

# **1890 Institution Teaching, Research and Extension Capacity Building Grants (CBG) Program**

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## ***Fiscal Year (FY) 2017 Request for Applications (RFA)***

**APPLICATION DEADLINE: May 31, 2017**

**ELIGIBILITY: See Part III, A of RFA**



United States  
Department of  
Agriculture

National Institute  
of Food and  
Agriculture

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

**1890 Institution Teaching, Research and Extension Capacity Building Grants (CBG) Program**

**INITIAL ANNOUNCEMENT**

**CATALOG OF FEDERAL DOMESTIC ASSISTANCE:** This program is listed in the Catalog of Federal Domestic Assistance under 10.216.

**DATES:** Applications must be received by **5 p.m. Eastern Time on May 31, 2017**.

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 six months from the issuance of this notice. Comments received after that date will be considered to the extent practicable.

**STAKEHOLDER INPUT:** We at the National Institute of Food and Agriculture (NIFA) seek your comments about this RFA. We will consider your 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 your written stakeholder comments by the deadline set forth in the DATES portion of this notice via email to [Policy@nifa.usda.gov](mailto:Policy@nifa.usda.gov). (This email address is only for receiving comments regarding this RFA and *not* for requesting information or forms.) In your comments, please state that you are responding to the 1890 Institution Teaching, Research and Extension Capacity Building Grants (CBG) Program RFA.

**EXECUTIVE SUMMARY:** NIFA requests applications for the 1890 Institution Teaching, Research and Extension Capacity Building Grants (CBG) Program for fiscal year (FY) 2017. The intent of this program is to:

- Build and strengthen institutional capacity through stimulating the development of high quality Teaching, Research and Extension programs at the 1890 Land-Grant Colleges and Universities (aka 1890 Land-Grant Institutions);
- Produce Baccalaureate and higher level degree graduates capable of strengthening the Nation's food, agricultural, natural resources, and human sciences professionals and scientists;
- Develop strong research that addresses current challenges in today's agriculture; and
- Deliver needed help to communities, small farms and other clients.

Providing this support requires the CBG program to strengthen research, teaching, and extension capacity needed to advance fundamental sciences, as well as translational research and development in support of agriculture; and to coordinate opportunities to build on these discoveries at the 1890 Land-Grant Institutions.

The anticipated amount available for grants in FY 2017 is approximately \$18 million. This RFA is being released prior to the passage of an appropriations act for FY 2017. Enactment of additional continuing resolutions or an appropriations act may affect the availability or level of funding for this program.

Eligible institutions may submit up to twelve (12) standard and three (3) Professional Development applications per institution in FY 2017.

This notice identifies the objectives for CBG projects, deadline dates, funding information, eligibility criteria for projects and applicants, and application forms and associated instructions needed to apply for a CBG grant.

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## **PART I—FUNDING OPPORTUNITY DESCRIPTION**

### **A. Legislative Authority and Background**

Authority for this program is contained in Section 1417 (b)(4) of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (NARETPA), as amended [7 U.S.C. 3152 (b)(4)] and pursuant to annual appropriations made available specifically for the 1890 Capacity Building Program. Section 7107 of the Food, Conservation, and Energy Act of 2008 (FCEA) (Pub. L. 110-246) amended the authority for the 1890 Capacity Building Program to allow for extension capacity building, as well as teaching and research.

See Part VIII, E. for definitions of ‘capacity building’ and ‘food, agricultural, natural resources, and human sciences.’

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

The Department of Agriculture depends upon the Nation’s colleges and universities to produce well trained professionals for careers in the food, agricultural, natural resources, and human sciences and conducted research and extension activities that address the challenges in food and agriculture in the US.

The CBG program directly aligns with USDA Strategic Goal 1, Strategic Goal 2, Strategic Goal 3, and Strategic Goal 4 of the USDA Strategic Plan (2014 – 2018). The program aligns with the USDA Research, Education, and Economics Action Plan and specifically addresses Goal 6. The CBG program is also aligned with the NIFA Strategic Plan (2014-2018), specifically addressing Strategic Goal No 1.

The 1890 Capacity Building Grants Program was created to build and strengthen research, teaching, and extension capacity needed to advance fundamental sciences as well as translational research and development in support of agriculture; and coordinate opportunities to build on these discoveries at the 1890 Land-Grant Institutions. To accomplish this, NIFA awards competitive grants to the 1890 Land-Grant Institutions that address key problems of national, regional, and multi-institutional importance in sustaining all components of agriculture, including farm efficiency and profitability, ranching, renewable energy, forestry (both urban and agroforestry), aquaculture, organic agriculture, rural communities and entrepreneurship, human nutrition, food safety, family and consumer sciences, biotechnology, and conventional breeding.

CBG is designed specifically to build the institutional teaching, research and extension capacities of the eligible institutions through cooperative programs with Federal and non-Federal entities. The program is designed to achieve three (3) major goals:

- To advance the cultural diversity of the food, agricultural, natural resources, and human sciences scientific and professional work force by attracting and educating more students from underrepresented groups;
- To strengthen linkages among the 1890 institutions, other colleges and universities, USDA, other federal agencies, and private industry; and

- To enhance and strengthen the quality of Teaching, Research and Extension programs at the 1890 institutions to more readily establish them as full partners in the U.S. food, agricultural, natural resources, and human sciences higher education system.

Cooperation with a USDA agency in developing a proposal and carrying out a project is not required, but may be useful for strengthening partnerships and linkages.

### Social and Behavioral Sciences

CBG supports social and behavioral science disciplines and encourages projects that integrate social and biological sciences. Incorporating social and behavioral sciences is important for addressing many of the challenges that face 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 diets; and alleviating poverty by fostering economic opportunity.

### Leadership Development

**All CBG projects must provide leadership skills opportunities.** Projects must incorporate a leadership development component to ensure students are prepared and equipped with both the technical and leadership abilities necessary 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. Specific activities may include:

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

### Metrics

Applications must describe and assess the expected products and results, outcomes, and their potential impacts on strengthening food, agricultural, natural resources, and human sciences education, research, and extension in the United States.

NIFA encourages, but does not require, projects that develop content suitable for delivery through eXtension (<https://extension.org/>).

### Global Engagement

CBG supports advances in U.S. food, agriculture and forestry. In an increasingly interconnected world, these U.S. advances have global importance, and may require information and

cooperation from beyond our borders, therefore, you are encouraged to include international partnerships or engagement in proposals, as appropriate. When proposing international activities, applications must clearly describe and demonstrate how the international activities will add value to meeting the CBG domestic objectives and metrics for reporting beneficial outputs and outcomes. Additional guidance (Frequently Asked Questions, descriptions of existing MOUs and other resources), for enhancing the potential for global engagement is provided on the [Center for International Programs \(https://nifa.usda.gov/program/global-engagement-programs\)](https://nifa.usda.gov/program/global-engagement-programs) webpage.

### Priority Areas

NIFA, with stakeholder input, has identified a number of high priority areas. Applications should encourage regional or national program delivery in one (1) of the following priority areas:

- a. Human health, obesity as it relates to nutrition, and human sciences;
- b. Bioenergy/biofuel and natural resources;
- c. Food safety;
- d. Water quality;
- e. Global food security and agricultural biosecurity;
- f. Rural communities for 21st century (expanded opportunities for small businesses and small farms);
- g. Sustainable agriculture;
- h. Youth development;
- i. Family and consumer sciences; and/or
- j. Environmental sciences.

### **Other Areas in General Food & Agricultural Science**

This priority area is for innovative applications in Teaching/Education, Research or Extension in areas that address local, regional, or national issues in food, agricultural, natural resources, and human sciences not included in priority areas listed above.

Projects in this area may not fit any of the [USDA](#) or [NIFA Strategic Goals](#), but address an emerging local, regional or national issue.

## PART II—AWARD INFORMATION

### A. Available Funding

The anticipated amount available for CBG grants in FY 2017 is approximately \$18 million. This RFA is being released prior to the passage of an appropriations act for FY 2017. Enactment of additional continuing resolutions or an appropriations act may affect the availability or level of funding for this program.

Grants may be for periods of up to 36 months. The total maximum amount of funding per award will be dependent upon project type and grant type as noted below. For further information about project types and grant types, see sections C. and E. of this part, respectively.

Maximum Fund Allocation (Projects may be up to 36 months in duration)				
		Grant Type		
Project Type		Regular	Collaborative	Professional Development
	Teaching/Education	\$150,000	\$300,000	\$100,000
	Research	\$300,000	\$500,000	
	Extension	\$250,000	\$350,000	
	Integrated	\$600,000		

The total amount of funding available under this RFA will be distributed equally between Teaching/Education, Research, and Extension. In the absence of sufficient meritorious applications under a Project Type, NIFA may redistribute funds to another Project Type. Further, of the total amount of funding available, no more than \$700,000 will be available for Professional Development grants. There is no commitment by USDA to fund any particular application or to make a specific number of awards.

The Automated Standard Applications for Payment System (ASAP), operated by the Department of Treasury’s Bureau of the Fiscal Service, is the designated payment system for awards resulting from this RFA. For more information see [https://www.fiscal.treasury.gov/fsservices/gov/pmt/asap/asap\\_home.htm](https://www.fiscal.treasury.gov/fsservices/gov/pmt/asap/asap_home.htm).

### B. Types of Applications

In FY 2017, you may submit applications to the CBG Program as one of the following three (3) types of requests:

1. **New application.** This is a project application that has not been previously submitted to the CBG Program. We will review all new applications competitively using the selection process and evaluation criteria described in Part V—Application Review Requirements.

2. **Renewal application.** This is a project application that requests additional funding for a project beyond the period that was approved in an original or amended award. Applications for renewed funding must contain the same information as required for new applications; they also must contain a Progress Report (see Project Narrative, Part IV). Renewal applications must be received by the relevant due dates, will be evaluated in competition with other pending applications in the area to which they are assigned, and will be reviewed according to the same evaluation criteria as new applications.
3. **Resubmitted application.** This is an application that had previously been submitted to the CBG 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

NIFA is soliciting applications for CBG under the following project types:

- **Teaching/Education;**
- **Research;**
- **Extension; or**
- **Integrated (includes two or three of the above project types)**

Each Project Types includes Need Areas; the descriptions of the Project Types and applicable Need Areas are as follows:

#### 1. **Teaching/Education Projects**

##### a. Project Type Description

A teaching or education project should develop human capital in order to help meet current and future national food, agricultural, natural resources, and human sciences (FANH) workplace needs. Examples of relevant activities under this project type include (but are not limited to) the following: formal classroom instruction, laboratory instruction, and practicum experience in the food and agricultural sciences and other related matters such as faculty development, student recruitment and services, curriculum development, instructional materials and equipment, and innovative teaching methodologies.

