indications of other continuing non-Federal support (see Part I.C.4. for additional *Continuation Plan* information).

4. Key Personnel: Discuss the adequacy and specific attributes and project responsibilities of each key person associated with the project. Also include the background and qualifications of those personnel who will be responsible for assessing project results and administering the project evaluation and reporting process.

5. Budget and Cost-effectiveness:

- a. Budget. In addition to the separate, required budget forms and budget justification, discuss how the budget specifically supports the proposed project activities. Explain how such budget items as professional or technical staff time and salary, travel, equipment, etc., are necessary and reasonable to achieve project objectives. Justify that the total budget, including funds requested from USDA and any matching support provided, are allocated adequately between the applicant and any collaborating

institution/organization(s), and will be appropriate to carry out the activities of the project. Provide a summary of sources and amounts of all third party matching support. If the application addresses more than one Educational Need Area (see Part I, C.2.), applicants should include estimates of the proportion of the funds requested from USDA that will support each respective area.

- b. Cost-effectiveness. Justify the project's cost-effectiveness. Show how the project maximizes the use of limited resources, optimizes educational value for the dollar, achieves economies of scale, or leverages additional funds. For example, discuss how the project has the potential to generate a critical mass of expertise and activity focused on an Educational Need Area, or to promote coalition building that could lead to future ventures.

For Conference/Planning Project Type (Part II.C.1.) applications, in addition to addressing the items 1-5 directly above in the Project Narrative, you must also fully describe the conference/planning event proposed, and include all of the following:

- 1) **Justification for the meeting;**
- 2) **Recent meetings on the same subject with dates and locations;**
- 3) **Names and organizational affiliations of the chairperson and other members of the organizing committee;**
- 4) **Proposed program (or agenda for the conference), including a listing of scheduled participants and their institutional affiliations; and**
- 5) **Method of announcement or invitation to be used.**

Field 9. Bibliography & Cited References - (Optional Attachment – Must be PDF format)

If needed, provide a complete list of all references cited in the application.

Field 10. Facilities & Other Resources - (Optional Attachment Must be PDF format)

If needed, describe the types, location, and availability of instrumentation and physical facilities necessary to carry out the work proposed. **If special academic, private or government laboratories or facilities are being used, include a letter in the application from the authorized representative of the facility describing the proposed arrangements and availability.** This letter should be included as a part of Other Attachments, see Field 12 below.

Field 11. Equipment Documentation - (Optional Attachment Must be PDF format)

Equipment purchased (defined as in excess of \$5,000 for each item) must be fully justified under this section. Note: fixed equipment, as previously defined, is normally not funded in a SPECA grant. Other purchases (e.g., computers, laboratory materials) are described, instead, in the Budget Justification section under the 'Materials and Supplies' line item.

Field 12. Other Attachments - (Must be PDF format) as applicable.

- **Response to Previous Review - PDF Attachment. 1 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., "Types of Applications". PDs must respond to the previous review panel summary on **no more than one page**, titled, "Response to

Previous Review.” If desired, additional comments may be included in the text of the Project Narrative, subject to the page limitations of that section.

- **Appendices to Project Narrative – PDF Attachment.** Title the attachment as ‘Appendices’ in the document header and save file as ‘Appendices’. Appendices to the Project Narrative are allowed if they are directly germane to the proposed project. The addition of appendices should not be used to circumvent the text and/or figures and tables page limitations.
- **Collaborative Arrangements – PDF Attachment. No Page Limit.** Title the attachment as ‘Collaborative Arrangements’ in the document header and save file as ‘CollaborativeArrangement’. If it is necessary to enter into formal consulting or collaborative arrangements with others, 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 as evidence 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.
- **Matching Funds Documentation – PDF Attachment.** Title the attachment as ‘Matching Funds Documentation’ in the document header and save file as “MatchingFundsDocumentation”. This grants program requires applicants to provide 25% matching funds from non-Federal sources. Signed letters from each source of matching funds are required, and should be attached in this Field 12. Recommended contents of these letters is described below in item Field 6, R&R Fed and Non-Fed Budget, Field K, (b) Matching.
- **IRS 501(c)(3) Status – PDF Attachment.** Title the attachment as ‘IRS 501 (c)(3) Status’ in the document header and save file as ‘IRS501(c)(3)Status’.
- **Logic Model – PDF Attachment.** Title the attachment as ‘Logic Model’ in the document header and save file as ‘LogicModel’.

