



United States  
Department of  
Agriculture

National Institute  
of Food  
and Agriculture

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NIFA

# **REQUEST FOR APPLICATIONS**

## **ALASKA NATIVE-SERVING AND NATIVE HAWAIIAN-SERVING INSTITUTIONS EDUCATION COMPETITIVE GRANTS PROGRAM (ANNH)**

<b>FUNDING YEAR:</b>	Fiscal Year 2020 and 2021
<b>APPLICATION DEADLINE:</b>	Fiscal Year 2020: February 20, 2020 Fiscal Year 2021: February 25, 2021
<b>LETTER OF INTENT DEADLINE:</b>	Not Required
<b>AWARD AMOUNT FOR FY 2020:</b>	\$3,000,000
<b>CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b>	10.228

## INITIAL ANNOUNCEMENT

National Institute of Food and Agriculture, United States (U.S.) Department of Agriculture  
(USDA)

***Catalog of Federal Domestic Assistance.*** The **ALASKA NATIVE-SERVING AND NATIVE HAWAIIAN-SERVING INSTITUTIONS EDUCATION COMPETITIVE GRANTS PROGRAM (ANNH)** is listed in the Assistance Listings under the Catalog of Federal Domestic Assistance number 10.228.

**Table 1:** Key Dates and Deadlines

Task Description	Deadline
Application:	Fiscal Year 2020: 5:00 P.M. Eastern, February 20, 2020 [Ref to <a href="#">Part I § C</a> of this RFA]
	Fiscal Year 2021: 5:00 P.M. Eastern, February 25, 2021 [Ref to <a href="#">Part I § C</a> of this RFA]
Letter of Intent:	Not Required
Applicants Comments:	Within six months from the issuance of this notice (NIFA may not consider comments received after the sixth month)

***Stakeholder Input.*** The National Institute of Food and Agriculture (NIFA) seeks comments on all request for applications (RFAs) so it can deliver programs efficiently, effectively, with integrity, and with a focus on customer service. NIFA considers comments, to the extent possible when developing RFAs and use comments to help meet the requirements of [Section 103\(c\)\(2\) of the Agricultural Research, Extension, and Education Reform Act of 1998 \(7 U.S.C. 7613\(c\)\(2\)\)](#). Applicants may submit written comments to [Policy@usda.gov](mailto:Policy@usda.gov) (email is for comments only). Please use the following subject line: Response to the Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Competitive Grants Program RFA.

## **EXECUTIVE SUMMARY**

NIFA requests applications for the Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Competitive Grants Program (ANNH) for Fiscal Year (FY) 2020 and Fiscal Year (FY) 2021 to promote and strengthen the ability of Alaska Native-Serving Institutions and Native Hawaiian-Serving Institutions to carry out education, applied research, and extension community development programs. The anticipated amount available for grants in FY 2020 is approximately \$3,000,000.

This notice identifies the objectives for ANNH projects, deadlines, funding information, eligibility criteria for projects and applicants, and application forms and associated instructions.

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## **PART I. FUNDING OPPORTUNITY DESCRIPTION**

### **A. Legislative Authority**

This program is administered under the provisions of section 1419B of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (7 USC 3156).

### **B. Purpose and Priorities**

The purpose of this program is to promote and strengthen the ability of Alaska Native-Serving Institutions and Native Hawaiian-Serving Institutions to carry out education, applied research, and related community development programs. NIFA intends this program to address educational needs, as determined by each institution, within a broadly defined area of FANH sciences.

#### **NIFA is soliciting applications for the ANNH program that support:**

1. Activities of collaborative membership of Alaska Native-Serving or Native Hawaiian-Serving Institutions to enhance educational equity for underrepresented students,
2. Strengthening institutional education capacities, including libraries, curriculum, faculty, scientific instrumentation, instruction delivery systems, and student recruitment and retention, in order to respond to identified state, regional, national, or international educational needs in the food and agriculture sciences,
3. Undergraduate and graduate students from underrepresented groups in order to prepare them for careers related to the FANH sciences and beginning with the mentoring of students from K-12, and continuing with the provision of financial support for students through their attainment of a doctoral degree; and
4. Cooperative initiatives between at least two or more Alaska Native-Serving or Native Hawaiian-Serving Institutions, which may work in cooperation with one or more other entities including units of State government and private sector organizations, to maximize the development and use of resources, such as faculty, facilities, and equipment, to improve FANH science education programs.

Applications for the ANNH program will include activities that:

1. Enhance educational equity for underrepresented students;
2. Strengthen institutional educational capacities;
3. Prepare students for careers related to the FANH sciences; and
4. Maximize the development and use of resources to improve FANH education programs.

eXtension - ANNH encourages, but does not require, projects that develop content suitable for delivery through [eXtension](#).

***Leadership Skills Development.*** All ANNH projects are required to provide leadership skills opportunities. The development of leadership skills, knowledge and qualities are necessary for preparing students for agricultural related careers in private sector, government and academia. Projects must demonstrably incorporate a leadership development component to ensure that students are equipped with both technical and leadership abilities upon graduation. Specific activities may include:

1. Developing practical applications to increase understanding of leadership roles, including critical thinking, problem solving, and communication skills; ethics and professionalism; and working in teams;
2. Connecting the academic classroom experience with daily leadership roles and organizational activities;
3. Providing opportunities for mentoring and shadowing; and
4. Organizing leadership academies, workshops, trainings, etc.

***Incorporation of Social Sciences and Enhancing Impacts.*** The ANNH Grants Program supports social and behavioral science disciplines. ANNH projects that integrate social and biological sciences to provide experiential learning opportunities for students in applied research and related community development programs are encouraged. Incorporation of social and behavioral sciences is important for addressing many of the challenges facing agriculture and rural communities, such as increasing global demand for food production in the face of limited natural resources; improving health and reducing obesity by engaging in healthy lifestyles and consuming healthy diets; and alleviating poverty by fostering economic opportunity.

***Metrics.*** The ANNH Grants Program requires all Project Directors to provide appropriate metrics and describe the expected products and results, outcomes, and their potential impact on strengthening the FANH Sciences in education, research and extension. Metrics to assess products, outputs and outcomes are to be clearly delineated in the proposal.

The ANNH is aligned with the following [USDA Strategic Goals](#):

1. Strategic Goal 4: Facilitate Rural Prosperity and Economic Development.

**Table 2:** Program Key Information

<b>Title</b>	<b>Description</b>
Program Code:	RD
Program Code Name:	Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Grant Program (ANNH)
CFDA Number	10.228
Project Types:	Education Projects, Extension Projects Research Projects Integrated Research, Extension and Education Projects
Grant Type:	Standard and Collaborative Grants
Application Deadline	Fiscal Year 2020: February 20, 2020 Fiscal Year 2021: February 25, 2021
Grant Duration:	24-36 Months
Number of Applications per Lead Institution:	One Standard and One Collaborative as Lead Institution
Award Limit per Institution:	Two Grant Awards: One Standard \$150,000 to \$450,000 and One Collaborative \$300,000 to \$1,000,000

Title	Description
Maximum Award Amount: Program Materials Available on the Internet:	\$3,000,000 ANNH Grants Program information will be made available on the NIFA website at <a href="#">Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Competitive Grants Program (ANNH)</a> .