Teaching/Education Projects may include any of the following activities:

- Institutional capacity building through faculty development and instructional delivery programs for K-12 and higher education instructors. Educational activities may include curriculum and instructional materials development; externship opportunities that allow teachers to learn about industry environments and expectations for entry

level workers; and opportunities to learn modern pedagogy and innovative teaching methodologies;

- Facilitating interaction with other academic institutions to maximize the use of resources supporting outstanding education in the FANH sciences, such as linkages between baccalaureate degree granting institutions, secondary, and/or 2-year postsecondary institutions to make instruction targeted at undergraduate students available to secondary students as advanced placement credit or as transfer credit from associate - degree programs into baccalaureate - level programs; and/or
- Experiential learning for students enrolled in Associate, Baccalaureate, Masters and Ph.D. degree programs. Experiential learning component must address one or two of the following key actions:
  - Research/extension internships for undergraduate students new to food, agriculture, natural resources and/or human sciences. Students new to food, agriculture, natural resources and human sciences may include freshman enrolled in food and agricultural sciences; and sophomores or juniors enrolled in non-agricultural majors;
  - Graduate and postdoctoral students actively engaged in the scholarship of the research/extension projects, including in activities such as internships, externships, and clinics;
  - Recruitment and retention of underrepresented college students, including targeted recruitment, mentoring and experiential learning opportunities; and/or
  - Student study abroad and international research opportunities relevant to overall program goals for U.S. agriculture.

Educational activities must show direct alignment with one of the following:

- Increasing the number of graduates with the necessary technical skills for entry-level positions in food, agriculture, natural resources and human sciences;
- Improving the technical competencies needed for the workforce to ensure that U.S. agriculture remains globally competitive.
- Enhancing the diversity of the workforce in food, agriculture, natural resources and human sciences.

Note that routine use of graduate and postdoctoral students as personnel on research projects is not considered education for the purposes of this program. Only students actively engaged in the scholarship of the research/extension projects are considered as education. Actively engaged students could contribute to presentations, articles, posters, and other expressions of scholarship that reflect their own work on the PD's project.

The activities for Teaching/Education Projects must show direct alignment with increasing technical competency in priority area(s) to ensure that the U.S. remains globally competitive in the knowledge age.

b. Need Areas for Teaching/Education Projects

Applications must address one (1) or more of the following Need Areas:

- Curricula Design and Materials Development;
- Faculty Preparation and Enhancement for Teaching;
- Instructional Delivery Systems;
- Scientific Instrumentation for Teaching;
- Student Experiential Learning; and/or
- Student Recruitment and Retention

The applications may include activities to establish academic coursework that may be offered for-credit. Applicants are encouraged to design innovative projects that have broad-based applicability beyond a single course or an individual instructor and include a library enhancement or digital component. These projects must be related to subject matter within the broadly defined food, agricultural, natural resources, and human sciences (Part VIII, E. - Definitions).

**Teaching/Education applications must demonstrate how the chosen Program Priority Area is addressed when selecting one of the following Teaching/Education Need Areas.**

**i. Curricula Design and Materials Development**

This Need Area promotes developing new (or adapting existing) curricula and related materials to meet changes anticipated within the food, agricultural, natural resources, and human sciences system. Projects should be integrated and multidisciplinary, and possess learner-centered instruction which will demonstrate an improvement in teaching and student learning against core course objectives. Applicants are expected to demonstrate how the project will reach large audiences efficiently and effectively, provide hands-on learning experiences, extend learning beyond the classroom, reinforce recent research on how to motivate students to learn, retain, apply, and transfer knowledge, skills, and competencies, and integrate and synthesize knowledge.

**ii. Faculty Preparation and Enhancement for Education**

This Need Area prepares academic faculty for sustainable change to address emerging student clientele (demographic composition, learning styles, digital applicability), improving teaching competency (subject matter expertise and pedagogy), or developing student recruitment and advising skills (career opportunities in emerging agricultural sciences fields). Training of targeted faculty recipient(s) shall be intentional and relevant to the identified educational needs of the students, who will be the beneficiaries of such faculty development.

Examples of projects addressing this Area include, but are not limited to:

- Developing a self-sustaining model for faculty professional development that better prepares faculty for teaching careers, or provides retraining for experienced faculty;

- Promoting teaching and advising strategies to increase faculty understanding of how to recruit and retain populations and cultures traditionally underrepresented in the food, agricultural, natural resources, and human sciences workforce; and/or
- Coordinating and/or participating in conferences, training, and other learning experiences designed to enhance the credentials and ability of faculty to advance the instructional goals of the Institution.

### **iii. Instructional Delivery Systems**

This Need Area encourages the development and use of alternative methods of delivering instruction to enhance the quality, effectiveness, and cost efficiency of teaching programs. Examples of alternative methods of delivering instruction include, but are not limited to: using state-of-the-art digital technology; faculty sharing, cross enrollments, joint degrees, teleconferencing; networking via satellite communications; e-learning and online instruction; or utilizing mobile classrooms/laboratories and individualized learning centers. Multi-institutional, regional or national collaborations are encouraged. Emphasis should be on improving the art of teaching by faculty.

### **iv. Scientific Instrumentation for Teaching**

This Need Area provides students with the necessary experience with suitable, up-to-date equipment to involve them in work central to understanding advances in the food, agricultural, natural resources, and human sciences and to prepare them for work or further graduate/professional training. Additionally, this Need Area will support the acquisition of instructional laboratory and classroom equipment to assure the achievement and maintenance of outstanding food, agricultural, natural resources, and human sciences higher education programs. Support may be requested for:

- Replacing non-functional or obsolete equipment;
- Acquiring new, state-of-the-art instructional equipment;
- Upgrading existing equipment; and/or
- Establishing equipment-sharing capabilities via consortia or centers that develop innovative opportunities such as mobile laboratories or satellite access to industry or government laboratories.

### **v. Student Experiential Learning**

This Need Area encourages the development of new student learning opportunities where students are placed in team-oriented, problem-solving, decision-making situations in the context of real-world experiences. Experiential learning in laboratory research or other internships with business and industry, community organizations, Federal agencies and other domains that provide knowledge and skills for graduate study should be given priority.

Projects addressing this Area must:

- Demonstrate how the experience will produce qualified and well-trained graduates;
- Contain an evaluation plans involving both the faculty or mentor to assure that students meet project objectives; and/or
- Document that the field of science under consideration is experiencing a shortage of scientific and professional personnel, and how the project plans to address this deficiency.

Individual students may be supported under this experiential learning opportunity for up to three (3) years (including summers, semesters, or semester breaks). Requested grant funds may be used as stipends for students while they are working in research/field settings. Students should be required to prepare written and oral summaries of the experiential learning gained through this opportunity. To attract high-caliber students, stipends should be competitive with alternative employment options. A modest amount of funds may be requested for materials/supplies to facilitate students' broad exposure to research/field techniques and methodologies. Grant recipients are encouraged to take advantage of any related paid internship opportunities provided by state, county, federal, business and industry sources.

**vi. Student Recruitment and Retention**

This Need Area aims to enhance student recruitment and retention programs in order to strengthen the Nation's scientific and professional workforce.

Examples of projects that address this Need Area include, but are not limited to:

- Special outreach programs for enhancing the academic pipeline for elementary and secondary students;
- Outreach to parents, counselors, and the general public to broaden awareness of the extensive nature and diversity of career opportunities for graduates in the food, agricultural, natural resources, and human sciences;
- Development of curriculum and learning modules for state Ag in the Classroom teachers that establish more effective linkages with high school science classes and promote general agricultural literacy;
- Use of regional or national media to promote food, agricultural, natural resources, and human sciences higher education;
- Provision of financial assistance to recruit and retain students to pursue and complete an undergraduate or graduate degree in an area of the food, agricultural, natural resources, and human sciences;
- Development of faculty-student and/or peer-to-peer mentoring relationships (i.e. undergraduate seniors paired with freshmen) to provide students with routine

advisement and to ensure completion of their academic programs in the food, agricultural, natural resources, and human sciences; and

- Development and/or provision of experiential learning, work study, internship (paid and non-paid), apprenticeship, undergraduate/graduate research, and community service opportunities to retain students pursuing a degree in the food, agricultural, natural resources, and human sciences.

Recruitment and retention efforts should be summarized quantitatively (i.e., numbers of students recruited against those contacted) and qualitatively (i.e., lessons learned that improve future recruitment strategies).

## 2. Research Projects

### a. Project Type Description

Single-function research projects support fundamental or applied research conducted by individual investigators, co-investigators within the same discipline, or multidisciplinary teams. The following must be considered when developing research applications:

- Fundamental research means research that (i) increases knowledge or understanding of the fundamental aspects of phenomena and has the potential for broad application and (ii) has an effect on agriculture, food, nutrition or the environment;
- 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; and/or
- Multi-disciplinary projects are those in which investigators from two or more disciplines collaborate closely to address a common problem. These collaborations, where appropriate, may integrate the biological, physical, chemical, or social sciences.

### b. Need Areas for Research Projects

Research applications must address one (1) or both of the following Need Areas where there is a present or anticipated need for increased science-based knowledge to address emerging state, regional, national and global issues. A library enhancement component related to the Area is encouraged. In addition, projects must be related to subject matter within the broadly defined food, agricultural, natural resources, and human sciences (see Part VIII, E. - Definitions). Participation in Multistate Research Activities (<http://nifa.usda.gov/program/hatch-act-1887-multistate-research-fund>) related to the area of expertise is encouraged.