4. R&R Senior/Key Person (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. This section of the Guide includes information about the people who require a Senior/Key Person Profile, and details about the Biographical Sketch and the Current and Pending Support, including a link to a suggested template for the Current and Pending Support.

Also, **you must attach** ‘Current and Pending Support’ information (see NIFA Grants.gov Application Guide p. 33, item 5.3, for guidelines and information format) for each senior/key person identified above. **Note: Even if no other funding is currently reported under the ‘Active’ section of this attachment, you must still list information for this grant application under the ‘Pending’ section of this attachment for each senior/key person identified above.**

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.

6. R&R Fed and Non-Fed Budget

Information related to the questions on this form is dealt with in detail in Part V, 7. of the NIFA Grants.gov Application Guide. This form (accompanied by the required Budget Justification attachment) contains the itemized listing and description of your project's budget. Complete all applicable fields. Make sure to include the base salary figure and the number of funded work months (calendar, academic and/or summer) for each person listed under the Senior/Key Person budget category. Consult the NIFA Grants.gov Application Guide for instructions. The following, additional information may be helpful:

Complete one R&R Fed and Non-Fed Budget Form for each 12-month period, plus a cumulative budget form for the entire project. If your project involves partners with whom you plan to share Federal funds (Joint or LCI Project Proposal), make sure (a) you include a subaward attachment for each project partner (subaward/consortium), for each 12-month period and a cumulative budget form, and (b) your budget figures reflect the required budget sharing criteria (See 'Definitions', Part VIII. E, Joint or LCI Project Proposal). Reasonable travel expenses to attend the Project Director's Conference may be included in the travel expenses.

Field H. Indirect Costs –

Section 718 of the Consolidated and Further Continuing Appropriations Act, 2013 (Pub.L. 113-6) limited indirect costs to 30 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 30 percent of total Federal funds awarded.

If an institution/organization's official negotiated indirect cost rate exceeds the maximum allowed rate then the indirect costs are limited to 30% of the total Federal funds. In this case, the maximum allowed indirect cost of 30% may be claimed under the Federal portion of the award, or the maximum allowed indirect cost of 30% may be claimed as matching contributions (if no indirect costs are requested under the Federal portion). However, the maximum allowed indirect cost of 30% may not be claimed on both the Federal portion of the award and as matching contributions (Note: An institution/organization may, as an example, request 15% of indirect costs on both the Federal portion of the award and as matching contributions. Or, an institution/organization may request any other, similar percentage combination that, when combined, does not exceed the 30% maximum indirect cost allowed.) Nevertheless, the total combined percent of requested and contributed matching indirect costs cannot exceed 30%. This distribution of indirect costs would also apply to grantees whose official negotiated rate results in a lesser amount of indirect costs. However, the distribution would be limited to that lesser amount.

Field K. Budget Justification – (Required Attachment – Must be PDF format)

- (a) Provide a Budget Justification that reflects each 12-month period, plus a cumulative justification for the entire project. If your project involves partners with whom you plan to share Federal funds (Joint or LCI Project Proposal), make sure the attachment reflects information (a) for the applicant institution as well as a separate attachment for each project partner (subaward/consortium), for each 12-month period plus a cumulative column total for the entire project, and (b) your budget figures reflect the required budget sharing criteria (See 'Definitions', Part VIII. E, Joint or LCI Project Proposal). Letters of consent or collaboration or other evidence should be provided to show that collaborators have agreed to participate (such letters are to be included in Field 12).

