1890 CAPACITY BUILDING GRANT 2011

Proposal Components

➢ FORMAT (p29):
  • one-inch margins
  • no type smaller than 12 point font
  • 1.5 line spacing
  • easily readable font face e.g., Arial, Times Roman
  • all documents must be in .pdf format

➢ PROJECT SUMMARY (p29)- not to exceed 250 words and must include:
  • Relevant NIFA challenge area
  • Program Priority Area(s)
  • Degree level addressed for Education applications
  • Need Area addressed
  • Discipline Code
  • Anticipated impact on the food and agricultural sciences higher education system
  • Abstract template posted http://www.nifa.usda.gov/funding/1890cbg/1890_cbgs_webinar.html

➢ BUDGET NARRATIVE (p37) - 5 page maximum and must contain 2 parts:
  1. Justification – cost details of budget line-items
  2. Cost-effectiveness of overall budget

➢ PROJECT NARRATIVE (p31) –
  • not to exceed 25 page maximum (20 pages of written text and up to five additional pages for figures and tables)
  • must use the headings as printed in RFA
  • use of tables and graphs strongly recommended:
    It is recommended that applicant utilize tables and graphs as a means of summarizing essential information
    supporting the justification or need for the proposed project. Tables and graphs would encourage more
    complete information reporting and help PI(s) and reviewers clearly identify information deficits that may have
    important bearing on the potential of the proposed project. Tables should also be used to summarize the
    expected outcomes of each goal and connection to NIFA goals/priorities and those of the PI(s) institution.
    Examples of information sets that might be included in tables are as follows:
    a. Teaching Applications
      1. For a teaching application with focus on student development, a table may depict essential
         information such as course names, learning objectives, 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.
      2. For a teaching application focusing on faculty development in the food and agricultural sciences,
         a table presenting descriptive information on current faculty abilities and capabilities, areas of
         limited or absent expertise, low numbers of tenure track faculty, etc.
      3. For a teaching application focusing on student recruitment, retention, and/or graduation a
         useful table could be one that depicts enrollment and graduation trends in the major(s), faculty
         to student ratio, and number of available scholarship, internships, and job placement of
         majors/graduates.
      4. For a teaching application focusing on student experiential learning, a table could include
         presents learning goals matched with the activities of the learning experience.
b. **Research Applications**
   1. A section that could list out the research question(s) and hypothesis (when it is relevant) and the expected contributions towards the goals and objectives of the proposal. This section may precede the objectives section and clearly support the project’s justification and be consistent with the aim, objectives, methodology, and analysis. More explanation may be given about the connection between the rationale for the project and what the project is expecting to achieve.
   2. For a research application, a case may clearly be 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 PI(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.

c. **Extension Applications**
   1. For an extension application, 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.

d. **Integrated Applications**
   1. For an integrated project application, applicants could provide a sufficient description for why an integrated approach should be pursued in addressing the issue for which the project is targeted.
OVERVIEW OF NARRATIVE CONTENT (headings and order of content) p 31 RFA

- Two (2) of the twenty five (25) pages are allowed to be used solely for logic model information. The PDs should select the appropriate location within the narrative section of their logic model.
- To facilitate application review and evaluation, the applicant is advised to include the following underlined wording as headings in the Project Narrative, followed by the applicant’s response for each item.

1) Potential for Building & Strengthening Capacity and Advancing Quality of Education, Research or Extension (50 points)

   Significance of Problem & Opportunity
   a) Project Justification (see Narrative detail for different criteria for Teaching, Research, Extension)
   b) Innovation (different criteria for Teaching, Research, Extension)
   c) Multidisciplinary & /or Problem -based Focus

2) Proposed Approach & Cooperative Linkages (30 points)
   a) Objectives
   b) Plan of Operation & Methodology
   c) Timetable
   d) Products & Results & Measurable Outcomes
   e) Evaluation Plans
      • 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.
   f) Dissemination Plans
   g) Partnerships & Collaborative Efforts

3) Institutional Capability
   a) Institutional Resources
   b) Continuation Plans

4) Roles & Project Responsibility of Key Personnel (10 points)

5) Budget, Budget Narrative and Cost Effectiveness (10 points)

Other Documents/Attachments (Separate documents –not counted in 25 page requirement)
   Response to Previous Review (if applicable)
   Accomplishment - report of previously funded projects (if applicable)
   Cooperative Agreement Letter(s)
   Institution/School/Dept. Goals & Objectives
   Collaborative Arrangements (if applicable)
   Biographical Sketch for key personnel
   Current & Pending support
   R&R Personal Data (Optional)
NARRATIVE DETAILS – address each of the points listed for each section:

1) Potential for Building & Strengthening Capacity and Advancing Quality of Education, Research or Extension

Significance of Problem & Opportunity
a) Project Justification

✓ 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.
✓ 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.
✓ 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 by applicants when writing the justification as well the proposal as a whole.

• TEACHING project should address:
  Baseline information:
  ✓ What is lacking or in need of development - to be built, built up, or built upon?
  ✓ Applicants should 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.

Projected Change:
✓ What would be new or different in terms of teaching/educational capacity that would result from the proposed project?
✓ Applicants should identify initiatives that will address the “deficit” stated in the previous section.

Building Process:
✓ How will the proposed project build capacity?
✓ Applicant should clearly demonstrate how the proposed project will develop teaching/educational capabilities that result in the increased Institution’s ability to increase 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 would be new or different in terms of teaching, student learning, or student educational engagement as a result of the proposed project initiatives?
✓ Applicant should demonstrate how the proposed project’s activities will transform the Institution’s ability to affect instruction and/or education in food and agricultural science disciplines.
Impact Potential:
✓ What is the change in capacity that will enable the Institution to build or strengthening food and agricultural sciences educational programs?
✓ Applicant should show how the expected changes represent increased ability or capacity to provide better instruction in food and agricultural science disciplines.