**Research applications must demonstrate how the chosen Program Priority Area is addressed when selecting one (1) of the following Research Need Areas.**

**i. Studies and Experimentation in Food, Agricultural, Natural Resources, and Human Sciences**

The purpose of this Need Area is to advance the body of knowledge in basic and applied natural and social sciences that comprise the food, agricultural, natural resources, and human sciences. Projects addressing this Area are encouraged to focus on multidisciplinary and interdisciplinary research activities addressing critical issues rather than single discipline-specific research studies. Examples of studies and experiments that address this Area include, but are not limited to:

- Conceiving, designing, and evaluating new bio-processing techniques for eliminating undesirable constituents from or adding desirable ones to food products;
- Developing bio-energy/fuel alternatives, conducting plant or animal breeding programs to develop higher yielding and improved quality products and improved diseases resistance;
- Proposing and evaluating methods to enhance food and agricultural institutions' capacity to promote rural development (e.g., exploitation of new technologies by small rural businesses);
- Analyzing social, economic, and physiological aspects of nutrition and health, food choices, and lifestyle choices, and community strategies for meeting the changing needs of different population groups; and/or
- Advancing the body of knowledge in scientific, food and agriculture program areas such as human nutrition, food safety, sustainable agriculture, global climate change, biotechnology and genomics; and newly developed research areas such as proteomics, metabolomics and nanotechnology.

**ii. Centralized Research Support Systems**

The purpose of this Need Area is to establish centralized research support systems that: (1) meet national needs or serve regions or 1890 institution clientele that cannot otherwise afford or does not have access to such support; or (2) provide research support more economically, thereby freeing up resources for other research uses. You must demonstrate how your chosen Program Priority Area is addressed when selecting this Area.

Examples of projects that address this Area include, but are not limited to:

- Storage, maintenance, characterization, evaluation and enhancement of germplasm for use by animal and plant breeders, including those using the techniques of biotechnology;
- Establishment of digital databases to store and track important scientific information (e.g., human nutrition, epidemiological, demographic, weather, economic, crop yields); or

- Development, implementation, and maintenance of expert service centers for sophisticated and highly specialized methodologies (e.g., evaluation of organoleptic and nutritional quality of foods, toxicology, taxonomic identifications and consumer preferences demographics).

### 3. Extension Projects

#### a. Project Type Description

Single-function Extension Projects conduct programs and activities that deliver science-based knowledge and informal educational programs to people, enabling them to make practical decisions. Program delivery may range from community-based to national audiences and use communication methods from face-to-face to electronic or combinations 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. These projects should lead to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group. These projects should synthesize and incorporate a wide range of the latest relevant research results.

Extension Projects must address one (1) or more of the following key strategic actions:

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

Extension applications must focus on one (1) or more of the following:

- 4-H Youth Development

Cultivate important life skills in youth that build character and assist them in making appropriate life and career choices. Projects may address at-risk youth challenges such as school retention and academic achievement, and engage youth in STEM education and social skills through hands-on projects and activities;

- Agriculture

Assist individuals' learning of new strategies to produce income through alternative enterprises, improved marketing strategies, and management skills and help farmers, ranchers, and foresters improve productivity through resource management, controlling crop pests, soil testing, livestock production practices, and marketing. Furthermore, projects may promote aquaculture, small ruminant production, small fruits and vegetable production, and many other niche crops that are important to small-scale producers. Lastly, projects may focus on organic agriculture practices including production, handling, and processing of organic products;

- Leadership Development

Train extension professionals and volunteers to deliver programs in agriculture, gardening, health and safety, family and consumer science, and 4-H youth development. Projects should also promote extension professionals' capacity to serve in leadership roles in the community;

- Natural Resources

Inform landowners and homeowners through educational programs about conservation, protection, and stewardship of natural resources. Projects may focus on water quality, timber management, composting, lawn waste management, and/or recycling;

- Family and Consumer Sciences

Promote healthy living, resiliency, and well-being for families through educational programs focused in nutrition, food preparation skills, positive child care, parenting, family communication, financial management, and health care strategies; and/or

- Community and Economic Development

Support local governments, community and non-profit organizations to investigate and create viable options for economic and community development, such as improved job creation and retention, small medium-sized and family-owned business development, effective and coordinated emergency response, solid waste disposal, tourism development, workforce education, and land use planning.

b. Need Areas for Extension Projects

Extension applications must address one (1) or more of the following Extension Need Areas where there is a present or anticipated need for increased science-based knowledge to address emerging state, regional, national and global issues. A library enhancement or digital component related to the Area is encouraged. In addition, these projects must be related to subject matter within the broadly defined food, agricultural, natural resources, and human sciences (see Part VIII, E. - Definitions).

**Extension applications must demonstrate how the chosen Program Priority Area is addressed when selecting one of the following Extension Need Areas.**

**i. Extension Program Development Support Systems**

The purpose of this area is to increase the quality of extension education programs to clientele through training of Extension specialists, educators, para-professionals, technicians and volunteers. The training may focus on professional development, leadership development, application of the extension program development model, development of train-the-trainer models, volunteer development, volunteer delivery systems, etc. This area will also include program accountability support systems which will translate into the delivery of more effective programs by enhancing the expertise and instruments available to effectively report impacts and evaluate extension programs.

**ii. Extension Technology Upgrades**

The purpose of this area is to provide funds to upgrade traditional equipment and instruments, establishing mobile delivery systems (laboratories and food safety kitchens, etc.) and offer emerging delivery technologies (e.g., IT applications such as distance education, web conferencing, podcasting, and Facebook interfaces).

**iii. Extension Delivery/Methodology**

The purpose of this need area is to develop effective methodologies, strategies, or delivery systems to enhance services to the underserved, including developing new or modifying existing curriculums; establishing program centers, experiential learning programs, or after-school programs; and utilizing research results for effective community-based programs.

**iv. Other Extension Initiatives**

The purpose of this need area is to support projects that may not fit the need areas above, but are creative initiatives designed to provide needed enhancement of the institutions Extension capacity.

**4. Integrated Projects**

**a. Project Type Description**

An Integrated Project includes at least two of the three functions of the agricultural knowledge system (i.e., research, teaching/education, and extension) within a project. The project must **name one (1) of the project types (teaching/education, research or extension) as the Primary Project Type**. The primary project type is defined as the area which will receive most of the funding (up to two thirds of the total funding). **There is no program code for the integrated application. Therefore, it is imperative that the**

**applicants clearly identify the primary project type in their summary and select the appropriate program code for this area** (see section 2. of this part).

The functions addressed in the project should be focused around a problem or issue and should be interwoven throughout the life of the project to complement and reinforce one another. The functions should be interdependent and necessary for the success of the project and no more than two-thirds of the project's budget may be focused on a single component. Integrated applications must include individuals on the project team with significant expertise in each component of the project (research, teaching/education, and/or extension). Integrated applications may be submitted by a single eligible institution where the expertise for all areas (research, teaching/education, and/or extension) are within the Project Director's (PD) institution or multi-institutions where the expertise for one or two of the areas are from another institution(s).

Integrated Projects are intended to strengthen food and agriculture sciences at the 1890 institutions through integration of research, teaching/education, and/or extension. One (1) of the founding pillars of NIFA is to bring together research, teaching/education, and/or extension in a coordinated manner to address high-priority national, multistate, or regional agricultural issues.

Applicants should consider the following when developing components of an Integrated Project:

- The proposed Research component of an integrated project should address knowledge gaps that are critical to the development of practices and programs to address the stated problem;
- The proposed Teaching/Education component of an Integrated Project should develop human capital relevant to overall program goals for U.S. agriculture. Projects should focus on developing skills necessary for entry- and mid-level technical employment or for entering graduate programs in food, agriculture, natural resources, and human sciences. The proposed component should strengthen institutional capacities and result in curricula and related products that will be sustained beyond the life of the project. The following activities are appropriate for the Teaching/Education component of an Integrated Project application: curriculum development; instructional materials development; education delivery systems; student experiential learning (internships, externships, clinics); student recruitment and retention efforts; career planning materials and counseling; pedagogy; student learning styles and student-centered instruction; faculty development programs; student study abroad and international research opportunities relevant to overall program goals for U.S. agriculture; and faculty and student exchanges; and
- The proposed Extension component of an Integrated Project should conduct programs and activities that deliver science-based knowledge and informal educational programs to people, enabling them to make practical decisions. Program delivery may range from community-based to national audiences and use communication methods from face-to-face to electronic or combinations 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. The extension component of an Integrated Project application should lead to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group. Extension related activities designed to build institutional capacity are also allowable. The extension component should incorporate a wide range of research results, not just those of the current project application. Research-related activities such as publication of papers, or speaking at scientific meetings are not considered extension activities for the purposes of this program.

Integrated Projects must aim to resolve today’s problems through the application of science-based knowledge and address needs identified by stakeholders. Integrated Projects should clearly identify anticipated outcomes and have a plan for evaluating and documenting the success of the project. Consultation with an evaluation specialist is strongly advised to develop appropriate measures of success. These projects should lead to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group.

For additional information on integrated programs, including tips for writing Integrated Project applications and an example of an integrated application, see [www.nifa.usda.gov/funding/integrated/integrated.html](http://www.nifa.usda.gov/funding/integrated/integrated.html). You are also encouraged to contact the Program Contact to discuss the anticipated project parameters and outcomes to ensure the application content appropriately meets the requirements of an Integrated Project.

#### D. Discipline Codes

Eligible institutions may, within the Teaching/Education, Research, or Extension Project Need Areas identified for support, propose projects in any discipline(s) or subject matter area(s) of the food, agricultural, natural resources, and human sciences noted below:

For Teaching/Education Proposals		For Research Proposals		For Extension Proposals	
Code	Discipline	Code	Discipline	Code	Discipline
M1	Agribusiness Management & Marketing	L2	Agribusiness Management & Marketing	A3	4-H Youth Development
E1	Agricultural Engineering	E2	Agricultural Engineering	B3	Agriculture
A1	Animal Sciences	Q2	Agricultural Social Sciences	C3	Leadership Development
Q1	Aquaculture	A2	Animal Sciences	D3	Natural Resources
T1	Entomology	P2	Aquaculture	E3	Family and Consumer Sciences
C1	Environmental Science & Natural Resource Conservation	C2	Conservation and Renewable Natural Resources	F3	Community and Economic Development

<b>F1</b>	Food Science/Technology	<b>S2</b>	Entomology	<b>I3</b>	International Extension
<b>G1</b>	General Agricultural Science	<b>J2</b>	Environmental Sciences/Management		
<b>H1</b>	Human Sciences	<b>F2</b>	Food Science/Technology		
<b>N1</b>	Human Nutrition	<b>M2</b>	Human Nutrition		
<b>I1</b>	International Education	<b>I2</b>	International Education/Research		
<b>P1</b>	Plant Sciences	<b>N2</b>	Plant Sciences		
<b>B1</b>	Related Biological Sciences	<b>B2</b>	Related Biological Sciences		
<b>R1</b>	Rural Development / Social Science	<b>O2</b>	Soil Sciences		
<b>V1</b>	Veterinary Science	<b>H2</b>	Human Sciences		

Applicants are to identify a **primary discipline code** and may identify one (1) additional discipline code that categorizes the project application. At review, each application is evaluated by three (3) peer reviewers. The discipline codes selected by the applicants are used to match reviewers' education and expertise to the applications.