The Budget Justification should follow a standard spreadsheet format ('Budget Line Item' = row; 'Budget Year' and 'Cumulative Project' = columns) including a detailed, itemized breakdown of each of the line item categories reported on the R&R Budget form. This Budget Justification attachment provides a more detailed, itemized breakdown for each budget line item reported on the R&R Budget form (Include a description for each requested budget line item found on the (R&R) Budget form (i.e., total budget amount reported on the R&R Budget form should equal the total budget amount reported on the Budget Justification attachment).

- (b) Matching: Note: This grants program requires applicants to provide 25% matching funds from non-Federal sources. The sources and amount of all matching support from outside the applicant institution should be summarized on a separate page and attached immediately following the Budget Justification. See instructions directly above, Field H, for restrictions on how to report indirect costs as matching contributions.**

Cash and non-cash contributions from the institution/organization and any third parties should be identified.

The sources and amount of all matching support from outside the applicant institution/organization should be summarized on a separate page and attached in the R&R Other Project Information, Field 12. In addition, each source of non-Federal matching funds must be accompanied by written verification of commitment 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 matching letters, as well, as attachments in Field 12 of the R&R Other Project Information form.

Written verification means:

For any third party cash contributions, a separate pledge agreement on letterhead for each donation submitted on Donor Organization letterhead and signed by the AR of the donor organization and the applicant 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; (5) a statement that the donor will pay the cash contribution during the grant

period; and (6) whether the applicant can designate cash as the applicant deems necessary or the cash contribution has been designated to a particular budget item; and

For any third party in-kind contributions, a separate pledge agreement on letterhead for each contribution submitted on Donor Organization letterhead and signed by the AR of the donor organization and the applicant 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; and (5) a statement that the donor will make the contribution during the grant period.

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. Any cost sharing commitments specified in the application will be referenced and included as a condition of an award resulting from this announcement.

Allowable costs will be determined in accordance with the applicable program legislation, the purpose of the grant award, the terms and conditions for the grant award, and by the following Federal cost principles that are applicable to the type of organization receiving the award, regardless of the type of award or tier (i.e., prime awardee, subaward) as are in effect at the time of the award:

- (1) **2 CFR Part 220** (OMB Circular No. A-21), “Cost Principles for Educational Institutions.”
- (2) **2 CFR Part 225** (OMB Circular No. A-87), “Cost Principles for State and Local Government (including certain Indian tribal governments).”
- (3) **2 CFR Part 230** (OMB A-122), “Cost Principles for Nonprofit Organizations” other than institutions of higher education (nonprofit organizations excluded from coverage are listed in Attachment C of OMB Circular No. A-122).
- (4) **Federal Acquisition Regulations** (48 CFR Subpart 31.2), “Principles for determining costs with profit making firms and those nonprofits organizations that are specifically excluded from the provisions of OMB Circular No. A-122.”
- (5) **45 CFR Part 74, Appendix E**, “Principles for Determining Costs Applicable to Research and Development under Grants and Contracts with Hospitals.”

The Code of Federal Regulations is accessible through the The FDsys Federal Digital System (<http://www.gpo.gov/fdsys/>).

Note: Funding from sources prohibited by this grants program cannot be used as an institution/organization’s matching contributions (i.e., Funding Restrictions for this grants program prohibit the use of Federal grant funds for tuition remission or to acquire or repair a building or facility (e.g., a greenhouse). Therefore, non-Federal, matching funds for tuition remission or that acquire or repair a building or facility to support this project is not permitted as matching contributions.)

7. R&R Fed and Non-Fed Subaward Budget Attachment (Only required if submitting a Joint or LCI Project Proposal)

8. Supplemental Information

Complete all applicable fields.

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

Field 2. Program Code -

For the 'Program Code Name' field, enter:

“Secondary and Two-Year Postsecondary Education Challenge”.

For the 'Program Code' field, enter:

- "OW" only if you are submitting an application with Agriculture in the Classroom or secondary school (grades 9-12) program emphasis or,
- "UV" only if you are submitting an application with junior or community college academic program emphasis.

Field 8. Conflict of Interest List - (Required Attachment – Must be PDF format)

See Part VI, 1.8 of the NIFA Grants.gov Application Guide for further instructions and a link to a suggested template. Include this one-page attachment even if your responses to the questions are “N.A.”.