- **RESEARCH** project should address:
  Baseline information:
  ✓ What is lacking or in need of development - to be built, built up, or built upon?
  ✓ Applicants should establish that the proposed research initiatives or research capability is limited or not developed at the Institution.

Projected Change:
✓ What would be new or different in terms of research capacity that would result from the proposed project?
✓ Applicant should identify initiatives or capability that will address the “deficit” stated in previous section.

Building Process:
✓ How will the proposed project build capacity?
✓ Applicant should clearly demonstrate how the proposed project will develop the proposed research initiatives or capacity so that it may result in increased Institution’s ability to conduct similar or new research activities beyond the funding of the grant.

Research Potential:
✓ What would be a new or different in terms of anticipated research capacity as a result of successful completion of proposed project?
✓ Applicant should demonstrate how the proposed project activities or capability will transform the Institution’s ability to contribute to food and agricultural sciences.

Impact Potential:
✓ What are the expected changes in capacity which will enable the Institution to enhance or add new research capacity?
✓ Applicant should show how those anticipated changes represent increased ability or capacity to conduct the food and agricultural science related research.

- **EXTENSION** project should address:
  Baseline information:
  ✓ Applicant should 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?

Projected Change:
✓ Applicant should identify the capacity that will be developed or addressed by the proposed Extension initiative.
Building Process:
✓ Applicant should clearly demonstrate how the proposed Extension initiative will change the institutional capacity in Extension to more effectively respond to current and/or emerging issues as well as the capacity to be more responsive to client’s needs, coordinate with appropriate academic units, and improve learning environments for training food and agricultural sciences majors.

Impact Potential:
✓ Applicant should 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.

b) Innovation (different criteria for Teaching, Research, Extension)
- **EDUCATION projects** should clearly identify the:
  ✓ discipline to be addressed,
  ✓ core competencies that students will attain through new knowledge gained,
  ✓ application’s creative approach to improving the quality of food and agricultural sciences education, solving an education problem, or advancing educational equity.

- **RESEARCH projects** should:
  ✓ describe the approach to improving the quality of food and agricultural sciences research, solving a scientific problem, or advancing a field of science, that address objective(s) that are of high importance at the 1890 institution, and identify potential results in institutional capacity building.

- **EXTENSION projects** should:
  ✓ describe the approach to improving the communication with clientele, education programs as related to health, energy, environmental issues, youth, communities and small farm management and identify potential results in institutional capacity building.

c) Multidisciplinary & /or Problem-based Focus
✓ Indicate how the teaching project is relevant to multiple disciplines in the food and agricultural sciences, or with other academic curricula.
✓ Indicate how the research or extension project is multidisciplinary and interdisciplinary, and/or involves integrated (teaching, research and extension) activities.
✓ Identify the field of science and the objective(s) that are of high importance at the 1890 institutions to be addressed, where partners are included in the proposal.
✓ Provide a concise plan on how they will be managed and coordinated.
✓ Clearly identify potential results in 1890 institutional capacity building.
✓ Discuss whether the project may be adapted by, or serve as a model for other institutions.

2) Proposed Approach & Cooperative Linkages
   a) Objectives
✓ Cite and discuss the specific project objectives to be accomplished and, for joint and integrated project proposals, identify the individual(s) responsible to accomplish each objective

   b) Plan of Operation & 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 Education, research or extension project.
- Identify roles and responsibilities for key project personnel.

c) **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 joint or integrated project proposals, include the responsibilities of all partners in the Project Timetable.

d) **Products & Results & Measurable Outcomes**
- Explain, including metrics, the expected products and results, outcome, and their potential impact on strengthening food and agricultural sciences education and research in the United States.
- Metrics to assess products, outputs and outcomes 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 outcome(s) for the 1890 institution. (Part IV, B. 3. b.2.g).
- Describe the economic, environmental or social gains resulting from the project.
- Describe the significant benefits gained. (See Definitions, ‘Outcomes’ Part VIII, E).

e) **Evaluation Plans** - The evaluation plan is a crucial component of the application because of the increase emphasis on accountability mandated by Congress. Therefore, the Evaluation Plan will have more weight during the review process.
- Program evaluation is simply a systematic method for collecting, analyzing, and using information to answer basic questions about proposed initiatives to build or strengthening capacity of the institution in a particular area in the food and agricultural sciences.
- Provide a methodology and implementation plan for evaluating the accomplishment of stated objectives, results and measurable outcomes during the project and 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 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 outline sections of the evaluation plan may be used as a guide when developing an evaluation plan to monitor building and strengthening the capacity of the institutions:
  - **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.

**f) Dissemination Plans**
- The application must 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.

**g) Partnerships & Collaborative Efforts**
- Explain how the project will maximize partnership and collaborative efforts to strengthen food and agricultural sciences education (e.g., involvement of faculty in related disciplines at the same institution, joint projects 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 assure successful outcomes towards project goals. (See Part IV, B. c. – Field 11 – 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. **NOTE**: Partnership and Collaborative Letters must be signed by the Authorized Representatives (ARs).

**3) Institutional Capability**

**a) Institutional Resources**
- Document that necessary institutional resources (administrative, facilities, equipment, and/or materials), and other appropriate resources, will be made available to the project.
- Demonstrate how the institutional resources to be made available, when combined with the support requested from USDA, will be adequate to carry out the activities of the project.

**b) 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 meets with success.

**4) Roles & Project Responsibility of Key Personnel**
- Clearly identify the roles and project responsibilities of each key person and outcomes for each member, describes the management plan to assure successful project outcomes associated with the project.