## E. Grant Types

### 1. Regular Grant

Regular Grants support targeted original scientific Research, Teaching/Education, Extension, or Integrated Projects. An eligible, individual institution, independent branch campus, or branch institution of a State system may submit a grant application for project activities to be undertaken principally on behalf of its own students or faculty, and to be managed primarily by its own personnel. The project is to be executed, without the requirement of sharing grant funds, with other project partners (sub-award budgets are not allowable). Applications for Regular Grants should address local or regional problems or opportunities in one (1) of the selected areas listed under the priority areas (Part I, B.). The application should have the potential to encourage regional or national program delivery in one (1) of the selected priority areas. A Project Director may receive only one (1) new award as the lead individual in a Need Area that focuses on a single subject or discipline. **Funds do not** have to be equally divided among project years.

### 2. Collaborative Grant

Collaborative Grants support projects with at least one (1) additional partner or a multi-partner approach to enhance research, teaching/education, and extension programs. Collaborative Grants should build linkages to generate a critical mass of expertise, skill and technology to address programs related to the food, agricultural, and natural resources, and human sciences (applicants should address one of the listed priority areas under Part I, B.). Projects should be multidisciplinary and interdisciplinary and should address issues at the local, state, regional, and/or national level(s). 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 Regular Grants (refer to Part II, A. for the maximum fund amounts). The partners must share

grant funds (the applicant institution will transfer no more than one-half (1/2) of the awarded funds to the other institutions participating in the project). A separate sub-award budget is to be included in the application for each of the identified project partners. The award of grant funds through sub-awards is limited to the eligible applicant institutions and collaborating institutions who are participating in collaborative grants.

### **3. Professional Development Grant**

Professional Development Grants are intended to provide an opportunity for individual faculty members (i.e., each award is to support one faculty member at the applicant university) to enhance the quality of their research, teaching/education, and/or extension work. Examples of projects addressing this area include, but are not limited to:

- Gaining experience with recent developments or innovative technology relevant to their professional responsibilities;
- Working under the guidance and direction of experts who have substantial expertise in an area related to project/career goals;
- Working with professionals or peers in government, industry, or colleges or universities to learn new applications and enhance network within a field; and/or
- Expanding competence with new methods of information delivery related to teaching/education and extension.

Professional Development applications that support Teaching/Education, Research and/or Extension faculty, may include approaches such as:

- Sabbaticals;
- Mini-sabbaticals for short-term training;
- Faculty exchanges; and/or
- Taking courses.

The training must address critical U.S. food, agricultural, natural resources, and human sciences issues at the local, state, regional and national level(s). The application should align with the university's strategic plan for food, agriculture, and natural resources. Applications should also address food, agricultural, natural resources, and human sciences priority areas identified in Part I, B.

**The maximum award for Professional Development grants is \$100,000.** Awards are subject to the 30 percent (30%) indirect cost limit as described in Part IV, D. Funds may be used for salary and benefits (up to one year), travel, supplies and training/course fees. **Funds will not be awarded** to support activities in fulfillment of degree requirements or travel to make presentations at conferences or meetings.

A professional development project must **name one (1) of the project types (teaching/education, research or extension) as the Primary Project Type.** There is no program code for the Professional Development applications. Therefore, **it is imperative that**

**the applicants clearly identify the primary area in their summary and select the appropriate program code for this area.**

**Applicants may submit a Professional Development application as well as another grant type (i.e., Regular or Collaborative), but can only receive one (1) award per this solicitation.** Institutions may submit up to a max of three (3) professional development applications in response to this solicitation. **Faculty will not receive more than one (1) Professional Development award within a five (5) year period**

### **Partnering Entities**

Regular Grant, Collaborative Grant, and/or Integrated Project applications may have Partnering Entities (State government, federal agencies/offices, and private sector organizations). NIFA encourages collaborative efforts with Partnering Entities who will be involved in conducting the proposed work. However, the intent of CBG is to enhance the research, teaching/education, and extension capabilities of 1890 institutions as means for advancing student learning, scientific expertise development and community engagement. Consequently, Partnering Entities may only receive reimbursement for non-salary minor expenses such as materials and supplies.

### **F. Responsible and Ethical Conduct of Research**

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 shall, upon request, make available to NIFA the policies, procedures, and documentation to support the conduct of the training.

For information about the Responsible and Ethical Conduct of Research, see <http://nifa.usda.gov/responsible-and-ethical-conduct-research>.

## PART III—ELIGIBILITY INFORMATION

### A. Eligible Applicants

Applications may only be submitted by eligible 1890 Land-Grant Institutions, including Tuskegee University, West Virginia State University, and Central State University (per Section 7129 of Pub. L. 113-79). The eligible institutions are:

Alabama A&M University	Prairie View A&M University
Alcorn State University	South Carolina State University
Central State University	Southern University and A&M College
Delaware State University	Tennessee State University
Florida A&M University	Tuskegee University
Fort Valley State University	University of Arkansas-Pine Bluff
Kentucky State University	University of Maryland-Eastern Shore
Langston University	Virginia State University
Lincoln University (MO)	West Virginia State University
North Carolina A&T State University	

Faculty and students receiving support for **developmental activities or educational costs** must be an eligible participant (citizen or national of the United States as defined in Part VIII, E. – Definitions). Students must be enrolled at institutions that are eligible to receive CBG awards (see above paragraphs). Where student or faculty 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.

United States citizenship **is not** required of faculty that wish to serve as a PD, co-PD, or key personnel on a project.

**Faculty may not serve as PD on more than two (2) active 1890 CBG projects.** If an applicant has two (2) active projects, at least one project must be scheduled to expire by the end of the current fiscal year. Additionally, faculty may not submit more than one application as the lead PD to the 1890 CBG program in FY 2017. However, there is no limit on the number of applications for which faculty may be listed as co-PD or key personnel. **NOTE: All key personnel must submit a current and pending support form. Key personnel may not commit more than 100% effort on concurrent projects.**

Collaborative and Integrated Project award recipients may subcontract, as deemed appropriate, to organizations not eligible to apply provided such organizations are necessary to conduct a successful project. The subcontract must advance capacity building at the 1890 institution in the area of the submitted application.

### B. Cost Sharing or Matching

NIFA does not require matching support for this program and matching resources will not be factored into the review process as evaluation criteria.

## 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 information about the pre-award phase of the grant lifecycle see <http://www.grants.gov/web/grants/learn-grants/grants-101/pre-award-phase.html>.

#### New Users of Grants.gov

Prior to preparing an application, we recommend that the Project Director/Principal Investigator (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 two 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.** Part II,1 of the NIFA Grants.gov Application Guide contains detailed information regarding the registration process. Refer to item 2, below, to locate the “NIFA Grants.gov Application Guide.”

#### 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/applicants/adobe-software-compatibility.html>. Grants.gov has a test package that will help you determine whether your current version of Adobe Reader is compatible.

To obtain the application package from Grants.gov, go to <http://www.grants.gov/web/grants/applicants/download-application-package.html> and enter the **Funding Opportunity Number: USDA-NIFA-CBGP-006347.**

From the search result, click “Select Package” to access the application package. A Grant Application Package is tied to a particular funding opportunity. You may submit an application ONLY to the particular funding opportunity to which the Grant Application Package is associated.

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-tools-and-tips.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](mailto:support@grants.gov)

Grants.gov iPortal (see <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>):

Top 10 requested help topics (FAQs), Searchable knowledge base, self-service ticketing and ticket status, and live web chat (available 7 a.m. - 9 p.m. EST).

Have the following information available when contacting Grants.gov:

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

## **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** you need 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. Grants.gov does not check for NIFA required attachments or whether attachments are in PDF format; see Part III, Section 6.1 of the guide for how to check the manifest of submitted files. 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).**

**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](mailto:electronic@nifa.usda.gov)
- Phone: 202-401-5048
- Business hours: Monday through Friday, 7 a.m. – 5 p.m. EST, 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. See Part V, Section 2.18 of the NIFA Grants.gov Application

Guide for the required certifications and assurances (e.g., Prohibition Against Entities Requiring Certain Internal Confidentiality Agreements).

## **2. SF 424 R&R Project/Performance Site Location(s)**

Detailed information related to the questions on this form is available in Part V, 3 of the NIFA Grants.gov Application Guide.

## **3. R&R Other Project Information Form**

Detailed information related to the questions on this form is available in Part V, 4 of the NIFA Grants.gov Application Guide.

### **a. Field 7. Project Summary/Abstract.**

**Information related to the completion of the project summary is included in Part V. 4.7 of the NIFA Grants.gov Application Guide. An application that is submitted without the project summary will not be accepted for review. Applications will not be accepted for review if the project summary is not included or not in PDF format.**

**To ensure uniformity of all applicants, all applicants are encouraged to use the 1890 CBG project summary/abstract template that is available as a pdf fillable form at the following link: [http://www.nifa.usda.gov/funding/1890\\_capacity/pdf/project\\_summary\\_1890s.pdf](http://www.nifa.usda.gov/funding/1890_capacity/pdf/project_summary_1890s.pdf).**

The template **must** include:

- 1) Project Type (see Part II, C.);
- 2) Need Area addressed (see Part II, C.);
- 3) Program Code\*;  
Select one (1) of the following Program Codes which most closely represents your application:
  - Research Program Code = **EQ**
  - Teaching/Education Program Code = **EP**
  - Extension Program Code = **EWE**
- 4) Primary CBG Program Priority Area (see Part I, B);
- 5) Discipline Code\* (see Part II, D.);
- 6) Total anticipated number of students to be served by the project (i.e., participating in a learning opportunity, using the developed curriculum or instrumentation, scholarship/fellowships);
- 7) Project Summary - **Limited to one (1) page and 250 words. Project Summary that exceeds this page limit requirement will not be accepted for review.** The summary should also include the relevance of the project to the goals of CBG.
  - For **Professional Development Applications** – Indicate overall project goals and supporting objectives; and
  - For all other applications -- Anticipated impact on building and strengthening capacity of the 1890s in food, agricultural, natural resources, and human sciences as related to research, teaching/education, and extension.

