

## **Putting Together a Grant Proposal: A Follow Up Activity of Ensuring the South's Farm and Forestland Protection Workshops**

The most important aspect of putting any grant proposal together is to "write to the call," or rather, be certain to include any and all information that the request for proposals lists in the application package. The following information includes some of the language from the final proposal that the Kerr Center submitted to the southern region's Sustainable Agriculture Research and Education's (SARE) Professional Development Program (PDP). This information may be used to help you put together a proposal to hopefully fund training events in your area on farm and forest land protection.

The SARE call for proposals may change from year to year, so some of the suggestions may not apply and the order may change. Independent reviewers look for proposals that are clear and distinct, while providing adequate proof that the project has been well thought out, researched and has the potential for increasing knowledge in the field of sustainable agriculture. It is a good idea to include input from agricultural professionals, farmers and other interested parties.

**A. Cover Page** – A form is usually provided on which you will also include an "executive summary" of your project. Your summary should be limited to one or two paragraphs which briefly outline your project. This summary often gives the first impression of your proposal, so be certain that you work diligently on the wording, and do not include too much detail.

**B. Justification** – The following is a representation of the justification that the Kerr Center included in its proposal. The purpose of the justification is to show why the project is necessary, and to give a brief overview of how your work plan will look.

*Our nation was built on Jeffersonian principals focused on creating a strong agricultural community and encouraged citizens to be good stewards of the land -- our greatest natural resource. In an increasingly industrialized world, farming is a mainstay of our economy, our society and our environment. Our country depends on farm products as a basis for trade and foreign policy, and the sale of those same products not only feed our citizens, they also affect much of our economic policy. The one constant in our society and one of the most revered careers is that of a farmer who provides food for others and takes care of the land upon which he sows his seeds. Entire communities are formed around agriculture and silviculture. The environment is cared for by our farmers who love the soil and water that provide their life's sustenance. Our citizens have long appreciated the pastoral setting derived from the activities of farmers. They have appreciated those pastoral settings so much, that they have encroached upon the farmland and the forestland with the threat of changing the very landscape that they enjoyed to a landscape featuring subdivisions, strip malls, parking lots and other businesses.*

*Farmland and forestland are vanishing at a rapidly increasing rate around the country. It is impossible to determine when within the next decade or half-decade the issues of rampant urbanization and loss of prime and unique farmland and forestland will hit the South with full force. For many states, there are already areas of pressure within the state. Atlanta and its surrounding areas are threatened; Dallas and Austin and surrounding areas are threatened;*

numerous locations throughout Florida are facing mounting urbanization pressures. Forest lands are becoming fragmented and fractionalized as the number of landowners increases while the parcel sizes decrease. As the South continues to become popular as an alternative to large urban centers of the West and Northeast, the pressures which heretofore have only confronted northeast and west coast states in terms of farmland and forestland loss will be faced by agricultural professionals such as NRCS and Extensionists at all levels within the South.

This project will create the means by which agricultural personnel in [your state] will come together for training in the intricacies of farmland and forestland protection. One of the reasons our lands are threatened is that most people are not aware of measures that can be taken to prevent loss to urbanization. It is imperative to train professionals that exert influence in communities in methods of farm and forestland protection. **During the first year of funding, each state will be asked to assemble and identify teams for training. During the latter half of year one and the first half of year two, training meetings will be conducted in three specifically selected sites. Three tentative sites have been selected: Oklahoma City, Atlanta and Memphis. Farmers and/or foresters having experience in farm and forestland protection will be asked to share or teach in the training sessions.**

**The training program will be designed by a Southern Region Advisory Committee including farmers, representatives from the American Farmland Trust (AFT) and the Trust for Public Land (TPL), the Kerr Center for Sustainable Agriculture (Kerr Center), representatives from Oklahoma State University (OSU) and Langston University. Other selected agricultural and educational entities such as the Association of Consulting Foresters of America, Inc., Winrock International, the National Agroforestry Center, and a myriad of other governmental offices will be contacted for assistance in formulating the training program. We will ensure that we have broad representation on the Advisory Committee from each State and protectorate of the Southern Region, farmers, representatives from 1862's and 1890's, NRCS, state agricultural and forestry officials, NGOs, those who have conducted successful training programs within selected sites in the Southern Region and farmers. A list of individuals who have agreed to serve on the Advisory Council should the project be awarded the grant is attached hereto along with letters of support from those individuals and several SARE state coordinators.** [the bold section was used in the Kerr Center's proposal. You should gear it towards your own project's plan of action and describe it clearly].