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 **5:00 p.m. Eastern Time on April 3, 2014**. Applications received after this deadline will not be considered for funding.

If you have trouble submitting an application to Grants.gov, you should FIRST contact the Grants.gov Help Desk to resolve any problems. Keep a record of any such correspondence. See Part IV. A. for Grants.gov contact information.

We send email correspondence to the AR regarding the status of submitted applications (see Part IV. C.). 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 the established deadline, contact the Agency Contact identified in Part VII of the applicable 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

Consistent with other competitive grant programs, NIFA has determined that grant funds awarded under this authority **may not** be used for student tuition remission, room and board, academic fees or other financial assistance (scholarships or fellowships).

Also, funds **may not** be used for the renovation or refurbishment of research, education, or extension space; the purchase or installation of fixed equipment in such space; or to plan, repair, rehabilitate, acquire, or construct buildings or facilities (i.e., greenhouses, laboratories, barns or other structures). Promotional items (e.g., T-shirts and other give-a-ways) and food functions (e.g., cookouts or other social meal gatherings) are considered ‘entertainment’ expenses, and are also **not allowed** under this grants program. Federal Cost Principles governing this grant program state that items not eligible for Federal funding may also not be used as an applicant’s contribution toward meeting matching requirements.

Section 718 of the Consolidated and Further Continuing Appropriations Act, 2013 (Pub.L. 113-6) limited indirect costs to 30 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 30 percent of total Federal funds awarded.

E. Other Submission Requirements

You should follow the submission requirements noted in Part IV, section 1.9 in the document entitled “NIFA Grants.gov Application Guide.”

For information about the **status of a submitted application**, see Part III., section 6. of the NIFA Grants.gov Application Guide.

PART V—APPLICATION REVIEW REQUIREMENTS

A. General

We evaluate each application in a 2-part process. First, we screen each application to ensure that it meets the administrative requirements as set forth in this RFA. Second, a review panel will technically evaluate applications that meet these requirements.

We select reviewers based upon their 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, and 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 an equitable age distribution; 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

We will use the evaluation criteria and weights below will be used to review applications submitted in response to this RFA:

1. Potential for Advancing Quality of Education/Significance of the Problem (30 points).

This criterion is used to assess the likelihood that the project will have an impact upon and advance the quality of food, agricultural and human sciences by strengthening institution/organizational capacities to meet clearly delineated needs. Elements considered include institution/organizational long-range goals, identification of a problem or opportunity to be addressed, justification for the project, innovation, advancing educational equity, multidisciplinary and/or problem-based focus, and potential for adoption by other institution/organizations. The proposed project must also show its relevance to the goals of the SPECA Program of increasing the number and quality of the agriculture workforce.

2. Proposed Approach and Cooperative Linkages (25 points).

This criterion relates to the soundness of the proposed approach including objectives, methodology, plan of operation, timetable, expected products and results, evaluation, and dissemination plans. The project evaluation plan should state the methodologies to be used in assessing the accomplishment of stated products, results and measurable outcomes from the project. The approach must be based on sound research concepts and educational principles and may be documented through background literature or actual institutional data. Emphasis is placed on the quality of educational or research support provided to the applicant institution/organization through its partnerships and collaborative initiatives, and on the

potential cooperative linkages likely to evolve as a result of this project. Any perceived pitfalls and alternative strategies or approaches should be addressed.

3. Institution Organization Capability and Capacity Building (20 points).

This criterion relates to the institution/organization's capability to perform the project and the degree to which the project will strengthen its teaching or research capacity. Elements include the institution/organization's commitment to the project, the adequacy of institution/organizational resources (administrative, facilities, equipment, and/or materials) available to carry out the project, potential for academic or research enhancement, and plans for project continuation or expansion beyond the period of USDA support. Institutional data (i.e., financial, personnel and physical resources available to support the project could all be potential data provided by the applicant, depending upon the particular Need Area) should be included to show the institution's ability to support the proposed project.