## PART II. AWARD INFORMATION

### A. Available Funding

The anticipated amount available for ANNH in FY2020 and FY 2021 is approximately \$3,000,000 in grant funding each year. Actual funding will be based on FY 2020 and FY 2021 appropriation levels. USDA is not committed to fund any particular application or to make a specific number of awards. The [Automated Standard Application for Payments](#), operated by the Department of Treasury, Bureau of Fiscal Service, is the designated payment system for awards resulting from this RFA.

### B. Types of Application

NIFA will evaluate applications using the criteria described in [Part V](#) of this RFA. Applications for FY 2020 and FY 2021 are limited to the following applications types:

1. *New application*: New applications will be evaluated using the criteria described in [Part V](#) of this RFA and are subject to the due dates herein (see [Appendix III](#) for definition).
2. *Resubmitted application*: Resubmitted applications must include the responses to the previous review panel summary, and are subject to the same criteria and due dates herein. Resubmitted applicants must enter the NIFA-assigned proposal number of the previously submitted application in the *Federal Field (Field 4)* on the application form (see [Appendix III](#) for definition).
3. *Renewal application*. Renewal applications must contain the same information as required for new applications and must contain a *progress report*. The progress report must include the implementation of the data management plan (DMP) of the previously funded project. Renewal applications are subject to the same criteria and due dates herein. Applicants submitting a renewal application must enter the NIFA-assigned proposal number of the previously approved application in the *Federal Field (Field 4)* on the application form (see [Appendix III](#) for definition).
4. *Resubmitted renewal application*. Resubmitted renewal applicants must provide a *progress report*, respond to the previous review's panel summary, and are subject to the same criteria and due dates herein. The progress report must include the implementation of the data management plan (DMP) of the previously funded project. Applicants submitting a renewal application must enter the NIFA-assigned proposal number of the previously approved application in the *Federal Field (Field 4)* on the application form (see [Appendix III](#) for definition).

### C. Project and Grant Types

The following describes the types of *projects* or *grants* that are eligible for funding:

1. **Project Types**. ANNH is soliciting applications for the ANNH Grants Program under the following project types and need areas:
  - a. **Education/Teaching Projects**. Single-function Education/Teaching Projects conduct programs and activities that have formal classroom instruction, laboratory instruction, and practicum experience in the FANH sciences and may also support faculty development, student recruitment and services, curriculum development, instructional materials and equipment, and innovative teaching methodologies.

**Need Areas:** ANNH projects should focus on one or more of the need areas listed below. Please note that at least one of these need areas must be indicated in the project summary (See [Part IV, B. 2](#)).

- i. *Curricula Design, Materials Development, and Library Resources.* To promote the development of courses of study and degree programs, new and improved curricula, and instructional materials and technology; promote the acquisition of library resources including books and journals relating to the food and agricultural sciences; and stimulate the use of new approaches to the study of traditional subjects, new research on teaching and learning theory, and new applications of knowledge.
- ii. *Faculty Preparation and Enhancement for Teaching.* To advance faculty development in the areas of teaching competency and leadership, subject matter expertise, or student recruitment and advising skills. Examples include:
  1. Obtaining experience with recent developments and new applications;
  2. Expanding competence in innovative technologies and instruction delivery;
  3. Developing new skills in a field of science or education including student advising skills; pursuing graduate-level study in a field related to the FANH sciences.

Each faculty recipient of support for developmental activities must be an “eligible participant;” please refer to: [7 CFR 3430, Competitive and Noncompetitive Non-formula Financial Assistance Programs--General Award Administrative Provisions](#) for applicable definitions for this NIFA grant program.

- iii. *Instructional Delivery Systems.* To encourage the use of alternative methods of delivering instruction to enhance the quality, effectiveness, and cost efficiency of teaching programs. Examples include:
  1. Incorporating alternative instructional methodologies that respond to differences in student learning styles;
  2. Inter-institutional collaborations that deliver instruction in ways that maximize program quality and reduce unnecessary duplication;
  3. Consideration and implementation of innovative instructional techniques, methodologies, and delivery systems in response to advances in knowledge and technology.
- iv. *Scientific Instrumentation for Teaching and Research.* To provide students and faculty in science-oriented courses with suitable, up-to-date equipment in order to involve them in work central to scientific understanding and progress. Examples include:

1. Acquiring new, state-of-the-art instructional, laboratory, classroom, and research scientific equipment;
  2. Upgrading existing equipment or replacing non-functional or obsolete equipment.
- v. *Student Experiential Learning*. To further the development of student scientific and professional competencies through experiential learning programs that provide students with opportunities to solve complex problems in the context of real-world situations. Project focus may include:
1. Preparing future graduates to advance knowledge and technology, enhancing quality of life, conserve resources, and addressing community and economic development issues.
  2. Enhancing student decision-making and communication skills, and improving real-life technological expertise.
  3. Developing internships, practicum experiences, and study abroad opportunities.
  4. Participation with faculty on applied research and related community development projects.
- vi. *Student Recruitment, Retention, and Educational Equity*. The purpose of this initiative is to enhance educational equity for underrepresented students, and to strengthen student recruitment and retention programs in order to promote the future strength of the Nation's scientific, professional, and technical work force in the FANH sciences. Examples include:
1. Initiating new projects or supplementing current efforts to attract increased numbers of students from underrepresented groups to attend college;
  2. Developing agricultural and science literacy programs at the high school level to attract students to college and careers in the FANH sciences;
  3. Mentoring programs and other initiatives for student retention;
  4. The provision of student financial support to attend college.

Each student recipient of monetary support for education costs or developmental purposes must be enrolled at an eligible institution and meet the requirement of an "eligible participant" please refer to: [7 CFR 3430, Competitive and Noncompetitive Non-formula Financial Assistance Programs--General Award Administrative Provisions](#) for applicable definitions for this NIFA grant program.

- b. *Extension Projects***. Single-function Extension Projects must deliver science-based knowledge and informal educational programs that lead to practical decision making. Program delivery may range from community-based to national audiences and use communication methods from face-to-face to electronic or a combination thereof. Extension Projects may also include related matters such as

certification programs, in-service training, client recruitment and services, curriculum development, instructional materials and equipment, and innovative instructional methodologies appropriate to informal educational programs.

Extension Projects may address one or more of the following:

- i. Support informal education to increase food and agricultural literacy in youth and adults;
- ii. Promote science-based agricultural literacy by increasing understanding and use of food and agricultural science data, information, and programs;
- iii. Build science-based capability to engage audiences and enable informed decision making;
- iv. Develop new applications of instructional tools and curriculum structures that increase technical competency and ensure global competitiveness;
- v. Offer non-formal learning programs that increase accessibility to new ideas and technologies that are appropriate for community development;
- vi. Develop programs that increase public knowledge and citizen engagement leading to actions that protect or enhance the Nation's food supply, agricultural productivity, environmental quality, community vitality, and/or public health and well-being.

These projects must lead to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group. In addition, these projects shall synthesize and incorporate a wide range of the latest relevant research results.

- c. **Research Projects.** Single-function Research Projects support applied research conducted by individual investigators, or co-investigators within the same discipline, or multidisciplinary teams. Applied research means research that includes expansion of the findings of fundamental research to uncover practical ways in which new knowledge can be advanced to benefit individuals and society. Multi-disciplinary projects are those in which investigators from two or more disciplines collaborate to address a common problem. These collaborations, where appropriate, may integrate the various disciplines in the FANH sciences.
- d. **Integrated Research, Education and Extension Projects.** An Integrated Project includes at least two of the three functions of the agricultural knowledge system (research, education, and extension) within a project. Some Integrated Project applications include all three components of the agricultural knowledge system. Applicants should consult the program area description in **Table 2.** of the RFA for their specific requirements of the program area to which they are applying.