**Discussion and Background** – If your project is only going to affect one state or community, you may not need to supply as much information as the Kerr Center did for the Regional Project. The following information was included in the Kerr Center proposal.

*Within the past decade, population increases throughout the South have been the norm. According to a powerpoint presentation developed by Annie Hermansen of the USDA and Elianna Kampg Binelli of the University of Florida, there are 150,000 new forestland owners every year purchasing on the average 24 acres in size. Additionally, the rate of development for high quality farmland is rapidly increasing. Statistics gathered by AFT and from the National Resource Inventory (NRI) conducted by NRCS will attest to a strong and advancing need for public education and action within the Southern Region to preserve our farmland and forestland*

for future generations. This project delivers training through a highly effective team of extension specialists and other agricultural professionals.

**Oklahoma.** In a state such as Oklahoma, which ten to fifteen years ago had no reason to suspect that urban sprawl and loss of prime farmland were lurking dangers, the need to preserve farmland is becoming critical in certain areas of the state. Recent AFT statistics indicate that Oklahoma has several areas of high quality farmland, two of the largest contiguous areas being those immediately to the south and to the north and west of the state capitol and immediately and to the east of the state's second largest population area. These same areas were identified as areas of high development, those in which the development was greater than the respective statewide average and the areas with the least 1,000 acres of urban conversion during the period under review. Oklahomans generally think of their state as "rural" in nature, and the citizenry still consider the loss of farmland not an issue of terribly high importance. The state's forestlands are mostly found in the far eastern counties, and have generally been taken for granted. However, these attitudes are dangerous to the future of the state's agricultural economy. Similar circumstances exist within other states in the Southern Region.

**North Carolina.** Farmland in the western part of North Carolina is also in jeopardy. During the period of 1949 - 1992, the total land area used to grow crops in western North Carolina declined from 2,038,333 acres to 592,600 acres. This loss represents a 71% decline in the number of acres under production. During that same period, the mountain counties of North Carolina lost 69% of their crop-growing acreage, some counties experiencing as high as 85% loss of farmland in production.

AFT studies indicate that North Carolina lost an additional 781,500 acres of farmland and forestland from 1992 - 1997. North Carolina annually converts approximately 156,000 acres of farm and forestland. Every year, however, approximately 100,000 new citizens move into North Carolina.

**Tennessee.** Tennessee's population increased from 3.9 million in 1970 to 5 million in 1990 and is expected to increase to 6 million by the year 2010. While Tennessee is one of the top ten richest states in the United States in biological diversity, it is also among the most threatened in terms of potential loss of that diversity. Tennessee has more freshwater fish and crayfish species than any other state in the United States, but is ranked as one of four states with the highest percentage of threatened aquatic species. Sixty percent of Tennessee wetlands have already been lost. Forests in Tennessee are also at risk.

**Georgia.** Georgia has lost more prime farmland to development since the early 1980's than all but three states. Between 1982 and 1992, 183,000 acres of prime Georgia farmland were taken by urban sprawl. Only Texas, North Carolina and Ohio lost more prime farmland than Georgia. Georgia's rapid loss of farmland is attributed to a building boom touched off by the state's growing population. That building boon affects forests in two ways -- trees are needed for building, and forests are leveled for development. While approximately 10 million acres of farmland remain in Georgia, much of it is in the southern half of the state where most large-scale commercial farming occurs.

**Other Southern Region States.** The case for immediate and decisive action within the Southern Region to protect farmland can be borne out by examining other 1997 NRI data, which was revised again in December 2000:

*Among the top 10 ranked states by acreage and rate of non-federal land being developed between 1992 - 1997, are the following Southern Region states:*

*Texas - ranked #1*

*Georgia - ranked #2*

*Florida - ranked #3*

*Tennessee - ranked #7*

*South Carolina - ranked #10*

*Virginia (11); Alabama (#13); Kentucky (#16)*

*Among the "top ten" states in which the average annual loss of prime farmland to development was highest between 1992 - 1997, were the following Souther Region states:*