The summary must succinctly describe the objectives to be achieved and the activities to be undertaken in the project.

\* NIFA reserves the right to reassign a program and/or a discipline code.

#### **b. Field 8. Project Narrative.**

NOTE: Unless stated otherwise, the Project Narrative shall not exceed **20** pages of written text and up to **five (5)** additional pages for figures and tables. We have established this maximum (**25** pages) to ensure fair and equitable competition. You are encouraged to include a **table of contents** in the project narrative, which **will not count toward the narrative's page limitation**. After converting the narrative to PDF format and make the necessary adjustments, you should verify that you have not exceeded the applicable page limit. **Project narratives that exceed the applicable established page limit will not be accepted for review.**

Prepare the application using standard size (8 1/2" x 11") page, one (1)-inch margins, no type smaller than 12 point font, and 1.5 line spacing. Use an easily readable font face (e.g., Arial, Times New Roman). The formatting and quality of the presentation of the whole application are a part of the evaluation criteria (see Part V, B). Information may not be appended to an application to circumvent page limitations prescribed for the Project Narrative. Extraneous materials will not be used during the peer review process.

For the integrated applications, the Project Narrative Section **must** include the 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 to develop your project **before** writing your proposal. **Two (2) additional pages are allowed to be used solely for logic model information and therefore, Integrated Project applications shall not exceed 27 pages (20 pages of written text, 5 additional pages for figures and tables, and 2 pages for the logic model).** The logic model should be placed directly after the 25-page narrative section in the application. More information and resources related to the logic model planning process are provided at <http://nifa.usda.gov/resource/logic-model-planning-process>.

**The logic model is also recommended for Regular and Collaborative Grant applications.**

- **For Professional Development Grant applications**, the Project Narrative section **may not exceed eight (8) pages, including figures and tables**. Use page formatting requirements as described above.

It is recommended that applicants utilize tables and graphs as a means of summarizing essential information supporting the justification or need for the proposed project. Tables and graphs will help summarize information that may have an important bearing on the potential success of the proposed project. Tables should also be used to summarize the expected outputs and outcomes of the project, and their connection to the goals/priorities of NIFA and the institution(s).

**1. For Teaching/Education applications**, examples of information that might be included in tables are as follows:

- a. Student development. A table may depict essential information such as course names, learning outcomes and assessments, learning environment enhancements (if applicable), and student characteristics. Such a table would help to summarize essential basic information leaving space in the narrative to describe and explain the teaching initiative;
- b. Students' leadership development. A table may depict essential information such as activities that provide students with opportunities for critical thinking, problem solving, and development of communication skills; mentoring and shadowing activities, number of students participating in leadership academies, workshops, and trainings; and number of students participating in civic organizations that address food, agricultural, natural resources, and human sciences issues;
- c. Faculty development in the FANH sciences. A table may illustrate descriptive information on current faculty abilities and capabilities, areas of limited or absent expertise, and low numbers of tenure track faculty;
- d. Student recruitment, retention, and/or graduation trends. A useful table could be one that depicts total enrollment (year to year) and graduation trends (year to year) in the food, agricultural, natural resources, and human sciences major(s); number of students participating in faculty-student and peer-to-peer mentoring relationships, faculty to student ratio, number of available scholarships, internships, and job placement of majors/graduate; and/or
- e. Student experiential learning. A table could illustrate the alignment of project objectives with specific activities of the learning experience.

**2. For Research applications**, examples of information sets that might be included in tables are as follows:

- a. A table could be used to list the research question(s) and hypothesis (when it is relevant) and the expected contributions towards the goals and objectives of the proposal. The table may precede the objectives section and clearly support the project's justification and be consistent with the aim, objectives, methodology, and analysis; and/or
- b. A case may be clearly made for the scientific merit of the proposed project. This might include clear justification of the scientific approach, support for the research question/hypotheses based on previously reported work by the PD(s) and others in the field, and a connection of the objectives to the overall aim or goal of the study and to the production of outcomes that connect with the NIFA goals and priorities.

**3. For Extension applications**, an example of information that might be included in a table is as follows:

A case could be made for what is lacking or undeveloped in terms of extension program support systems, needed technology upgrades, or need improvements or applications for the

development of information processing and delivery, program development, and how the project plans to address one or all of these.

4. **For Integrated applications**, an example of information that might be included in a table is as follows:

A sufficient description for why an integrated approach should be pursued in addressing the issue for which the project is targeted.

Applicants should address all components of the Evaluation Criteria in their Project Narrative (see Part V, B).

**To facilitate application review and evaluation, the applicant must include the following underlined wording as headings in the Project Narrative, followed by the applicant's response for each item.**

**A. Potential for Building and Strengthening Capacity and Advancing the Quality of Teaching/Education, Research, or Extension**

1. **Significance of the Problem and Opportunity:** Clearly state the specific instructional, research or extension problem or opportunity to be addressed and the connection(s) with the institutional goals or strategic plan or Plan of Work. Describe how and by whom the focus and scope of the project were determined.
2. **Project Justification:** Summarize the body of knowledge justifying the need for the proposed project using graphical and tabulated format when possible. Discuss how the project will be of value at the state, regional, national, or international level(s). Describe any ongoing or recently completed significant activities related to the proposed project for which previous funding was received under this program or other funding programs (including projects supported under the NIFA 1890 Facilities Grants Program and 1890 Formula Programs). The ability of a project to build capacity is an integral part of the application. Description of capacity building is different among institutions as well as between different projects within the individual institution. The section below is a description of what should be considered when writing the justification as well as the proposal as a whole.

***a. Teaching/Education***

Baseline information: What is lacking or in need of development – to be built, built up, or built upon? Establish that the proposed teaching/educational enhancement activity is limited or not developed at the institution or how it will contribute to human capacity development at the institution, or agriculture workforce. Building Process: How will the proposed project build teaching capacity? Clearly demonstrate how the proposed project will develop teaching/educational capabilities that result in the institution's ability to improve instructional resources, enhance teaching skill sets,

improve learning environments, and/or recruit, retain, or graduate students beyond the funding of the grant.

Instructional Reach: What will be new or different in terms of teaching, student learning, or student educational engagement as a result of the proposed project initiatives? Demonstrate how the proposed project's activities will transform the institution's ability to affect instruction and/or teaching in food, agricultural, natural resources, and human sciences.

Impact Potential: What is the change in teaching/education capacity that will enable the institution to build or strengthen food, agricultural, natural resources, and human sciences educational programs? Demonstrate how the expected changes represent increased ability or capacity to provide better instruction in the disciplines listed above.

***b. Research***

Baseline information: What is lacking or in need of development – to be built, built up, or built upon? Establish that the proposed research initiatives or research capability is limited or not developed at the institution.

Building Process: How will the proposed project build capacity? Clearly demonstrate how the proposed project will develop the proposed research initiatives or capacity so that it may result in the institution's improved ability to conduct similar or new research activities beyond the funding of the grant.

Research Potential: What would be new or different in terms of anticipated research capacity as a result of successful completion of the proposed project? Demonstrate how the proposed project activities or capability will transform the institution's ability to contribute to food, agricultural, natural resources, and human sciences.

Impact Potential: What are the expected changes in capacity which will enable the institution to enhance or add new research capacity? Show how those anticipated changes represent increased ability or capacity to conduct the food, agricultural, natural resources, and human sciences related research.

***c. Extension***

Baseline information: Establish that the proposed extension activity or capability is limited or does not exist at the institution. What capacity is lacking in a particular area or need to be enhanced or significantly improved?

Building Process: Clearly demonstrate how the proposed Extension initiative will change the institutional capacity to more effectively respond to current and/or emerging issues as well as the capacity to be more responsive to clients' needs, coordinate with appropriate academic units, and improve learning environments for training food, agricultural, natural resources, and human sciences majors.

Impact Potential: Show how the proposed initiative or activity will change the institution's capacity to plan, implement, evaluate and/or report the impact of Extension programs. Address what the change in capacity will enable the institution to do.

3. **Innovation:** All 1890 CBG applications should demonstrate innovation as described by the parameters below.
  - a. **Teaching/Education applications:** Clearly identify 1) the discipline to be addressed, 2) the core competencies that students will attain through new knowledge gained, 3) the project's creative approach to improving the quality of food, agricultural, natural resources, and human sciences education, and 4) the approach to solving an education problem or advancing educational equity.
  - b. **Research applications:** Describe 1) the creative approach to improving the quality of food, agricultural, natural resources, and human sciences research, 2) the approach to solving a scientific problem or advancing a field of science that address objective(s) that are of high importance at the 1890 institution, and 3) the potential results in institutional capacity building.
  - c. **Extension applications:** Describe 1) the creative approach to improving the communication with clientele, 2) the education programs as related to health, energy, environmental issues, youth, communities, and small farm management and 3) the potential results in institutional capacity building.
  - d. **Multidisciplinary and/or Problem-based Focus:** Indicate 1) how the teaching/education project is relevant to multiple disciplines in the food, agricultural, natural resources, and human sciences, or with other academic curricula and 2) how the research or extension project is multidisciplinary and interdisciplinary, and/or involves integrated (teaching/education, research and extension) activities. Identify the field of science and the objective(s) that are of high importance and will be addressed at your institution. If partners are included, provide a concise plan on how they will be managed and coordinated. Clearly identify potential results in 1890 institutional capacity building. Furthermore, discuss whether the project may be adapted by, or serve as a model for other institutions.
4. **Continuation Plans:** Describe the likelihood of, or specific plans for, continuation or expansion of the project beyond the period of USDA support. You must indicate if eventual self-support is built into the project and if plans are being made to institutionalize the program if it is successful.