The functions addressed in the project should be focused around the problem or issue and should be interwoven throughout the life of the project to complement and reinforce one another. While the functions can be interdependent and necessary for the success of the project, resource allocation between the functions need to be balanced.

Integrated Projects aim to resolve today's problems through the application of science-based knowledge and address needs identified by stakeholders. Integrated Projects clearly identify anticipated outcomes and have a plan for *evaluating and* documenting the success of the project. These projects will lead to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group.

Integrated Project applicants are encouraged to review [Integrated Programs Application Information](#) for additional information on integrated programs, including tips for writing Integrated Project applications and an example of an integrated application. Those interested in submitting Integrated Project applications are encouraged to contact the program contact (See Part VII) to discuss the anticipated project parameters and outcomes to ensure the application content appropriately meets the requirements of an Integrated Project.

Integrated Project applications are required to include a Logic Model (2-Page limit). Failure to include this component may result in the application not being accepted by the program for evaluation.

2. **Grant Types.** The following is a list of available grant types under this RFA
  - a. **Standard Grant:** Supports targeted, original, scientific Education projects. Applicants must be an eligible ANNH institution (two or 4-year independent branch campus, or branch institution of a State system) with project activities to be undertaken principally on behalf of and for the benefit of the lead applicant. Applicants may partner with other ANNH or non-ANNH without the requirement of sharing grant funds with other project partners.
  - b. **Collaborative Grant:** Supports projects with at least one additional partner or a multi-partner approach to enhance education programs. Collaborative Grants build linkages to generate a critical mass of expertise, skill, and technology to address education/teaching programs related to the food, agricultural, and natural resources, and human sciences. These grants will reduce duplication of efforts and build capacity and must be organized and led by a strong applicant with documented project management knowledge and skills to organize and carry out the initiative. The partners must share grant funds (see explanation of required funds distribution percentage among partners in the definition in Part VIII, D.). The amount of funds awarded to collaborative members as sub-grantees does NOT have to be the same for each sub-grantee. All collaborators must have a substantive role in the collaboration that is reflected in the budget allocation to partners.

Grant awards may differ from the amounts requested in the application and revised budgets and revised plans of work may be required by NIFA before an award is made. The project period may range from 24 to 36 months. The project start date must not occur prior to September 30, 2020 for FY 2020 or September 30, 2021 for FY 2021.

**D. Ethical Conduct of Funded Projects**

In accordance with sections [2, 3, and 8 of 2 CFR Part 422](#), 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 Representative (AR) assures, through acceptance of the award that the institution will comply with the above requirements. Award recipients must, upon request, make available to NIFA the policies, procedures, and documentation to support the conduct of the training. See [Responsible and Ethical Conduct of Research](#) for further information.

**PART III. ELIGIBILITY INFORMATION**

**A. Eligibility Requirements**

Applicants for the ANNH must meet all the requirements discussed in this RFA. Failure to meet the eligibility criteria by the application deadline may result in exclusion from consideration or, preclude NIFA from making an award. For those new to Federal financial assistance, NIFA’s [Grants Overview](#) provides highly recommended information about grants and other resources to help understand the Federal awards process.

For the purpose of the ANNH Grants Program, an eligible institution means an individual public or private, nonprofit Alaska Native-Serving and Native Hawaiian-Serving Institutions of higher education that meet the definitions of Alaska-Serving Institutions or Native Hawaiian-Serving Institution established in Title III, Part A of the Higher Education Act of 1965, as amended (20 U.S.C. 1059d.).

**Table 3 ANNH Eligible Applicants**

Branch Institutions of a State System	For the purpose of this program, the 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, individual institutions, eligible to apply for and receive awards, provided that they otherwise satisfy the definition of Alaska Native-Serving Institution or Native Hawaiian- Serving Institution as specified above
Independent Branch Campuses	Independent branch campuses of individual institutions may apply for and receive grant awards under this program, provided that they otherwise satisfy the definition of Alaska Native-Serving Institution or Native Hawaiian-Serving Institution as specified above. An “independent branch campus” means a unit of a 2-year or 4-year institution of higher education that is geographically apart from the main campus, is permanent in nature, offers courses for credit and programs leading to an associate or bachelor’s degree, and is autonomous to the extent that it has its own faculty and administrative or supervisory organization and its own budgetary and hiring authority.
Collaborative Arrangements	Two or more eligible, individual institutions, independent branch campuses, or branch institutions of a state system may form a

	collaboration to carry out education, applied research, and extension programs in the FANH sciences. In addition to the individual eligible institutions (or independent branch campuses, etc.), such a collaboration also may include units of State government and private sector entities.
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An existing collaboration consisting of at least two or more eligible, individual institutions, independent branch campuses, or branch institutions of a state system, which demonstrates its ability to carry out allowed activities and its commitment to the goals of the ANNH Grants Program, also may apply for and receive a Collaborative Grant.

**Certification of Eligibility.** Eligibility documentation must be submitted with the application.

At the time of application, each primary applicant will be required to demonstrate or certify that it is an eligible institution under the ANNH Grants Program. If the applicant is a new or existing collaborative project, each member of the collaborative must demonstrate or certify that they are an eligible individual institution, independent branch campus, or a branch institution of a state system.

If an institution has received a “Designation as an Eligible Institution” letter for FY 2020 funding under the Title III, Part A, Alaska Native-Serving Institutions Program or the Native Hawaiian- Serving Institutions Program from the U.S. Department of Education, the institution must submit a copy of the letter along with its application to satisfy the demonstration of eligibility requirement. The same process will be followed in FY 2021.

If an institution currently has a Title III, Part A. grant from the U.S. Department of Education that does not end prior to September 30, 2020, the institution must submit a copy of the “Notice of Award” letter for that grant along with its application to satisfy the demonstration of eligibility requirement. Otherwise, an institution must submit a letter, signed by the institution’s Authorized Representative, (AR) certifying that it meets the requirements of an Alaska Native-Serving Institution or Native Hawaiian-Serving Institution as defined above. The AR must certify that:

1. The institution, or parent institution in the case of an independent branch campus, is legally authorized by the state in which it is located to provide an educational program for which it awards an associate or bachelor’s degree, or that it is a junior or community college.
2. The institution, or parent institution in the case of an independent branch campus, is accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education to be a reliable authority as to the quality of training offered, or making reasonable progress toward such accreditation;
3. At least 50 percent of enrolled degree students are receiving need-based assistance under Title IV of the Higher Education Act, or that a substantial percentage of students are

- receiving Pell Grants in comparison with the percentage of students receiving Pell Grants at all similar institutions (institution of higher education, or junior or community college);
4. Unless waived by the Secretary of Education, the average educational and general expenditures per full-time equivalent undergraduate student are low in comparison with the average educational and general expenditures per full-time equivalent student at institutions that offer similar instruction; and
  5. For an Alaska Native-Serving Institution, at the time of application, it has an enrollment of undergraduate students that is at least 20 percent Alaska Native students (where the term “Alaska Native” has the meaning given the term in Section 7306 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7546); or
  6. For a Native Hawaiian-Serving Institution, at the time of application, it has an enrollment of undergraduate students that is at least 10 percent Native Hawaiian students (where the term “Native Hawaiian” has the meaning given the term in section 7207 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7517).

The same process will be required in FY 2021.