*Texas - ranked #1*

*Georgia - ranked #3*

*North Carolina - ranked #4*

*Tennessee - ranked #8*

*Alabama - ranked #10*

*Among the "top ten" states where the percent of developed land in 1997 that was prime farmland in 1992 was the highest, were the following Southern Region states:*

*Mississippi - #3*

*Tennessee - #5*

*Louisiana - #6*

*Arkansas - #7*

*Alabama - #9*

*Georgia - #10*

*AFT, in its Farming on the Edge survey, ranked states by the percentage of land that is prime or unique farmland. Among the top twenty rankings in these categories were the following Southern Region states: Arkansas, Louisiana, Mississippi, Oklahoma, Tennessee, Kentucky, Alabama and Texas. Georgia, North Carolina, Virginia and South Carolina rounded out the top twenty-five states. AFT also ranked the states by acreage of prime or unique farmland converted to urban in the period of 1982 - 1992. Among the Southern Region states ranking in the top twenty were: Texas, North Carolina, Georgia, Louisiana, Florida, Tennessee, Virginia, Kentucky, Alabama, and South Carolina. Oklahoma and Mississippi rounded out the top twenty-five states.*

*AFT also ranked the states by total agricultural market value. Southern Region states ranked high in these categories: Texas (#2); Florida (#8); North Carolina (#10); Arkansas (#13); Oklahoma (#18) and Georgia (#19). Southern Region states in the top twenty-five also included: Mississippi (#21) and Kentucky (#24).*

*AFT reports that the percentage of total U.S. food in production existing in the threatened areas around the country: fruits (80%); vegetables (70%); dairy (55%); meats (30%); and grains (30%). Clearly, the impact of loss of prime and unique farmland will hit those in the sustainable community the hardest. Many successful sustainable agricultural models depend heavily on the direct marketing of agricultural products, many times the success of those marketing efforts depending on the close proximity of the agricultural product to the ultimate market outlet. But, sustainable agriculture is not the only land use threatened in the*

*South; the future of forestry is in danger.*

*The USDA Forest Service, Southern Research Station and the School of Forest Resources and Conservation at the University of Florida in their power point presentation "Issues, Challenges and Opportunities at the Wildland-Urban Interface" pointed out that by the year 2010, 150 million acres of our country's productive forests will be broken into ownership tracts of 100 acres or smaller. The average size of these productive forests will be in the minuscule amount of 17 acres! The presentation further states the long range effect of this fractionalization of forest land is that:*

- *forest landowners will increasingly be from urban backgrounds and therefore be less likely to participate in forestry programs or at the least have different management goals;*
- *traditional forestry management methods have mostly been utilized on larger parcels; and*
- *management of wildlife, recreation and watersheds is complicated by fragmentation.*

*A July 2001 National Geographic report entitled Urban Sprawl: The American Dream? offers a graphic illustration of urban sprawl in the United States by giving the reader a raw satellite picture of lights across the country as seen from space. Identified as among the 15 fastest growing metropolitan areas in the United States were many Southern sites: Fayetteville, AR; McAllen, Laredo, and Austin, TX; Naples, FL; Atlanta, GA; Myrtle Beach, SC; and Wilmington and Raleigh, NC -- over half the fastest growing areas identified were in the Southern Region.*

**C. Behavior-based Objectives** – Objectives should be clear and concise to explain to reviewer exactly what goals you will be working to achieve and the projected outcome of each. For example, the Kerr Center submitted the following section in its proposal.

*The project will accomplish the following:*

- *Build on similar SARE-funded workshops previously targeted at individual states or sub-regions such as South Carolina which has been a successful project funded through the SARE program. In fact, in the year 2000, the original template for this training was selected as one of SARE's most innovative projects for that year. (SARE 2000 Highlights). If funded, this project will be the first SARE project focused on building an entire Regional Team focused on farmland and forestland protection.*
- *Develop a curriculum, combined with information material and resources for future access in the form of "training packets, designed to address farmland loss issues by future trainings arranged by state teams.*
- *Establish farmland and forestland protection teams throughout the Southern Region prepared to address changing land use and demographic patterns of the Region in ways that will sustain and protect farmland and forestland for future use and prepare the teams to utilize their training in providing future workshops within their individual states.*
- *Provide training to agricultural professionals, such as the Cooperative Extension,*