## **B. Proposed Approach and Cooperative Linkages**

1. **Objectives:** Cite and discuss the specific project objectives to be accomplished. For Collaborative Grant and Integrated Project proposals, identify the individual(s) responsible to accomplish each objective.

- 2. 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. Clearly identify and describe the metrics for evaluating successful project management. Describe the way in which resources and personnel will be used to conduct the project. Discuss extent to which students from the 1890 institutions will be involved in the teaching/education, research or extension project. Identify roles and responsibilities for key project personnel.
- 3. Timetable:** Provide a timetable for conducting the project. Identify all important project milestones and dates as they relate to project start-up, execution, evaluation, dissemination, and closeout. Identify limitations that may impact the timetable and provide strategies to avoid or compensate for the limitations. For Collaborative Grant applications, include the responsibilities of all partners in the project timetable.
- 4. Products, Results and Measurable Outputs:** Explain, including metrics, the expected products and results, outputs, and their potential impact on strengthening food, agricultural, natural resources, and human sciences education, research and extension in the United States. Metrics to assess products and outputs are to be clearly delineated in the proposal. If the application has USDA cooperator(s), include clear identification of the role of the federal cooperator(s), as well as the other partners and the expected outputs for the 1890 institution. (See Part IV, B. c. – Field 12 – Other Attachments.)  
Describe the economic, environmental or social gains resulting from the project. Describe the significant benefits gained from project outcomes. (See Definitions, ‘Outcomes’ in Part VIII, E.)
- 5. Evaluation Plans:** Program evaluation is a systematic method for collecting, analyzing, and using information to answer basic questions about proposed initiatives to build or strengthen capacity of the institution in a particular area in the food, agricultural, natural resources, and human sciences. Provide a methodology and implementation plan for evaluating the accomplishment of stated objectives, results, and measurable outcomes during the project. Clearly identify the performance measure(s) by which the project’s success will be assessed. In the evaluation plan, indicate the criteria and corresponding weight of each to be used in the evaluation process. Describe any data to be collected and analyzed, and explain the methodology that will be used to determine the extent to which the needs underlying the project are met. Indicate how the evaluation will determine whether and to what degree the project had an impact on teaching/education, research, and extension capacity. Identify those personnel who will be responsible for assessing project results and administering the project evaluation and reporting process and include a description of their expertise or credentials. The evaluation plan is a crucial component of the application.

The following outline may be used as a guide when developing an evaluation plan to monitor institutional capacity building/strengthening:

- **Section I:** A description of the evaluation framework which specifies what you want to evaluate, what questions are to be addressed in the evaluation, and the timeframe for conducting the evaluation.
  - **Section II:** A description of the program implementation objectives.
  - **Section III:** A description of the program outcome objectives, performance measures and impact.
  - **Section IV:** Procedures for managing and monitoring the evaluation and reporting.
- 6. Dissemination Plans:** Document how project accomplishments (products, results and impacts, etc.) will be disseminated to the broadest extent throughout the academic or scientific community and to policy makers and the public. Discuss the institution's commitment to disseminate project results and products. Identify target audiences and explain methods of communication.
- 7. Partnerships and Collaborative Efforts:** Explain how the project will maximize partnership and collaborative efforts to strengthen food, agricultural, natural resources, and human sciences across education, research and extension (e.g., involvement of faculty in related disciplines at the same institution, Collaborative Grant applications with other educational institutions, or expand cooperative activities with business or industry) at the 1890 institution. As appropriate, clearly describe the collaborative management plan to ensure successful outcomes towards project goals. (See Part IV, B. c. – Field 12 – Other Attachments.)

Provide evidence, via **letters from the parties involved in the partnership** or collaborative arrangement indicating the roles, responsibilities, and anticipated outcomes from each member of the partnership. Partnership and Collaborative Letters must be signed by the Authorized Representatives (ARs).

**C. Roles and Project Responsibility of Key Personnel**

Clearly identify the roles and project responsibilities of each key person and outcomes for each member and describe the management plan to ensure successful project outcomes associated with the project.

**❖ The Project Narrative for Professional Development Grant applications should also include the following:**

1. A general description of the research, teaching/education, and/or extension interests and goals of the applicant in order to provide justification for the application;
2. A description of the training program, course or project to be pursued during the sabbatical;
3. A statement of how the professional development project will enhance the capabilities of the applicant; and

4. A statement of future research, teaching/education, and/or extension goals and objectives once the professional development project is complete and how the experience will enable the applicant to pursue these goals.

**c. Field 12. Add Other Attachments**

See “Part V. Section 4.12 (Field 12 on the form)” of the NIFA Grants.gov Application Guide for instructions regarding mandatory Felony Convictions or Tax Delinquent Status.

The following attachments must be included in your 1890 CBG application:

1. Response to Previous Review. This requirement only applies to "Resubmitted Applications" (Part II, B.2.). Applicants must respond to the previous review panel summary (one page only) titled "RESPONSE TO PREVIOUS REVIEW." If desired, additional comments may be included in the text of the Project Narrative, subject to the applicable page limitations.
2. Accomplishment report of previously funded projects. Only applicable to Project Directors with an active or previously received 1890 capacity building grant award must submit a one (1) page accomplishment report (one report per project). The report should include impacts and outcomes of the funded project and briefly describe how the new proposal is related to the outcomes from the previous award. A copy of the REEport report should be included in the Appendix.
3. Cooperative Arrangement Letter(s). If the application has a USDA collaborator(s), documentation of USDA - 1890 Institution collaboration must be provided in the application; Partnership and Collaborative Efforts (Part IV, B.). The collaboration should advance capacity building at the 1890 institution in the area of the submitted application. Provide a letter (PDF format) from the USDA cooperating office that is **signed by the USDA Unit Director (supervisor of the USDA collaborating staff person) and the USDA collaborator (i.e., staff person who will work on the project)** that clearly identifies the role and expected outputs and outcomes of their participation. Identify the person(s) at each agency or office who will serve as liaison or technical (scientists, educator, etc.) contact for the project and provide their phone number and email address. **Due to potential conflicts of interest, NIFA cooperators are NOT permitted.**
4. Institution/School/Department Goals and Objectives. Include an institutional letter indicating that the application is within the strategic plan of the institution in food, agricultural, natural resources, and human sciences. The letter should describe which school or department at your institution would potentially benefit from funds to build or strengthen capacity. The letter must be developed on official university letterhead and signed by the Dean, Agricultural Research Director, or Extension Administrator (limit to one page, PDF format). **The institutional letter is required for all Regular and Collaborative Grant applications. Applications that do not include the institutional letter will not be accepted for review.**

5. Collaborative Arrangements. 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, letters of support should be provided that describe the services that will be performed. You are required to provide additional information on consultants and collaborators in the budget portion of the application, including the rate of pay, letters of commitment, and curriculum vitae. (PDF Attachment. No Page Limit.)

❖ **For relevant Professional Development Applications** (e.g., sabbaticals and faculty exchanges) – Provide documentation that arrangements have been made with a relevant expert(s) to serve as host, including:

- A letter from the home institution detailing the particular arrangements at the home institution with respect to salary, date, and duration of the professional development experience;
- A letter from the host or training institution indicating willingness to serve in this capacity and a description of the host's contribution to the proposed activities, both scientifically and with regard to use of facilities and equipment; and
- A statement signed by the Department Head or equivalent official at the host institution indicating a commitment to provide research, teaching/education, and/or extension related space and facilities for the period of the applicant's presence.

**Letters from consultant(s) and/or collaborator(s) must be signed by the Authorized Representatives (ARs).**

6. Expected Outputs Measures. Title the PDF attachment “Expected Outputs Measures” in the document header and save file as “ExpectedOutputsMeasures”. Please use a format, similar to what is provided below, to submit expected outputs.

<b><u>Primary Project Function: (Choose one)</u></b>		
<b>TEACHING/</b> <input type="checkbox"/>	<b>EXTENSION :</b> <input type="checkbox"/>	<b>RESEARCH:</b> <input type="checkbox"/>
<b>EDUCATION:</b>		
<b>Total expected impact during <u>entire grant period</u></b>		<b>Expected Number</b>
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 and agricultural 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).

Notes:

1. 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.
4. Response to question #10 should be the sum of 10-A and 10-B.

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

Detailed information related to the questions on this form is available in Part V, 5 of the NIFA Grants.gov Application Guide. This section of the guide includes instructions about senior/key person profile requirements, 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.

The biographical sketch for Key Personnel must be submitted as an attached PDF file. **Each vita may not exceed two (2) pages (excluding publications listing).** For **each of the Key Personnel**, a biographical sketch must be attached as a PDF file.

Also, **you must attach** “Current and Pending Support” information 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 for each senior/key person identified above. Total time commitment (Current and Pending) cannot exceed 100% at any given time. The time commitment for this project should not be less than the time for which salary compensation is requested. Further, all projects must include time commitments.**

- a. ***Project Role Field*** – Complete appropriately.
  - ***For Professional Development Applications*** – Select “PD/PI” for the Professional Development applicant. Select “Other” for the corresponding host expert(s)/mentor(s) (if applicable), and any other personnel whose qualification merit consideration in the evaluation of the application.
  
- b. ***Attach Biographical Sketch Field*** – Title the attachment as ‘Biographical Sketch’ in the document header and save file as ‘Biographical Sketch’.
  - ***For Professional Development Applications*** – A biographical sketch must be submitted for the Professional Development applicant, the host expert(s)/mentor(s) (if applicable), and any other personnel whose qualifications merit consideration in the evaluation of the application.
  
- c. ***Attach Current and Pending Support Field*** – Title the attachment as ‘Current and Pending Support’ in the document header and save file as ‘CurrentPendingSupport’.
  - ***For Professional Development Applications*** –Include Current and Pending Support forms for the Professional Development applicant and the host expert(s)/mentor(s) (if applicable).

**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. Part V.6 also notes the importance and use of the information.

#### **6. R&R Budget (for applicant)**

Detailed information related to the questions on this form is available in Part V, 7 of the NIFA Grants.gov Application Guide.

The Budget Justification should be no more than five (5) pages and must be attached as PDF file to the R&R Budget Form-Section F-K.

The Budget Justification must contain two (2) parts and **must be labeled as subheadings:**

- **Budget Justification, (including cost details)** of budget line-items, and
- **Cost-effectiveness** of overall budget

**An application will not be accepted for review if this document is not included or not in PDF format (no exceptions).**

Refer to the table (Part II, B.) for the maximum fund allocation for each grant type/project type (e.g., Professional Development grants have a maximum fund allocation of \$100,000).