**Fiscal Agent (not required):**

If an applicant uses a fiscal agent, a letter must be included in the application stating that in the event the application results in an award, the award funds will be administered through a fiscal agent organization on their behalf. 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 must include the fiscal agent’s point of contact, address, telephone number, fax number and e-mail address. This letter is to be included as an attachment to Field 12, Other Attachments (Part IV.B.3.c.). In the event an application is recommended for funding, NIFA will request that both the applicant or institution/organization and the fiscal agent organization submit complete management information (see Part V, D.).

Please note that the collaboration may designate fiscal agents as members of the collaborative arrangement and allocate funds among them. Examples of fiscal agent arrangements include, but are not limited to, the following scenarios:

1. A state university system or a public system of higher education may apply on behalf of an eligible, individual institution, independent branch campus, or branch institution in the State. In such cases, the State system will act as fiscal agent for the eligible institution under a Standard Grant award to advance the purposes of the ANNH Grants Program.
2. A research foundation or other, similar foundation established and maintained by an eligible, individual institution to facilitate the application and management of externally funded grant awards may apply on behalf of its eligible, parent institution. In such cases, the foundation will act as fiscal agent for the eligible, individual institution under a Standard Grant award to advance the purposes of the ANNH Grants Program.
3. A state university system or a public system of higher education may apply on behalf of two or more eligible, individual institutions, independent branch campuses, or branch institutions in its State under a Collaborative Grant arrangement. In such cases, the State system will act as fiscal agent for the eligible institutions under a Collaborative Grant award to advance the purposes of the ANNH Grants Program.
4. A research foundation, or other similar foundation, established and maintained by an eligible, individual institution to facilitate the application and management of externally-

funded grant awards, may apply on behalf of its parent institution and at least one additional eligible, individual institution, independent branch campus, or branch institution of a State system under a collaborative arrangement. In such cases, the foundation will act as fiscal agent for the eligible institutions under a Collaborative Grant award to advance the purposes of the ANNH Grants Program.

Award recipients may subcontract to organizations not eligible to apply provided such organizations are necessary for the conduct of the project. An applicant's failure to meet an eligibility criterion by the time of an application deadline will result in the application being excluded from consideration or, even though an application may be reviewed, will preclude NIFA from making an award.

***Duplicate or Multiple Submissions*** – duplicate or multiple submissions are not allowed. NIFA will disqualify both applications if an applicant submits duplicate or multiple submissions. For those new to Federal financial assistance, NIFA's [Grants Overview](#) provides highly recommended information about grants and other resources to help understand the Federal awards process.

**B. Cost Sharing or Matching**

***No Match Required*** - The ANNH has ***NO*** matching requirement. NIFA will not factor matching resources into the review process as an evaluation criterion.

**PART IV. APPLICATION AND SUBMISSION**

**A. Method of Application**

Applicants must apply to this RFA electronically; no other method or response is accepted. The electronic application for this RFA and additional resources are available on [Grants.gov](http://Grants.gov) and [Grants 101](#). **Table 4** provides instructions on how to obtain an electronic application. **Part II § 1** of the [NIFA Grants.gov Application Guide](#) (Application Guide) contains detailed information regarding the [Grants.gov](http://Grants.gov) registration process.

**Table 4.** Steps to Obtain Application Materials

Steps	Action
Step One: Register	<i>New Users</i> to <a href="http://Grants.gov">Grants.gov</a> must register early with <a href="http://Grants.gov">Grants.gov</a> prior to submitting an application ( <a href="#">Register Here</a> ).
Step Two: Download Adobe	Download and Install <a href="#">Adobe Reader</a> (see <a href="#">Adobe Software Compatibility</a> for basic system requirements)
Step Three: Find Application	Using this funding opportunity number <b>USDA-NIFA-AHSI-007032</b> search for application here: <a href="#">Opportunity Package</a> .
Step Four: Assess Readiness	Contact an AR prior to starting an application to assess the organization’s readiness to submit an electronic application.

**Table 5:** Help and Resources

Grants.gov Support	NIFA Support
<a href="#">Grants.gov Online Support</a> Telephone support: 800-518-4726 Toll-Free or 606-545-5035 Email support: <a href="mailto:support@grants.gov">support@grants.gov</a> Self-service customer based support: <a href="#">Grants.gov iPortal</a>  <i>Key Information: Customer service business Hours 24/7, except <a href="#">federal holidays</a>.</i>	Email: <a href="mailto:electronic@usda.gov">electronic@usda.gov</a> Phone: 202-401-5048 <i>Key Information: Business hours: Monday thru Friday, 7a.m. – 5p.m. ET, except <a href="#">federal holidays</a></i>

**B. Content and Form of the Application**

The [Application Guide](#) is part of the corresponding application package for this RFA. The RFA overrides the [Application Guide](#) if there is a discrepancy between the two documents. NIFA will accept subsequent submissions to an application until the application deadline. However, applicants that do not meet the application requirements, to include partial applications, risk being excluded from NIFA’s review. NIFA will assign a proposal number to all applications that

meet the requirements of this RFA. Applicants must refer to the proposal number when corresponding with NIFA. **Table 5** outlines other key instructions for applicants.

**Table 6: Key Application Instructions**

<b>Instruction</b>	<b>References</b> (All references are to the <a href="#">Application Guide</a> )
Attachments must be in a portable document format (PDF) format.	<b>Part III § 3</b>
Check the manifest of submitted files to verify attachments are in the correct format.	<b>Part III § 6.1</b>
Conduct an administrative review of the application before submission.	<b>Part VII and</b>
Follow the submission instructions.	<b>Part IV § 1.5</b>
Provide an accurate email address, where designated, on the SF-424 R&R.	<b>Part IV § 1.5</b>
Contact the <a href="#">Grants.gov</a> helpdesk for technical support, and keep a record of the correspondence.	
Contact NIFA if applicant does not received correspondence from NIFA regarding an application within <b>30</b> days of the application deadline.	

**SF 424 R&R Cover Sheet.** See **Part V § 2** and **Part V § 2.17** of the [Application Guide](#) for the required certifications and assurances.

**SF 424 R&R Project/Performance Site Location(s).** See **Part V § 3** of the [Application Guide](#).

**R&R Other Project Information Form.** See **Part V § 4** of the [Application Guide](#).

1. Field 7. Project Summary (PS)/Abstract. The PS must not exceed 250 words. The PS must show how the project goals align with the project goals of the ANNH. See **Part V § 4.7** of the [Application Guide](#) for instructions and suggested templates.
2. Field 8. Project Narrative (PN). The PN must not exceed 18 *1.5 spaced* pages of written text and up to 5 *1.5 spaced* additional pages for figures and tables (the font size for tables should be no smaller than 11 points, Times New Roman). The page limits outlined here ensure fair and equitable competition. Appendices to the PN are allowed if they are directly germane to the proposed project. Do not add appendices to circumvent the page limit. The PN must include all of the following:
  - a. Potential for Advancing the Quality of Education; Significance of the Problem:
    - i. Identification of Educational Problem and Project Impact. Briefly state: (1) the specific instructional problem/challenge (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 FANH sciences education.
- ii. **Project Justification:** Summarize the body of knowledge justifying the need for the proposed project. Discuss how the project’s Educational Need Area (Part II, C.1) will be of value at the state, regional, national, or international level(s), and where applicable, how it will improve the FANH science capabilities of students. Describe any previously funded projects that are ongoing or recently completed that are related to the proposed project
  - iii. **Institutional Long-range 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
  - iv. **Innovation:** Describe the proposal’s creative approach to improving the quality of FANH sciences education, solving an educational problem, or promoting programs that advance equal opportunity for all students. Using either actual experiences or literature background information, show why this approach was chosen.
  - v. **Multidisciplinary and/or Problem-based Focus:** Indicate how the project is relevant to multiple disciplines in FANH sciences education 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.
- b. **Proposed Approach and Cooperative Linkages:**
- i. **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.
  - ii. **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.
  - iii. **Products, Results and Measurable Outputs.** Outline the expected products, results, measurable outputs, and their outcome (impact) on strengthening FANH sciences education.  
 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) “Impacts” are the benefits to your audience. 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