4. Key Personnel (15 points).

This criterion relates to the adequacy of the number, qualifications and expertise of key persons who will develop and carry out the project, and the qualifications of project personnel who will provide for the assessment of project results and impacts and the dissemination of these findings. Specific roles for each key personnel must be defined to ensure appropriate project leadership and to avoid any duplication of effort. For an LCI Project Type, qualifications and expertise of key persons representing all multi-partner contributors (other secondary schools, institutions of higher education -associate or bachelors degree- private industry, businesses, or nonprofit organizations...etc.) should be included. Such expertise should address all critical activities of the LCI project.

5. Budget and Cost-Effectiveness (10 points).

This criterion relates to the extent to which the total budget adequately supports the project and is cost effective. Elements considered include the necessity and reasonableness of costs to carry out project activities and achieve project objectives; the appropriateness of budget allocations between the applicant and any collaborating institution/organization(s); the adequacy of time committed to the project by key project personnel; and the degree to which the project maximizes the use of limited resources, optimizes educational value for the dollar, achieves economies of scale, leverages additional funds, and focuses expertise and activity on high-priority educational or research need areas.

For Conference Applications

In addition to the five Evaluation Criteria listed directly above, the following evaluation criteria will also be applied to applications that seek support for conferences:

1. Relevance of Proposed Conference to promote and strengthen agriscience and agribusiness education;
2. Qualifications of Organizing Committee and Appropriateness of Invited Speakers to Topic Areas Being Covered;
3. Uniqueness and Timeliness of Conference; and
4. Appropriateness of Budget Request.

C. Conflicts of Interest and Confidentiality

During the peer evaluation process, we take extreme care to prevent any actual or perceived conflicts of interest that may impact review or evaluation. For the purpose of determining conflicts of interest, we determine the academic and administrative autonomy of an institution by reference to the current Higher Education Directory, published by Higher Education Publications, Inc., 1801 Robert Fulton Drive, Suite 340, Reston, VA, 20191. Phone: (888) 349-7715. Web site: <http://www.hepinc.com>.

Names of submitting institutions and individuals, as well as application content and peer evaluations, are 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. This requirement is part of the responsibility determination prior to the award of a grant identified under this RFA, if such information has not been provided previously under this or another NIFA program. We will provide you copies of forms recommended for use in fulfilling these requirements as part of the preaward process. Although an applicant may be eligible based on its status as one of these entities, there are factors that 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).

PART VI—AWARD ADMINISTRATION

A. General

Within the limit of funds available for such purpose, the NIFA awarding official shall make grants to those responsible, eligible applicants whose applications are judged most meritorious under the procedures set forth in this RFA. The date specified by the NIFA awarding official as the effective date of the grant 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. The project need not be initiated on the grant effective date, but as soon thereafter as practical so that project goals may be attained within the funded project period. All funds granted by NIFA under this RFA may be used only for the purpose for which they are granted in accordance with the approved application and budget, regulations, terms and conditions of the award, applicable federal cost principles, USDA assistance regulations (parts 3015 and 3019 of 7 CFR), and NIFA General Awards Administration Provisions at 7 CFR part 3430, subparts A through E.

B. Award Notice

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

- (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 project;
- (3) Name(s) and institution(s) of PD's chosen to direct and control approved activities;
- (4) Identifying award number assigned by NIFA;
- (5) Project period, specifying the amount of time NIFA intends to support the project without requiring recompetition for funds;
- (6) Total amount of financial assistance approved for the award;
- (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 grant applications considered for review and to project grants awarded under this program. These include, but are not limited to:

2 CFR Part 220—Cost Principles for Educational Institutions (OMB Circular A-21).

2 CFR Part 225—Cost Principles for State, Local, and Indian Tribal Governments (OMB Circular A-87).

2 CFR Part 230—Cost Principles for Non-profit Organizations (OMB Circular A-122).

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, implementing OMB directives (i.e., OMB Circular Nos. A-21, A-87, and A-122, now codified at 2 CFR Parts 220, 225 and 230), and incorporating provisions of 31 U.S.C. 6301-6308 (formerly the Federal Grant and Cooperative Agreement Act of 1977, Pub. L. No. 95-224), as well as general policy requirements applicable to recipients of departmental financial assistance.