*NRCS, farm and forestry educational leaders and others so they can assist communities throughout the Southern Region in identifying potentially threatened farmland and forestland areas and be able to effectively explain the use of farmland and forestland protection tools.*

- *Compile information regarding future state led training measures utilizing the training packets. Participants will be required by a contractual agreement to maintain records of said trainings.*
- *Publish results of training project noting future trainings resulting from the project and assimilating project experiences that would assist other groups in undertaking similar projects.*

**D. Evaluation** – There are many resources available to help you put together an evaluation plan for your proposal. The resources may come from unlikely sources such as the Oklahoma Arts Council, however, the basic premise is to develop a plan which will show the reviewers how you will gauge the success or failure of your project. The evaluation of the project that you submit after you have completed your project will most likely be used as an educational tool to assist other potential applicants in formulating a project that will build on your successes and learn from your mistakes.

Some of the most common tools used to evaluate projects include surveys, personal reports, attendance records, and other empirical data gathering. Below is an example of the Kerr Center's submission for this section. The related graph is also attached.

*Evaluation of the project will occur as the project progresses in three stages: attendance, knowledge transmittal and follow-on activities. First, as we advertise the workshops and assemble key team leaders within each State, we will directly gauge each state's involvement by the numbers of team members in attendance at each of the three regional workshops. Advisory Committee members' attendance and participation in assembling each states' teams will be monitored and assisted. An appropriate evaluation questionnaire, in addition to pre- and post-tests for each of the three regional workshops will be prepared in order to gauge the depth of understanding of information presented at the training sessions. The questionnaire will also seek information from participants as to the appropriateness of the training materials. Additions or deletions of materials will be made as necessary. Finally, at the end of the project, we will evaluate the continuing effect of region-wide training and team building efforts by determining, through appropriate questionnaires, whether and to what extent farmland protection activities are occurring within each state, and what future activities to protect Southern Region farmland might be expected. All team members will be contractually bound to report any future trainings done within their states as a result of this project. At each phase of the evaluation, we will adjust our approach as needed to ensure maximum participation and modification of training material.*

*The following graph is provided as visual representation of our goals, approaches and methods and evaluation of each phase of this project.*

**See Attached Graph**

**E. Approaches and Methods** – This section will contain what essentially will be your work plan for your project. You should list each step and each activity that you will carry out, and be certain that your work plan matches your Behavior Based Objectives. Think through the process to be certain the activities that you plan to undertake are the most efficient means by which you can meet your objectives. Make this section as clear and concise as possible by using bullets, numbering and organization. Reviewers will want to be able to scan the section and know that you have thought out the process. List how any partners will be participating in each step as well. The section from the Kerr Center's proposal is below.

*The proposed program will include: 1. incorporation of the South Carolina Project; 2. curriculum development; 3. team building; 4. curriculum delivery; 5. information compilation; and 6. publication of the results. Assistance in completing these steps will come from a fully developed Advisory Committee, which will include the full range of agricultural professionals from Cooperative Extension, 1890s, 1862s, NRCS, farm and forestry groups, farmers from previous SARE funded projects or who have utilized farmland protection tools, and others. Representation from all states in the Southern Region and protectorates will be ensured. A list of several professionals and farmers that have already agreed to serve on the Advisory Council is attached.*

**1. Incorporation of the South Carolina Project.** *During the 2000 PDP funding cycle, the Administrative Council approved funding of a farmland protection training program focusing on the needs of South Carolina, which has recently been concluded. Incorporation of that program will be partially effectuated by including Ben Boozer, the P.I. on that project, as an Advisory Council member. He has agreed to serve, and his letter of support is included herein. Mr. Boozer will be able to discuss the South Carolina project and to point describe the accomplishments thereof as well as the short comings experienced that this project can hopefully avoid.*

*Agricultural professionals from around the region will leave with a greatly increased awareness of the problem; an examination of the intricacies of tools to protect farm and forest lands; and a vision of the means by which farm and forest land protection efforts can be enhanced within their state through further work of each state's team learners.*

**2. Develop curriculum.** *The Kerr Center will arrange a meeting in October, 2002 for the Advisory Council to work closely with AFT, which worked with the South Carolina project, and TPL program trainers to ensure that a comprehensive and functional training module is presented in the workshop sessions of year two of the project. The Advisory Council will direct AFT and TPL in areas of importance needed in developing the curriculum which can be used to educate agricultural professionals to the intricacies of farmland preservation in what is thought of as typically "rural" states. Training materials will contain information on such issues as:*