- percent higher average test scores of those students who both attended class and used the supplemental, web-based course materials”.
- iv. Evaluation Plan. All ANNH projects 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. Grantees are encouraged to obtain an independent evaluator to secure appropriate documentation of the project’s outcomes and impacts. As a guide, up to 10 percent of the grant funds may be used to support this purpose.
  - v. 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. This may include educational journals or other professional discipline publications, and presentations at regional or international conferences and workshops, including the ANNH Project Directors’ Meeting. Discuss the institution/organization’s commitment to disseminate project results and products and the potential for institutionalization. Identify target audiences and explain methods of communication.
  - vi. Partnerships and Collaborative Efforts. Explain how the project will maximize partnership and collaborative efforts to strengthen FANH sciences education (e.g., involvement of faculty in related disciplines at the same institution, collaborative projects with other educational institutions/organizations, or cooperative activities with business or industry). Provide evidence, via letters from the parties involved in the partnership or collaborative arrangement
- c. Institutional Capability and Capacity Building
- i. Institutional/Organizational Commitment and Capability. Demonstrate that the program administration is committed to this project and has the capability to ensure its completion.
  - ii. Institutional/Organizational Resources. Document the necessary institutional/organizational resources (administrative, facilities, equipment, and/or materials), and other appropriate resources, that will be made available to the project. Demonstrate how these resources, when combined with the support requested from USDA, will be adequate to carry out the activities of the project.
  - iii. Academic Enhancement. Document how this project will improve and strengthen teaching at the institution (including any partner institutions/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.
  - iv. Continuation Plans. Discuss the likelihood of, or specific plans for, continuation or expansion of the project beyond the period of USDA support. Describe how the institution’s/organization’s long-range

budget or academic plan provides for the realistic continuation or expansion of the initiative undertaken by this project after the grant period ends. Explain the plans for eventual self-support built into the project, and the plans to institutionalize the program if it is successful. Describe any indications of other continuing non-Federal support. Provide details of the expected outcomes, and the targeted audience that would benefit from the continuation of this project. This is optional for Planning Activity grant applications.

d. 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.

e. Budget and Cost-effectiveness:

- i. 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 all funds requested from USDA are allocated adequately between the applicant and any collaborating institution/organization(s), and will be appropriate to carry out the activities of the project. If the application addresses more than one Educational Need Area (see Part II, C.1.), you must include estimates of the proportion of the funds requested from USDA that will support each respective area.
- ii. 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 a need area.
- iii. Project Director's Meeting. During the tenure of a grant, Project Directors (PDs) must attend at least one PD meeting. 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 of the projects. Reasonable travel expenses to attend this meeting may be included in the application's budget under travel expenses.

f. Plan of Work for Collaborative Projects: In addition to the Project Narrative, a plan of work is required to be submitted for Collaborative Grant applications. A plan of work is a detailed, step-by-step description of how the applicant intends to accomplish the project's objectives (See definitions in Part VIII, D, Collaborative Grants and Plan of Work). Applicants should consider the following in developing a plan of work:

- i. The lead institution must submit a plan of work, limited to 10 pages of written text with double line spacing. Applicants may include up to 5 additional pages for figures and tables.
- ii. Each member-institution that will receive funds as a sub-grantee must submit a plan of work, limited to 5 pages of written text with double line spacing. Up to 5 additional pages for figures and tables are allowed for each Collaborative member-institution that will receive funds.

The plan of work does not count against the page limit of the Project Narrative (18 pages of written text and up to 5 additional pages for figures and tables).

3. Field 12, Add Other Attachments. See **Part V § 4.12** of the [Application Guide](#).
  - g. Logic model (required for collaborative applications). Applications should include elements of a logic model 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 in developing projects before writing the proposal. Two additional pages are allowed for this information. More information and resources related to the logic model planning process are provided at [Integrated Programs' Logic Model Planning Process](#).
  - h. Response to Previous Review (if applicable). This requirement only applies to Resubmitted Applications or Resubmitted Renewal Applications as described in [Part II, B](#). The Project Narrative attachment is to include two components: 1) a one-page response to the previous review (containing the previous proposal number in the first line) titled “Response to Previous Review” as the first page of the attachment and 2) the [20] page Project Narrative, as required (see Part IV, C. 3. b., above). The one-page “Response to Previous Review” does not count against the 18-page limit of the Project Narrative.

**R&R Senior/Key Person Profile (Expanded)**. See **Part V § 5** of the [Application Guide](#) for profile requirements, details about the biographical sketch, and suggested support templates.

**R&R Personal Data**. This information is voluntary and is not a precondition of award (see **Part V § 6** of the [Application Guide](#)).

**R&R Budget**. See **Part V § 7** of the [Application Guide](#).

1. Match – If an applicant concludes that the matching requirements described under [Part III § B](#) of this RFA are not applicable to them; the applicant must include an explanation of their conclusion in the *budget justification*. NIFA will consider this justification when determining final matching requirements or if required matching can be waived. NIFA retains the right to make final determinations regarding matching requirements. Grants that require matching funds as specified under [Part III § B](#) of this RFA must list in their *budget justification* the matching sources, the identification of the entity(ies) providing the match, and the total pledged amount. A written verification of commitments of matching support (a pledge agreement) is not required. However, applicants are subject to the documentation, valuing and reporting requirements, as specified in [2 CFR Part 200, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(the Uniform Guidance\),”](#) and [7 CFR 3430, “Competitive and Noncompetitive Non-Formula Federal Assistance Programs – General Award Administrative Provisions.”](#)

2. Indirect costs (IDC) – See [Part IV § C](#) of this RFA for funding restrictions regarding indirect cost, and **Part V 7.9** of the [Application Guide](#) for additional information.

***Data Management Plan.*** A DMP is required for this program. Applicants should clearly articulate how the project director (PD) and co-PDs plan to manage and disseminate the data generated by the project. The DMP will be considered during the merit review process (see [Part V § B](#) of this RFA, [Part III § 3.1 of the Application Guide](#) and [NIFA’s Data Management Plan](#)).