**Applications with a budget request that exceeds the cap will be excluded from review.**

The justification should discuss how the budget specifically supports the proposed project activities and explain how budget line-items such as professional or technical staff time, salary, travel, equipment, etc. are necessary and reasonable to achieve project objectives. All expenditures for the applicant and each collaborator must be itemized and justified to indicate relevant capacity building at the 1890 institution(s). If the proposal addresses more than one (1) Need Area (see Part I, E.), applicants should include estimates of the proportion of the funds requested from USDA that will support each area. A justification is required for all travel related to the proposed project. **All costs must be fully explained and justified.**

*Reasonable travel expenses to attend the Project Directors' Meeting and/or other relevant meetings may be included in the application's budget under travel expenses.*

**Cost-effectiveness:** Discuss the project's cost-effectiveness. Illustrate 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 acquisition of diagnostic equipment will be cheaper in the long run than paying a company to run the samples, or how an initiative has the potential to generate a critical mass of expertise and activity focused on a Need Area, or to promote coalition building that could lead to future ventures.

Indirect Costs. For further information and instructions regarding indirect costs, refer to Part V, section 7.9 of the NIFA Grants.gov Application Guide. For indirect cost funding restrictions, refer to Part IV, D. of this RFA.

#### **7. SF 424 (R&R) Sub-award Budget Attachment (Only required if submitting a Collaborative Grant application)**

Collaborative Grant applications must include separate subaward budgets (R&R Sub-award Budget Attachment Form), budget narratives, and letters of support for each of the identified project partners which are **signed by the Authorized Representatives (ARs) of the collaborating organizations.**

## **8. Supplemental Information Form**

Detailed information related to the questions on this form is available in Part VI, 1 of the NIFA Grants.gov Application Guide.

- a. Field 2. Program to which you are applying.** Enter the program code name (i.e., enter “1890 CBG Program”). Enter the same program code (ALL in UPPER CASE) that was entered on the Project Summary/Abstract (see Part IV, B.,3.,a.,3)):

Note that accurate entry of the program code is very important for proper and timely processing of an application.

- b. Field 7. Key Words.** Applicants should enter the most relevant words to describe the proposed project. In addition, applicants should include keywords that clearly designate which of the Program Priority Areas, Need Areas, and Discipline(s) are addressed in the application.
- c. Field 8. Conflict of Interest List.** See Part VI, 1.8 of the NIFA Grants.gov Application Guide for further instructions and a link to a suggested template.

### **C. Submission Dates and Times**

We recommend that you conduct an administrative review of the application before submission of it via Grants.gov to ensure that it complies with all preparation instructions. An application checklist is included in Part VII of the NIFA Grants.gov Application Guide to assist with this review.

**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 p.m. Eastern Time on May 31, 2017.** Applications received after this deadline will normally 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. We strongly encourage you to provide accurate email 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 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, you should cite this number on all future correspondence.**

## **D. Funding Restrictions**

Section 713 of the Consolidated Appropriations Act, 2016 (Pub. L. 114-113) limits indirect costs to 30 percent of the total federal funds provided (or 42.857 percent of total direct costs) under each award. Similar language may be included in the FY 2017 appropriation, therefore, 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.

The use of grant funds to plan, acquire, or construct a building or facility is not allowed under this program. With prior approval, and in accordance with the cost principles set forth in 2 CFR part 200, some grant funds may be used for minor alterations, renovations, or repairs deemed necessary to retrofit existing teaching/education or research spaces in order to carry out a funded project. However, requests to use grant funds for such purposes must demonstrate that the work is essential to achieving the major purpose of the project. Grant funds may not be used for endowment investing.

## **E. Other Submission Requirements and Guidance**

**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.

**Please refer to the following guidance that will assist you with the submission of your application:**

- a. A single application must either be a Teaching/Education Project, a Research Project, an Extension Project, or an Integrated Project;
- b. Eligible institutions may submit up to 12 applications per institution in FY 2017 (Professional Development Grant applications will not count against this maximum);
- c. Eligible institutions may submit up to three (3) Professional Development applications per institution in FY 2017. Each application will support one (1) faculty member from the applicant university. No more than \$700,000 will be awarded in support of Professional Development grants. Individuals are not eligible to receive more than one Professional Development award within a five (5) year period.
- d. Eligible institutions may receive Teaching/Education, Research, Extension and/or Integrated Project awards up to a maximum of 10 percent (10%) of the available 1890 CBG funds. Professional Development applications will not count against this maximum. The 10 percent (10%) maximum may be exceeded if sufficient meritorious applications are not received from other eligible institutions.

- e. Project periods may not exceed 36 months in duration.

## **PART V—APPLICATION REVIEW REQUIREMENTS**

### **A. General**

We evaluate 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 technical review panel will evaluate applications that meet the administrative requirements.

We select reviewers 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 CBG will recommend that your project be approved for support from currently available funds or be declined due to insufficient funds or unfavorable review.

CBG reserves the right to negotiate with the PD/PI and/or with 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 project for funding.

We will send copies of reviews, *not* including the identity of reviewers, and a summary of the panel comments to the PD after the review process has been completed.

### **B. Evaluation Criteria**

#### **Regular and Collaborative Grant Applications**

Each application will be evaluated by three (3) peer reviewers. We will use the evaluation criteria below to review **Regular** and **Collaborative** grant applications submitted in response to this RFA:

The maximum score a proposal can receive is 100 points. The scores are distributed between four (4) categories identified below. Please keep these evaluation criteria in mind while completing your application.

**1. Potential for Building and Strengthening Capacity and Advancing the Quality of Teaching/Education, Research or Extension (50 points).**

- *Impact on building and strengthening capacity (25 points);*
- *Continuation plans (5 points);*
- *Innovation (10 points);*
- *Products and results (5 points); and*
- *Institutional commitment (5 points).*

This criterion is used to assess the likelihood that the project will have an impact on and advance the quality of food, agricultural, natural resources, and human sciences by strengthening institutional capacities to meet clearly delineated needs in the 1890 institutional objectives of high importance, or the strategic goals or the Plan of Work. Elements considered include institutional goals in food, agricultural, natural resources, and human sciences, NIFA/USDA's Strategic Goals and/or Objectives, identification of a problem or opportunity to be addressed as one (1) of the Program Priority Areas, justification for the project, innovation, advancing educational equity, multidisciplinary and/or problem-based focus, and potential for adoption by other institutions, the institution's capability to perform the project and the degree to which the project will strengthen its teaching/education, research, or extension capacity. Elements include the institution's commitment to the project, the adequacy of institutional resources (administrative, facilities, equipment, and/or materials) available to carry out the project, potential for academic, research or extension enhancement, and plans for project continuation or expansion beyond the period of USDA support.

**2. Overall Approach, Cooperative Linkages and Quality of the Proposal (30 points).**

- *Proposed approach (10 points);*
- *Evaluation (5 points);*
- *Dissemination (5 points);*
- *Partnership and collaborative efforts (5 points); and*
- *Overall quality (5 points).*

This criterion relates to the soundness of the proposed approach including: objectives that show a clear connection to the institutional goals or strategic plan or Plan of Work; methodology, plan of operation, timetable that describe limitations and strategies to avoid or compensate for identified limitations.

For collaborative grant proposals: a timetable that includes the responsibilities of all partners in the project timetable; expected products and results; an evaluation plan that includes performance measures to assess project success; and dissemination plans.

For Teaching/Education, Research and Extension proposals: emphasis is placed on the identified core competencies that students and/or clients will attain through new knowledge, the quality of educational or research support provided to the applicant institution through its partnerships and collaborative initiatives, and on the potential cooperative linkages likely to evolve as a result of this project clearly identifying the key personnel responsibilities for products, outputs, outcomes, and potential impacts. Metrics to assess products, outputs, and outcomes are to be clearly delineated in the proposal include clear identification of the role of the partners and the outcomes for the 1890 institution. Participation of a USDA agency cooperator(s) is optional; however, if the application included USDA cooperator(s), their role must be clearly identified.

Overall quality of the proposal relates to the degree to which the proposal complies with the application guidelines. The proposal is enhanced by its adherence to instructions (table of contents, organization, pagination, margin and font size, the specified page limitation, appendices, etc.); accuracy of forms; clarity of budget narrative; well-prepared vitae for all key personnel associated with the project; and presentation. Also assessed is how effectively ideas are presented, clearly articulated, and thoroughly explained, as well as the presence of all required forms.

### **3. Personnel Resources (10 points).**

- *Number and qualifications of project personnel (5 points); and*
- *Capacity of personnel to carry out the project (5 points).*

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 manage the successful attainment of the proposed outcomes, provide for the assessment of project results and impacts and dissemination of these findings. Proposals should clearly identify the role of all key personnel, responsibilities and outcomes for each member, and describe the management plan to assure successful project outcomes. Qualified and sufficient personnel are critical for meeting the capacity building objective of a project.

### **4. Budget and Cost-Effectiveness (10 points).**

- *Budget, including justification (5 points); and*
- *Cost effectiveness (5 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(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 Teaching/Education, Extension or Research Need Areas based on the 1890 institutional objectives or strategic plan or Plan of Work.

## **Professional Development Grant Applications**

We will use the evaluation criteria below to review **Professional Development** grant applications submitted in response to this RFA:

### **1. Merit of the Proposed Activities as a Means of Enhancing the Capabilities and Competitiveness of the Applicant (50 points).**

- *Relevant methods (15 points);*
- *Appropriate collaborators (15 points);*
- *Clear objectives and targeted outcomes (10 points); and*
- *Realistic timetable for completion (10 points).*

### **2. Merit of Applicant's Experience and Appropriateness of Proposed Activities (20 points).**

- *Applicant's previous experience and background (10 points); and*
- *Appropriateness of the proposed activities/training for the goals proposed (10 points).*

### **3. Relevance to 1890 institution and U.S. Agriculture (20 points).**

- *Relevance of the project/training to the food, agriculture, and natural resources strategic plan at the applicant's institution (10 points); and*
- *Relevance of the project/training to long-range improvements in the sustainability of U.S. agriculture, the environment, human health and well-being, and rural communities (10 points).*

### **4. Appropriateness and cost-effectiveness of the proposed budget (10 points).**

- *Budget, including justification (5 points); and*
- *Cost effectiveness (5 points).*

## **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. See [http://www.nifa.usda.gov/business/competitive\\_peer\\_review.html](http://www.nifa.usda.gov/business/competitive_peer_review.html) for further information about conflicts of interest and confidentiality as related to the peer review process.