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

7 CFR Part 3017—USDA implementation of Governmentwide 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 Nonprofit Organizations (2 CFR Part 215).

7 CFR Part 3021—USDA Implementation of Governmentwide Requirements for Drug-Free Workplace (Grants).

7 CFR Part 3022—Research Institutions Conducting USDA-Funded Extramural Research; Research Misconduct.

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

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

7 CFR 3430—Competitive and Noncompetitive Non-formula Financial Assistance Programs-- General Award 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

Grantees are to submit initial project information and annual and 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.

1. Project Directors Conference

During the tenure of a grant, Project Director(s) may be invited to attend at least one national Project Directors meeting, if offered, in Washington, DC, or any other announced location. The purpose of the meeting will be to discuss project and grant management, opportunities for collaborative efforts, future directions for education reform, and opportunities to enhance dissemination of exemplary end products/results. Reasonable travel expenses to attend this meeting may be included in the proposal's travel expenses.

2. Annual Performance Report

An Annual Performance Report must be submitted within 90 days after the completion of the first year of the project, and annually thereafter during the life of the grant. Generally, the Annual Performance Reports shall include a summary of the overall progress toward meeting project objectives, current problems or unusual developments, the next year's activities, progress assessing outcomes as part of the project Evaluation Plan (Part I. C. 3.), and any other information that is pertinent to the ongoing project or which may be specified in the terms and conditions of the award. Annual project reports must contain data to document the outputs and

outcomes and will need to be collected by the grantee. A specific format for these reports will be provided on an annual basis by NIFA.

3. Final Performance Report

A Final Performance Report must be submitted within 90 days after the expiration date of the project. The expiration date is specified in the award documents and modifications thereto, if any. Generally, the Final Performance Report shall be a summary of the completed project, to include results of the project Evaluation Plan (Part I. C. 3.), a review of project objectives and accomplishments; a description of any products and outcomes resulting from the project; activities undertaken to disseminate products and outcomes; partnerships and collaborative ventures that resulted from the project; future initiatives that are planned as a result of the project; the impact of the project on the Project Director(s), students, the departments, the institution, and the food, agricultural and human sciences higher education system; and data on project personnel and beneficiaries. The report must document how project accomplishments (products, results and impacts, etc.) have been published or otherwise disseminated to the broadest extent throughout the academic community. The Final Performance Report should be accompanied by samples or copies of any products or publications resulting from or developed by the project. The Final Performance Report also must contain any other information which may be specified in the terms and conditions of the award. A specific format for the final report will be provided by NIFA.

Additionally, PDs may want to include the specific information described in the Evaluation Criteria section (Part V, B.) of the RFA:

1. The results from the measure of **student knowledge/learning or interest** in the food and agriculture sciences resulted from the proposed project.
2. The **number and type of products created or number of students/faculty served** based on the target area(s) used in the project. Refer to the list of examples of quantifiable information in the Evaluation Criteria section (Part V, B.) of the RFA.

4. Federal Financial Report

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 an **annual basis no later than 90 days following the award’s anniversary date (i.e., one year following the month and day of which the project period begins and each year thereafter up until a final report is required)**. A final “Federal Financial Report,” Form SF-425, is due **90 days after the expiration date of this award**.

PART VII—AGENCY CONTACT

Programmatic Contact –

Dr. Irma A. Lawrence; National Program Leader; Division of Community and Education; National Institute of Food and Agriculture; USDA; 1400 Independence Ave., SW; STOP 2250 Washington, DC 20250-2251; telephone: (202) 720-2082; fax: (202) 720-4924; e-mail: ilawrence@nifa.usda.gov.

Administrative/Business Contact –

Adriene Woodin; Branch Chief; Office of Grants and Financial Management; National Institute of Food and Agriculture; 1400 Independence Avenue SW, Stop 2271 Washington, DC 20250-2271; telephone: (202) 401-4320; fax: (202) 401-6271; email awoodin@nifa.usda.gov.