***Expected Outcomes – PDF Attachment.*** Title the attachment “Expected Outcomes” in the document header and save file as “ExpectedOutcomes.” Please use a format, similar to what is provided below, to submit expected outcomes and attach it as the last page of the application. This data will be requested when a grant is recommended for an award. A fillable version of this document can be also found at - [Recommended Format for Submitting Expected Outcomes](#)

**Figure 1: Recommended Format for Submitting Expected Outcomes**

**Recommended Format for Submitting Expected Outcomes**

Primary Project Function: (Choose one)		
EDUCATION: <input type="checkbox"/>	EXTENSION : <input type="checkbox"/>	RESEARCH: <input type="checkbox"/>
DATA FOR MSI PROGRAMS: 1890s, HSI, 1994s, ANNH, Insular		
Total expected impact during entire grant period		Expected Number
1. Number of farmers/community members to be served, for example, provided with training and/or new information regarding markets, technology, production practices, etc.		
2. Number of products to be developed for the education and training of students through grant funds during the project period		
2-A. curricula, academic programs		
2-B. recruitment/retention programs		
2-C. teaching or educational materials, distance education capability, experiential learning opportunities		
3. Number of faculty supported by this grant for professional development during the grant period: participation in sabbaticals, workshops, conferences, etc.		
4. Number of students who will indirectly benefit from the products produced from the grant during the grant period (i.e., using the curriculum/instrumentation, enrolled in the program, recruited or retained but not paid by the grant using scholarships, fellowships and assistantships).		
5. Number of <u>male</u> students to be directly supported by this grant (i.e., scholarships, fellowships, assistantships, internships included as a cost in your project budget) for undergraduate or post-graduate education		
6. Number of underrepresented <sup>1</sup> <u>male</u> students to be supported during the grant period (Provide the best estimate based on past experience)		
7. Number of <u>female</u> students to be directly supported by this grant (i.e., scholarships, fellowships, assistantships, internships included as a cost in your project budget) for undergraduate or post-graduate education		
8. Number of underrepresented <sup>1</sup> <u>female</u> students to be supported during the grant period (Provide the best estimate based on past experience)		
9. Number of students supported by this grant (i.e., scholarships, fellowships, assistantships) who are pursuing their degree		
9-A. Two year or other certificates		
9-B. Undergraduate or other 4 year degrees		
9-C. Master's degree		
9-D. Ph.D. degree		
9-E. Postdoctoral training		
10. Number of students who will be supported by this grant on an internship or other experiential learning opportunity		
10-A. Domestic experiences, with a government or non-governmental organization that is not affiliated with your university		
10-B. International experiences, including study abroad, educational travel longer than a month, etc.		

<sup>1</sup>underrepresented = those whose representation among food, agriculture, natural resources and human sciences professionals is disproportionately less than their proportion in the general population as indicated in standard statistical references, or as documented on a case-by-case basis by national survey data (e.g. the U.S. Department of Education's Digest of Education Statistics, U.S. Department of Agriculture's Food and Agricultural Education Information Systems, etc.).

**Note**

1. Please provide your best estimate based on past experiences, graduation rates, retention rates, etc.
2. Number of underrepresented students to be supported during the grant period (questions #6 and #8) should be less than or equal to total number of students supported by the grant (questions #5 and #7).
3. Response to question #9 should be the sum of 9-A through 9-E; Response to question #6 should be the sum of 10-A and 10-B.

**Supplemental Information Form.** See **Part VI § 1** of the [Application Guide](#).

1. Field 2. Program to which the applicant is applying. Enter the program name ANNH and the program code RD. Accurate entry is critical.
2. Field 8. Conflict of Interest List. See **Part VI § 1.8** of the [Application Guide](#).

***Representations Regarding Felony Conviction and Tax Delinquent Status for Corporate Applicants.*** This is required for corporate applicants. See **Part VI § 2** of the [Application Guide](#) for a description of the term, “corporation.”

### **C. Funding Restrictions**

***Indirect Cost (IDC) not to exceed 30 percent of Total Federal Funds Awarded (TFFA) of the recipient.*** Section 1462(a) and (c) of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (NARETPA) limits IDC for the overall award to 30 percent of Total Federal Funds Awarded (TFFA) under a research, education, or extension grant. The maximum IDC rate allowed under the award is determined by calculating the amount of IDC using:

1. the sum of an institution’s negotiated indirect cost rate and the indirect cost rate charged by sub-awardees, if any; or
2. 30 percent of TFFA.

The maximum allowable IDC rate under the award, including the IDC charged by the sub-awardee(s), if any, is the lesser of the two rates.

If the result of number one is the lesser of the two rates, the grant recipient is allowed to charge the negotiated IDC rate on the prime award and the sub-award(s), if any. Any sub-awards would be subject to the sub-awardee’s negotiated IDC rate. The sub-awardee may charge its negotiated IDC rate on its portion of the award, provided the sum of the IDC rate charged under the award by the prime awardee and the sub-awardee(s) does not exceed 30 percent of the TFFA.

If the result of number two is the lesser of the two rates, then the maximum IDC rate allowed for the overall award, including any sub-award(s), is limited to 30 percent of the TFFA. That is, the IDC of the prime awardee plus the sum of the IDC charged by the sub-awardee(s), if any, may not exceed 30 percent of the TFFA.

In the event of an award, the prime awardee is responsible for ensuring the maximum indirect cost allowed for the award is not exceeded when combining IDC for the Federal portion (i.e., prime and sub-awardee(s)) and any applicable cost-sharing (see 7 CFR 3430.52(b)). Amounts exceeding the maximum allowable IDC are considered unallowable. See sections 408 and 410 of 2 CFR 200.

Successful applicants must not use grant funds awarded under the authority of this RFA to renovate or refurbish research, education, or extension space; purchase or install fixed equipment in such space; or to plan, repair, rehabilitate, acquire, or construct buildings or facilities.

***Legislative mandated Indirect Cost (IDC).*** Section 713 of the Consolidated Appropriations Act, 2019 (Pub. L. 116-6) limits indirect costs to 30 percent of the total federal funds provided (or 42.857 percent of total direct costs) under each award. When preparing budgets, you should limit your request for the recovery of indirect costs to the lesser of your institution’s official negotiated indirect cost rate or the equivalent of 30 percent of total Federal funds awarded. See Part V section 7.9 of the NIFA Grants.gov Application Guide for further indirect cost information.

Successful applicants must not use grant funds awarded under the authority of this RFA to renovate or refurbish research, education, or extension space; purchase or install fixed equipment in such space; or to plan, repair, rehabilitate, acquire, or construct buildings or facilities.

## **PART V. APPLICATION REVIEW REQUIREMENTS**

### **A. NIFA's Evaluation Process**

NIFA evaluates each application in a two-part process. First, we screen each application to ensure that it meets the administrative requirements as set forth in this RFA. Second, a scientific peer-review process will be used to technically evaluate applications that meet the administrative requirements using a review panel (see [NIFA Peer Review Process](#)).

#### **Scientific Peer Review Process:**

NIFA selects reviewers for the review panel based upon their training and experience in relevant scientific, extension, or education fields, taking into account the following factors:

- 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;
- the need to include experts from various areas of specialization within relevant scientific, education, or extension fields;
- the need to include 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;
- the need to include 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;
- the need to maintain a balanced composition with regard to minority and female representation and an equitable age distribution; and
- the need to include reviewers who can judge the effective usefulness of each application to producers and the general public.

After each peer review panel has completed its deliberations, the responsible program staff of NIFA will recommend that your project is either approved for support from currently available funds or declined due to insufficient funds or unfavorable review.

NIFA reserves the right to negotiate with the PD/PI and/or the submitting organization or institution regarding project revisions (e.g., reductions in the scope of work, funding level, period, or method of support) prior to recommending any AFRI project for funding.

After the review process has been completed, NIFA sends copies of reviews, *not* including the identity of reviewers, and a summary (if applicable) of the review panel comments to the PD.

**Conflicts of interest.** NIFA takes extreme care to prevent any actual or perceived conflicts of interest that may influence the review or evaluation (see [NIFA Peer Review Process for Competitive Grant Applications](#)).