- *Why save farmland and forestland: Discussion*
- *Farmland and Forestland Protection activities by state*
- *Cost of community services by state*
- *Agricultural real estate taxes*
- *Tools and techniques to protect farmland and forestland*
  - *Agricultural protection zoning*

- *Purchase of conservation easements*
- *Transfer of development rights*
- *Agricultural tax programs*
- *Right to farm legislation*
- *Agricultural district programs*
- *Building a comprehensive program to protect farm and forest lands*
- *Case Studies from around the country and what works in rural states*
- *Team building and learning exercises*
- *Sources of funds to support farmland and forestland protection.*

*Interviews with farmers who have utilized farmland preservation tools in order to understand their motivations and viewpoints on preservation strategies; interviews with local units of government taking strides to preserve farmland surrounding their communities; and interviews with farms whose land adjoins nationally protected public lands -- these first-hand opportunities will be incorporated into the curriculum.*

**3. Team Building.** *After directing the development of curriculum, the Advisory Committee and the Kerr Center will identify and assemble teams of agricultural professionals from each state and protectorate and will include professionals from diverse backgrounds including, but not limited to, professionals who work with underserved communities including Native American nations and those dealing with African American land loss issues. Each state SARE coordinator has been contacted to request their support and assistance with this project. Even though the management team in a conference call on December 18, 2001 waived the necessity of all SARE coordinators signing a form showing support for this project, letters of support are included from several of the coordinators, and verbal support has been obtained from coordinators in Arkansas, and the Virgin Islands. We expect further positive responses in the near future. No one has expressed a negative opinion as to the necessity or manner of the project. In fact, all responses have been indisputably positive.*

*Team members will be asked to agree to provide information to the Kerr Center about any trainings and/or interest in farm and forestland preservation methods that occur in their own respective states particularly when the future trainings and/or interest directly flows from this project.*

**4. Curriculum Delivery.** *In Spring through the end of Summer, 2003, training meetings in three identified sites in the Southern Region will be conducted. Atlanta, Memphis and either Dallas or Oklahoma City have been selected as preliminary sites for their centrality in location to multiple states and cost effectiveness in transportation. The trainings will be led by AFT's professional trainers as well as members of TPL.*

*Workshop participants will receive a detailed training workbook as part of the training. The workbook will contain support materials, fact sheets, relevant statistics, and resource and speaker lists. AFT will create the notebook with regional input from the Advisory Committee. In addition, the developed curriculum and speaker presentations will be available electronically to participants on the Kerr Center's educational website. Surveys will be used to determine the effectiveness of the presentations and adjustments will be made to the training materials as required.*

**5. Information Compilation.** *The Kerr Center will collect and assimilate all survey*

results and information regarding any trainings spawned from this project. Other information will be gathered by continued telephone or written communication with team members and with advisory committee members. The website used for publication will number each "hit" to determine how many visits there are to the site. And, requests for copies of training packets will be logged for accounting purposes.

**6. Publication of Results.** We will make the educational tools used in these workshops available throughout the Southern region through available and appropriate means, such as website linkages.

The funds awarded for this project will be utilized to: prepare the training curriculum; form the advisory committee and state teams throughout the Southern Region; present the training curriculum at the three regional workshops; develop and produce 150 training workbooks for participants; evaluate the outcomes of the training workshops; and host the training materials on the Kerr Center's educational website.

Our goal is to provide agricultural and forestry professionals in the Southern Region critical information concerning the loss of farmland and forestland on a national and regional basis; the potential for loss within the Southern Region; the myriad of protection tools used in various locations around the country; and the need for all Southern agricultural and forestry professionals to consider these issues in advising their customers and providing information to the general public. While several states in the South are beginning to take steps to encourage and promote farm and forestland preservation through the adoption of state legislative programs supporting such efforts or through public focus on the problem in key areas, there remains much to be done. A key group of team members from the Southern Region focused on these issues can make a tremendous difference in the coming years. Hopefully, team members trained during this project, will approach SARE for funding to do trainings in their respective states that will build on this project.