## **D. Organizational Management Information**

Specific management information relating to an applicant shall be submitted one-time, with updates on an as-needed basis. This requirement is part of the responsibility determined 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 pre-award 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).

### **E. Application Disposition**

An application may be withdrawn at any time before a final funding decision is made regarding the application. Each application that is not selected for funding, including those that are withdrawn, will be retained by CBG for a period of three years.

## **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, 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, the information described in [2 CFR 200.210](#).

See <http://www.nifa.usda.gov/business/awards/awardterms.html> to view current NIFA award terms and conditions.

### **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 may include, but are not limited to, the ones listed on the NIFA web page – <http://nifa.usda.gov/federal-regulations>.

NIFA Federal Assistance Policy Guide—a compendium of basic NIFA policies and procedures that apply to all NIFA awards, unless there are statutory, regulatory, or award-specific requirements to the contrary—is available at <http://nifa.usda.gov/policy-guide>.

### **Responsible and Ethical Conduct of Research**

Refer to Part II, F. for more information.

### **D. Expected Program Outputs and Reporting Requirements**

The output and reporting requirements are included in the award terms and conditions (see <http://www.nifa.usda.gov/business/awards/awardterms.html> for information about NIFA award terms). If there are any program or award-specific award terms, those, if any, will be identified in the award.

## **PART VII—AGENCY CONTACTS**

Applicants and other interested parties are encouraged to contact:

Programmatic Contact –

**Antonio McLaren, Ed.D.**

National Program Leader

Division of Community and Education

**Location:** 4435 Waterfront Centre

[Full Address and Directions](#)

**Phone:** (202) 720 – 0742

**Fax:** (202) 720 – 9366

**Email:** [antonio.a.mclaren@nifa.usda.gov](mailto:antonio.a.mclaren@nifa.usda.gov)

Administrative/Business Contact –

**Rochelle McCrea**

Team Leader, Team I, Branch II

**Location:** 2160 Waterfront Centre

[Full Address and Directions](#)

**Phone:** (202) 401 - 2880

**Fax:** (202) 401 - 6271

**Email:** [rmccrea@nifa.usda.gov](mailto:rmccrea@nifa.usda.gov)

## **PART VIII—OTHER INFORMATION**

### **A. Use of Funds; Changes**

#### **1. 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.

#### **2. 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:

- (i) Change in the scope or the objective of the project or program (even if there is no associated budget revision requiring prior written approval).
- (ii) Change in a key person specified in the application or the federal award.
- (iii) The disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director or principal investigator.
- (iv) The inclusion, unless waived by the federal awarding agency, of costs that require prior approval in accordance with 2 CFR 200 Subpart E—Cost Principles of this part 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 Part 31, “Contract Cost Principles and Procedures,” as applicable.
- (v) The transfer of funds budgeted for participant support costs as defined in §200.75 Participant support costs to other categories of expense.
- (vi) Unless described in the application and funded in the approved federal awards, the subawarding, transferring or contracting out of any work under a federal award, including fixed amount subawards as described in §200.332 Fixed amount subawards. This provision does not apply to the acquisition of supplies, material, equipment, or general support services.
- (vii) Changes in the approved cost-sharing or matching provided by the non-federal entity.
- (viii) The need arises for additional federal funds to complete the project.

The awardee will be subject to the terms and conditions identified in the award. See <http://www.nifa.usda.gov/business/awards/awardterms.html> for information about NIFA award terms.

### **B. 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 of Agriculture 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. We will retain for three years a copy of an application that does not result in an award. Such an application will be released only with the consent of the applicant or to the extent required by law. An application may be withdrawn at any time prior to the final action thereon.

### **C. Regulatory Information**

For the reasons set forth in the final Rule related Notice to 2 CFR Part 415, Subpart C, this program is excluded from the scope of the Executive Order 12372, which requires intergovernmental consultation with state and local officials. Under the provisions of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35), the collection of information requirements contained in this notice have been approved under OMB Document No. 0524-0039.

### **D. Definitions**

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.

**In addition, the following definitions apply specifically to this RFA:**

Capacity Building means enhancing and strengthening the quality and depth of an institution's research, academic and/or extension programs as evidenced by its: faculty expertise, scientific and technical resources, research environment, curriculum, student experiential learning opportunities, scientific instrumentation, library resources, academic standing and racial, ethnic, or gender diversity of its faculty and student body, faculty and student recruitment and retention programs, extension delivery systems, organizational structures and reward systems for attracting and retaining first-rate research faculty or students at the graduate and post-doctorate levels.

Eligible participant means, for purposes of the Program Need Areas "Faculty Preparation and Enhancement for Teaching" and "Student Recruitment and Retention", an individual who is a citizen or national of the United States as defined in this section.

Extension application means an application that addresses one (1) or more of the Extension Need Areas or specific subject matter/emphasis areas identified in the annual Request for Applications related to strengthening Extension programs including, but not limited to, such initiatives as: Extension program development support systems, technology upgrades, Extension delivery/methodology, and other creative projects designed to provide needed enhancement of the Institutions Extension Capacity.

Extension capacity means the quality and depth of an institution's Extension infrastructure as evidenced by its: curriculum, instructional delivery systems, Extension faculty, volunteer and other program support systems, use of technology in program delivery, library resources and service to underserved populations.

Food, agricultural, natural resources, and human sciences means basic, applied, and developmental research, extension, and teaching/education activities in the food and fiber, agricultural, renewable natural resources, forestry, and physical and social sciences, in the broadest sense of these terms, including but not limited to, activities relating to the production, processing, marketing, distribution, conservation, utilization, consumption, research, and development of food and agriculturally related products and services, and inclusive of programs in agriculture, natural resources, aquaculture, forestry, veterinary medicine, family and consumer sciences (previously known as home economics), rural human ecology, rural economic, community, or business development, and closely allied disciplines.

Outcomes 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:

- a) Results are intended or unintended consequences of the project, e.g., "...additional course materials now available online to reinforce student learning during non-classroom hours";
- b) Products may be actual items or services acquired with funds, e.g., "...mechanisms and content to transition existing course(s) or elements of course(s) for Web-based access" or "created new and innovative prevention and intervention initiatives"; and
- c) Impacts are a measure of the results by comparing what might have happened in the absence of the funded project.

Partnering Entity means a unit of State government, federal agency/office, or private sector organization that will only receive reimbursement for non-salary minor expenses such as materials and supplies but is nevertheless partnered with, and committed to, assisting an eligible institution in building capacity in teaching/education or research at the applicant 1890 institution.

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.

Research application means an application that addresses one (1) or more of the Research Need Areas or specific subject matter/emphasis areas identified in the annual Request for Applications related to strengthening research programs including, but not limited to, such initiatives as: studies and experimentation in food, agricultural, natural resources, and human sciences , centralized research support systems, technology delivery systems, and other creative projects designed to provide needed enhancement of the Nation's food, agricultural, natural resources, and human sciences research system.

Research capacity means the quality and depth of an institution's research infrastructure as evidenced by its: faculty expertise in the natural or social sciences, scientific and technical resources, research environment, library resources, and organizational structures and reward systems for attracting and retaining first-rate research faculty or students at the graduate and post-doctorate levels.

Teaching means formal classroom instruction, laboratory instruction, and practicum experience in the food, agricultural, natural resources, 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 colleges and universities offering baccalaureate or higher degrees.

Teaching/Education application (also see Teaching/Education Need Area) means an application that addresses one (1) or more of the Teaching/Education Need Areas or specific subject matter/emphasis areas identified in the annual Request for Applications and addressed by the applicant's proposal. The areas are derived from statutory language authorizing the grants program related to strengthening teaching programs including, but not limited to, such initiatives as: curricula design and materials development, faculty preparation and enhancement for teaching, instruction delivery systems, scientific instrumentation for teaching, student experiential learning, and student recruitment and retention.

Teaching capacity means the quality and depth of an institution's academic programs infrastructure as evidenced by its: curriculum, teaching faculty, instructional delivery systems, student experiential learning opportunities, scientific instrumentation for teaching, library resources, academic standing and racial, ethnic, or gender diversity of its faculty and student body as well as faculty and student recruitment and retention programs provided by a college or university in order to achieve maximum results in the development of scientific and professional expertise for the Nation's food, agricultural, natural resources, and human sciences system.

Teaching/Education Need Area (also see Teaching/Education application) means the specific area(s) of educational focus identified in the annual Request for Applications and addressed by the applicant's proposal. This is a grant in support of a project that addresses one (1) or more of the identified educational need areas or specific subject matter/emphasis areas derived from statutory language authorizing the grants program related to strengthening teaching programs including, but not limited to, such initiatives as: curricula design and materials development, faculty preparation and enhancement for teaching, instruction delivery systems, scientific instrumentation for teaching, student experiential learning, and student recruitment and retention.

Underrepresented means those whose representation among food and agricultural 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.).

USDA agency cooperator means any agency or office of the Department which has reviewed and endorsed an applicant's request for support, and indicates a willingness to make available non-monetary resources or technical assistance throughout the life of a project to ensure the accomplishment of the objectives of a grant awarded under this program.

**NOTE: Because of potential conflicts of interest, no NIFA cooperators are permitted.**

## **E. Materials Available on the Internet**

USDA and NIFA Strategic Plans:

Please visit [http://www.nifa.usda.gov/about/strat\\_plan\\_2014\\_2018.html](http://www.nifa.usda.gov/about/strat_plan_2014_2018.html) to view the NIFA Strategic Plan and <http://www.ocfo.usda.gov/usdasp/usdasp.htm> to view the USDA Strategic Plan.

CBG program information is available on the NIFA web site at <http://nifa.usda.gov/funding-opportunity/1890-institution-teaching-research-and-extension-capacity-building-grants-cbg>.

Additionally, you may visit <http://nifa.usda.gov/program/1890-land-grant-institutions-programs> to review stakeholder input, 1890 CBG Program data, and other application and program resources.