### **B. Evaluation Criteria**

NIFA will use the following criteria to evaluate this RFA:

1. **Potential for Advancing Quality of Education/Significance of the Problem.** This criterion is used to assess the likelihood that the project will have an impact upon and advance the quality of food, agriculture, natural resources and human sciences by strengthening institutional capacities to meet clearly delineated needs. Elements considered include institutional 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 institutions.
2. **Proposed Approach and Cooperative Linkages.** 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. Emphasis is placed on the quality of educational or research support provided to the applicant institution through its inter-collegial engagement and partnership and necessary outside collaborative initiatives, and on the potential cooperative linkages likely to evolve as a result of this project.
3. **Institutional Capability and Capacity Building.** This criterion relates to the soundness of the proposed approach including objectives, methodology, plan of operation, timetable, expected products and results (including measurable outcomes), evaluation plans, dissemination plans, and partnerships and collaborative efforts. Emphasis is placed on the quality, innovation, and creativity of educational and/or research support provided to the applicant institution through its partnerships and collaborative initiatives.
4. **Key Personnel.** This criterion relates to the adequacy of the number and qualifications 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 of these findings.
5. **Budget and Cost-Effectiveness.**  
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 inter-institutional sources and necessary outside collaborators; 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.

### **C. Organizational Management Information**

Applicants must submit specific management information relating to an applicant prior to an award and update the information as needed. Applicants may only have to update their information if they had previously provided the information under this or another NIFA program. NIFA provides the requisite forms during the pre-award process. Although an applicant may be eligible for award under this program, 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, or a determination that an applicant is not responsible).

**D. Application Disposition**

Applicants may withdraw at any time before NIFA makes a final funding decision. NIFA will retain all applications, including withdrawn applications and unfunded applications.

## **PART VI. AWARD ADMINISTRATION**

### **A. General**

Within the limit of funds authorized, the NIFA awarding official will make grants to responsible and 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 must 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, and [NIFA General Awards Administration Provisions, 7 CFR part 3430, subparts A through E](#).

*Award Notice.* The award document will provide pertinent instructions and information as described in [2 CFR 200.210](#) (see [NIFA's Terms and Conditions](#)).

### **B. Administrative and National Policy Requirements**

Several federal statutes and regulations apply to grant applications and the projects outlined in this RFA (some are listed here: [Federal Regulations](#)). Unless specifically noted by statute or award-specific requirements, [NIFA Policy Guide](#) applies to all NIFA awards.

## **PART VII. OTHER INFORMATION**

### **A. Use of Funds and Changes in Budget**

***Delegation of fiscal responsibility.*** Unless the terms and conditions of the award state otherwise, awardees 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.

***Changes in Budget or Project Plans.*** In accordance with [2 CFR 200.308](#), awardees must request prior approval from NIFA for the following program or budget-related reasons (the awardee is subject to the terms and conditions identified in the award):

1. Change in the scope or the objective of the project or program without prior written approval (even if there is no associated budget revision requiring);
2. Change in a key person specified in the application or the federal award;
3. Disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project;
4. Inclusion of costs that require prior approval in accordance with [2 CFR 200 Subpart E \(Cost Principles\)](#), or [45 CFR Part 75 Appendix IX, \(Principles for Determining Costs Applicable to Research and Development under Awards and Contracts with Hospitals\)](#), or 48 CFR, unless waived by the federal awarding agency,
5. [Part 31, Contract Cost Principles and Procedures](#);
6. Transfer of funds budgeted for participant support costs to other categories of expense ([§200.75 Participant support costs](#));
7. Sub-awarding, transferring or contracting out of any work under a federal award, including fixed amount sub-awards (see [§200.332, Fixed Amount Sub-awards](#)), unless described in the application and funded in the approved federal awards. This provision does not apply to the acquisition of supplies, material, equipment, or general support services;
8. Changes in the approved cost-sharing or matching provided by the non-federal entity; and
9. The need for additional federal funds to complete the project.

### **B. Confidential Aspects of Applications and Awards**

When an application results in an award, it becomes a part of NIFA transaction records, which are available to the public. Information that the Secretary of Agriculture determines to be confidential, privileged, or proprietary in nature will be held in confidence to the extent permitted by law. Therefore, applicants should clearly mark any information within the application they wish to have considered as confidential, privileged, or proprietary. NIFA will retain a copy of an application that does not result in an award for three years. Such an application will be released only with the consent of the applicant or to the extent required by law. An applicant may withdraw at any time prior to the final action thereon.

### **C. Regulatory Information**

This program is not subject to the provisions 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](#).

## APPENDIX I: AGENCY CONTACT

### Programmatic Contact

Name	Email	Telephone	Fax
Irma Lawrence	ilawrence@usda.gov	816-926-1905	

### NIFA's Mailing Address:

National Institute of Food and Agriculture  
Institute of Youth, Family, and Community  
6501 Beacon Drive  
Kansas City, MO 64133

## APPENDIX II: GLOSSARY OF TERMS

Name	Acronyms
Agriculture and Food Research Initiative	AFRI
Authorized Representative	AR
Agricultural Research, Extension, and Education reform Act of 1998	AREERA
Coordinated Agricultural Project	CAP
Catalog of Federal Domestic Assistance	CFDA
Center of Excellence	COE
Data Management Plan	DMP
National Institute of Food and Agriculture	NIFA
Request for Application	RFA
Research, Education, and Economics	REE
United States Department of Agriculture	USDA

**APPENDIX III: DEFINITIONS**

Refer to 7 CFR 3430 [Competitive and Noncompetitive Non-formula Federal Assistance Programs – General Award Administrative Provisions](#) for additional definitions.

Terms	Definitions
Alaska Native	Means a citizen of the United States who is a person of one-fourth degree or more Alaska Indian, Eskimo, or Aleut blood, or combination thereof. It also includes any citizen of the United States who is regarded as an Alaska Native by the Native village or Native group and whose father or mother is (or, if deceased, was) regarded as Native by any village or group.
Alaska Native-Serving Institution or Native Hawaiian-Serving Institution	<p>Means an institution of higher education where:</p> <ol style="list-style-type: none"> <li>1. The institution, or parent institution in the case of an independent branch campus, is legally authorized by the state in which it is located to provide an educational program for which it awards an associate’s or bachelor’s degree, or where it is a junior or community college;</li> <li>2. The institution, or parent institution in the case of an independent branch campus, is accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education to be a reliable authority as to the quality of training offered, or making reasonable progress toward such accreditation;</li> <li>3. At least 50 percent of enrolled degree students are receiving need-based assistance under Title IV of the Higher Education Act, or where a substantial percentage of students are receiving Pell Grants in comparison with the percentage of students receiving Pell Grants at all similar institutions (institution of higher education, or junior or community college);</li> <li>4. Unless waived by the Secretary of Education, the average educational and general expenditures per full-time equivalent undergraduate student are low in comparison with the average educational and general expenditures per full-time equivalent student at institutions that offer similar instruction; and</li> <li>5. For an Alaska Native-Serving Institution, at the time of application, it has an enrollment of undergraduate students that is at least 20 percent Alaska Native students (where the term “Alaska Native” has the meaning given the term in this</li> </ol>