PART VIII—OTHER INFORMATION

A. Access To Review Information

We will send copies of reviews, not including the identity of reviewers, and a summary of the panel comments 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. The awardee must request, and the ADO must approve in writing, all changes in approved goals or objectives prior to effecting such changes. In no event shall requests be approved for changes that are outside the scope of the original approved project.

c. The awardee must request, and the ADO must approve in writing, all changes in approved project leadership or the replacement or reassignment of other key project personnel, prior to effecting such changes.

d. The awardee must request, and the ADO must approve in writing, all 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, prior to affecting such transfers, unless prescribed otherwise in the terms and conditions of the award.

e. The project period may be extended without additional financial support, for such additional period(s) necessary to complete or fulfill the purposes of an approved project, but in no case shall the total project period exceed any applicable statutory limit or expiring appropriation limitation. The terms and conditions of award include information about no-cost extensions of the award and when ADO's prior approval is necessary.

f. Changes in Approved Budget: 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. 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 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 Federal Assistance Programs--General Award Administrative Provisions](#), for the applicable definitions for this NIFA grant program. The following are additional definitions that apply to this program.

Citizen or national of the United States means (1) a citizen or native resident of a State; or, (2) a person defined in the Immigration and Nationality Act, 8 U.S.C. 1101(a)(22), who, though not a citizen of the United States, owes permanent allegiance to the United States.

Eligible institution/organization means a public, secondary school, a junior or community college, an institution of higher education, or a nonprofit organization, (see Part III, A.).

Eligible participant means an individual who is a citizen or national of the United States, as defined in this section.

Fiscal agent means a third party designated by the an authorized representative of an eligible institution/organization which would receive and assume financial stewardship of federal grant funds and perform other activities as specified in the agreement between it and the eligible institution/organization.

Institution of higher education means an educational institution in any State that: (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate; (2) is legally authorized within such State to provide a program of education beyond secondary education; (3)

provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree; (4) is a public or other nonprofit institution; and (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary of Education for the granting of pre-accreditation status, and the Secretary of Education has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Joint project proposal means an application for a project: (1) which will involve the applicant institution/organization working in cooperation with **one or more** other entities not legally affiliated with the applicant institution/organization, including other schools, colleges, universities, community colleges, junior colleges, units of State government, private sector organizations, or a consortium of institutions; and (2) where the applicant institution/organization and each cooperating entity will assume a significant role in the conduct of the proposed project. To demonstrate a substantial involvement with the project, **the applicant institution/organization submitting a joint project proposal must retain at least 30 percent but not more than 70 percent of the awarded funds and no cooperating entity may receive less than 10 percent of awarded funds.** Only the applicant institution/organization must meet the definition of an eligible institution/organization as specified in this RFA; other entities participating in a joint project proposal are not required to meet the definition of an eligible institution/organization.

Junior or community college means an institution of higher education that: (1) admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located and who have the ability to benefit from the training offered by the institution; (2) does not provide an educational program for which the institution awards a bachelor's degree (or an equivalent degree); and (3) (i) provides an educational program of not less than 2 years in duration that is acceptable for full credit toward such a degree; or (ii) offers a 2-year program in engineering, mathematics, or the physical or biological sciences, designed to prepare a student to work as a technician or at the semiprofessional level in engineering, scientific, or other technological fields requiring the understanding and application of basic engineering, scientific, or mathematical principles of knowledge (20 U.S.C. 1101a(a)(6)).