Terms	Definitions
	<p>solicitation as described below, or in section 7306 of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7546]); or</p> <p>6. For a Native Hawaiian-Serving Institution, at the time of application, it has an enrollment of undergraduate students that is at least 10 percent Native Hawaiian students (where the term “Native Hawaiian” has the meaning given the term in this solicitation as described below, or in section 7207 of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7517]).</p>
Collaborative Grant	<p>Means a project with at least one additional partner or a multi-partner approach to enhance education/teaching programs. Collaborative Grants should build linkages to generate a critical mass of expertise, skill, and technology to address education/teaching programs related to the food, agricultural, and natural resources, and human sciences. Grants can reduce duplication of efforts and/or build capacity and should be organized and led by a strong applicant with documented project management knowledge and skills to organize and carry out the initiative. Collaborative Grants are expected to be larger than Standard Grants and should not exceed \$3 million. For the ANNH Grants Program, a Collaborative Grant application means an application for a project: (1) which will involve a consortium of at least two or more Alaska Native-Serving or Native Hawaiian-Serving Institutions, which may work in cooperation with one or more other entities including units of State government and private sector organizations; and (2) where the applicant institution and each cooperating entity receiving grant funds will assume a significant role in the conduct of the proposed project. To demonstrate substantial involvement with the project, the applicant institution submitting an application must retain at least 30 percent but not more than 70 percent of the awarded funds, and no eligible ANNH institution receiving funds as a sub-grantee may receive less than 10 percent of awarded funds. Only the Collaborative Grant members receiving funds as eligible sub-grantees must meet the definition of an Alaska Native-Serving or Native Hawaiian-Serving Institution as specified in this section; other institution(s) participating in a Collaborative Grant project application under subcontracts are not required to meet the definition of an</p>

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	Alaska Native-Serving or Native Hawaiian-Serving Institution.
Continuation Award	An award instrument by which NIFA agrees to support a specified level of effort for a predetermined period of time with a statement of intention to provide additional support at a future date, provided that performance has been satisfactory, appropriations are available for this purpose, and continued support would be in the best interest of the federal government and the public.
Cooperative Initiative	Means an initiative that involves at least two or more Alaska Native-Serving or Native Hawaiian-Serving Institutions that are working in cooperation with one or more other entities including units of State government and private sector organizations, to maximize the development and use of resources, such as faculty, facilities, and equipment, to improve food and agricultural sciences teaching programs. In this initiative, institutions have entered into a cooperative arrangement for the purpose of carrying out a common objective that is alignment with the goals of the ANNH Grants Program.
Educational and General Expenditures	Means the total amount expended by an institution for instruction, research, public service, academic support (including library expenditures), student services, institutional support, scholarships and fellowships, operation and maintenance expenditures for the physical plant, and any mandatory transfers that the institution is required to pay by law.
Eligible Institution	<p>means individual public or private, nonprofit Alaska Native-serving and Native Hawaiian-serving institutions as defined in this section. Institutions of higher education that meet the definitions of Alaska Native-Serving Institution or Native Hawaiian-Serving Institution established in Title III, Part A of the Higher Education Act of 1965, as amended (20 U.S.C. section 1059d.) are eligible institutions under this program. The term eligible institution also applies to any branch of any institution of higher education that by itself satisfies the requirements contained in the definition of an Alaska-Native-serving or Native Hawaiian-serving institution, including:</p> <ol style="list-style-type: none"> <li>1. The individual branches of a state university system or public system of higher education that are separately accredited as degree granting institutions, provided that they otherwise satisfy the definition of Alaska Native-Serving Institution or Native Hawaiian-Serving Institution;</li> </ol>

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	<ol style="list-style-type: none"> <li>2. Independent branch campuses of individual institutions, provided that they otherwise satisfy the definition of Alaska Native-Serving Institution or Native Hawaiian-Serving Institution as specified above; or</li> <li>3. A consortium of two or more eligible, individual institutions.</li> </ol>
Eligible Participant	Means an individual who is a citizen or national of the U.S. as defined in <a href="#">7 CFR 3430</a> .
Full-time Equivalent Students	Means the sum of the number of students enrolled full time at an institution, plus the full-time equivalent of the number of students enrolled part time (determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 12) at such institution.
Independent Branch Campus	Means a unit of a 2-year or 4-year institution of higher education that is geographically apart from the main campus, is permanent in nature, offers courses for credit and programs leading to an associate or bachelor's degree, and is autonomous to the extent that it has its own faculty and administrative or supervisory organization and its own budgetary and hiring authority.
Institution of Higher Education	<p>Means an educational institution in any state that:</p> <ol style="list-style-type: none"> <li>1. Admits as standard students only persons having a certificate of graduation from a school providing a secondary education, or the recognized equivalent of such a certificate;</li> <li>2. Is legally authorized within such State to provide a program of education beyond secondary education;</li> <li>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;</li> <li>4. Is a public or other nonprofit institution; and</li> <li>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.</li> </ol>
Matching	The process through which a grant recipient match awarded USDA funds with cash and in-kind contributions

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	on a dollar-for-dollar basis. The matching funds must derive from non-Federal sources.
Junior or Community College	<p>Means an institution of higher education that:</p> <ol style="list-style-type: none"> <li>1. Admits as standard 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;</li> <li>2. Does not provide an educational program for which the institution awards a bachelor's degree (or an equivalent degree); and</li> </ol> <p>Provides an educational program of not less than 2 years in duration that is acceptable for full credit toward such a degree; or 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</p>
Native Hawaiian	Means any individual who is a citizen of the United States; and is a descendant of the aboriginal people, who prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by genealogical records, Kapuna (elders) or Kama'aina (long-term community residents) verification, or certified birth records.
Need Area	means the specific area(s) of educational, applied research, or community development activities identified in the solicitation for applications and addressed by the applicant's application. Need Areas are derived from statutory language authorizing the grants program and specific Need Areas are targeted for funding support in the solicitation for applications.
New Application	An application not previously submitted to a program.
Outcomes	<p>Means specific, measurable project results and benefits that, when assessed and reported; indicate the project's plan of operation has been achieved. Measurable outcomes include:</p> <ol style="list-style-type: none"> <li>1. Results that are intended or unintended consequences of the project, e.g., "...additional course materials now available online to reinforce student learning during non-classroom hours";</li> <li>2. Products that may be actual items or services acquired with funds, e.g., "...mechanisms and content to transition existing course(s) or elements</li> </ol>

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	<p>of course(s) for web-based access” or “created new and innovative prevention and intervention initiatives”; and</p> <p>3. Impacts that are a measure of the results by comparing what might have happened in the absence of the funded project.</p>
Partnership	<p>Means that all partners have a substantial involvement in the project throughout the life of the project. If a partnership between multiple entities is proposed, the proposal should clearly identify the following:</p> <ol style="list-style-type: none"> <li>1. A narrative of each entity's clearly established role in the project;</li> <li>2. How each entity involved as a partner on the project will contribute to execution of project objectives, determination of experimental design, development of the project work plan and time table, and submission of collaborative, timely reports; and</li> <li>3. A comprehensive project budget that reflects each entity's financial or in-kind contribution to the total project budget costs.</li> </ol>
Plan of Work	<p>Means a detailed, step-by-step description of how the applicant intends to accomplish the project’s objectives. At a minimum, the Plan of Work should include a time line of major activities to be undertaken, descriptions of protocols and procedures to be followed, an explanation of how resources will be acquired and used, and an outline of the qualifications and responsibilities of all key project personnel.</p>
Renewal Application	<p>A project application that seeks additional funding for a project beyond the period that was approved in an original or amended award.</p>
Resubmitted Application	<p>A project application that was previously submitted to a program, but the application was not funded.</p>
Resubmitted Renewal Application	<p>A project application that requests additional funding for a project beyond the period that was approved in the original award. This is an application that had previously been submitted for renewal to but not funded.</p>