Large-scale, Comprehensive Initiative (LCI) project proposal means an application for a project: (1) which will involve the applicant institution/organization working in cooperation with **two or more** other entities not legally affiliated with the applicant institution/organization, including other schools, colleges, universities, community colleges, junior colleges, units of State government, private sector organizations, or a consortium of institutions; and (2) where the applicant institution/organization and each cooperating entity will assume a significant role in the conduct of the proposed project. To demonstrate a substantial involvement with the project, **the applicant institution/organization submitting a LCI proposal must retain at least 30 percent but not more than 70 percent of the awarded funds and no cooperating entity may receive less than 10 percent of awarded funds.** Only the applicant institution/organization must meet the definition of an eligible institution/organization as specified in this RFA; other entities participating in a joint project proposal are not required to meet the definition of an

eligible institution/organization. LCI Project Proposals must support a multi-partner approach to solving a major state or regional challenge in agricultural sciences education at any of the K-14 grade levels. LCI Project Proposals are characterized by multiple partners (each providing a specific expertise) organized and led by a strong applicant with documented project management ability to organize and carry out the initiative.

Nonprofit, as applied to a school, junior or community college, agency, organization, or institution, means a school, junior or community college, agency, organization, or institution owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

Nonprofit organization (see Nonprofit, above)

Outcomes means specific, measurable project results and benefits that, when assessed and reported, indicate the project's plan of operation has been achieved.

Plan of Operation means a detailed, step-by-step description of how the applicant intends to accomplish the project's outcomes. At a minimum, the plan should include a timetable indicating how outcomes are achieved, a description of resources to be used or acquired, and the responsibilities expected of all project personnel.

Regular project proposal means an application for a project: (1) where the applicant institution/organization will be the sole entity involved in the execution of the project; or (2) which will involve the applicant institution/organization and one or more other entities, but where the involvement of the other entity(ies) does not meet the requirements for a joint or LCI proposal as defined in this section.

Secondary school means a nonprofit institutional day or residential school that provides secondary education, as determined under State law, except that such term does not include any education beyond grade 12 (Section 14101(25) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(25))).

Teaching means formal classroom and/or laboratory instruction, or practicum experience in the food, agricultural and human sciences and matters related thereto (such as faculty development, student recruitment and services, curriculum development, instructional materials and equipment, and innovative teaching methodologies) conducted by eligible educational institutions.

Logic Model for NIFA SPECA¹ Challenge Grant Programs v. 8-06-2012

REE Priorities – Funded projects may address any one of the 7 Goals	Resources/Inputs	Target Areas	Short-Term Outcomes Food, agricultural and human sciences Academic Programs	Long-term Outcomes Food, agricultural and human sciences Workforce
<p>Goal 1. Local and Global Food Supply and Security</p> <p>Goal 2. Responding to Climate and Energy Needs</p> <p>Goal 3. Sustainable Use of Natural Resources</p> <p>Goal 4. Nutrition and Childhood Obesity</p> <p>Goal 5. Food Safety</p> <p>Goal 6. Education and Science Literacy</p> <p>Goal 7. Rural Prosperity/Rural-Urban Interdependence</p>	<p><u>Institutions:</u></p> <ul style="list-style-type: none"> • K-12 • Community Colleges • Postsecondary Institutions • Non-Profit 501(c)(3) <p><u>Human Capital:</u></p> <ul style="list-style-type: none"> • Students • Faculty • Employers 	<ul style="list-style-type: none"> • Curriculum Development • Instructional Delivery Systems • Expanding Student Career Opportunities • Increasing Faculty Teaching Competencies • Facilitating Interaction with Other Academic Institutions 	<ul style="list-style-type: none"> • Number of new curricula and/or pedagogy adopted/adapted by other academic institutions • Assessment of learning and engagement among students • Assessment of learning among /professional development faculty • Number of secondary and 2-year postsecondary students transferring into 4-year degree programs 	<ul style="list-style-type: none"> • Students better prepared to master and retain course content • Students better qualified to compete for high-quality employment opportunities • Faculty better able to effectively disseminate relevant, innovative course content • Graduates entering the workforce in adequate numbers to meet both local and national workforce needs
<p>DOCE & Program Priorities</p>				
<ul style="list-style-type: none"> • Increase number and diversity of students who complete a 2- or 4-year postsecondary degree • Meet current and future national food and agricultural sciences workforce needs 				

¹ Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program (SPECA)
<http://www.nifa.usda.gov/fo/educationchallengesecondaryhep.cfm>