Finally, we will incorporate the concept that preserving and protecting farmland and forestland from never-to-be recovered development is an important part of encouraging and fostering sustainable agriculture and sustainable rural development in the South -- as important as the protection of biological diversity, a diversified economy, encouragement of beginning farmers, and buying locally grown food from local farmers.

**F. Anticipated Timeline** – Timelines do not have to be complicated, and exact dates are not required. However, your timeline should list the milestones that will occur during your project and the approximate dates/months that activities will be carried out. Some find it helpful to develop a chart for the timeline, particularly if the project is for more than one year and if there are multiple activities being carried out during the same time periods. A timeline can be as simple as the following:

May 2002

May 2002 -- December 2002

Notification of grant award

Meeting of Advisory Council in conjunction with National SARE meeting; Preparation of curriculum background material; invitation to state teams; arrangements for the Spring-Summer 2003 training sessions.

March - September 2003

*Training sessions will occur during this period.*

August 2003 - December 2003

*Prepare curriculum for further dissemination as written material and website presentation; evaluation and reporting of results.*

**G. Estimated Budget** – Different grant calls require varying degrees of information to be provided on the budget forms and budget narrative. You should provide as much detail as possible, but be certain to organize the information in a way that is easy to understand. Remember, you will do your billing from the budget as well, so be certain that you create a budget that you can work from to submit your bills. Because budgets differ in many ways, there is no budget attached for this section, only a rough outline of a budget narrative. However, if you need specific information on how the Kerr Center put its budget together, you may contact Anita Poole at [apoole@kerrcenter.com](mailto:apoole@kerrcenter.com) or at (918)647-9123. The information included in the text of the Kerr Center's proposal is included below. That information was merely an introduction to the forms which were attached.

*Budgeted funds will be used to create individual workbooks for training session attendees; fund subcontract training staff; create overhead, disk and hard copy printouts of presentations for further use by participants; pay facility rental costs; pay some travel costs for team participants; pay Advisory Committee travel costs to attend project planning meetings; pay for material copying, mailing, and duplication of workshop materials and evaluations; and pay for costs of completing surveys. The budget incorporated as Attachment 1 along with its Budget Narrative outlines the anticipated use of project funds in greater detail.*

**H. Institutional Capacity and Major Participants** – The information that you provide about your institutional capacity should be designed to highlight the experience and staffing that your organization has which will enable it to make your project a success. Give reviewers a brief overview of your organization's general programs, and then list specific projects that you have worked on which have provided you with experience and expertise in the different activities that you will undertake in your project. For example, if your project calls for holding a workshop, then you should include information about how many workshops you have held in the past and what the attendance was at the workshops. You may also want to list any relevant awards which show that your institution has the capacity to carry out the project.

Choose your partners wisely. Partners should be chosen for both their reputation and for their ability to add to the project through experience in certain areas of your project. Partners should be able to help you disseminate publicity and project results. Each partner should bring something unique to the project which will make it stronger. The information that you provide on each partner should reflect their ability to carry out the aspect of your project to which they are assigned. A brief description for the Kerr Center's partners in its project is listed below. The section discussing the Kerr Center's capacity was actually about three-fourths of a page long.

*The Kerr Center for Sustainable Agriculture is a non-profit 501(c)(3) education foundation established in 1985. The Kerr Center's mission is to encourage a more sustainable agriculture in the state of Oklahoma and beyond. [be certain to include specific and general information about how your organization carries out its mission, what types of projects you have undertaken which make you suited to complete this project; awards and achievements; and any other information which shows you have the ability to administer your project.]*

*Langston University, an 1890 educational institution located in Oklahoma and Oklahoma State University, an 1862 educational institution located in Oklahoma have both agreed to work closely with the Kerr Center in identifying key agricultural professionals throughout the Southern Region who can be and who are willing to be named to the project's Advisory Committee. Representatives from the Southern SAWG will also be asked to participate on the Advisory Committee and to identify key individuals within sub-regions of the Southern Region that may be called upon to participate in the Advisory Committee. [add information about your partners and their roles in your project]*

*Advisory Committee. The program will incorporate professionals from throughout the South who are involved in 1862 and 1890 institutions; representatives from other natural resource agencies, forestry agencies and conservation agencies, SAWG representatives and others assembled as an Advisory Committee to the project within the first three to four months after funding. Advisory Committee members will work within their home and other assigned institutions to assist the Kerr Center in organizing and advertising the offered trainings and will be key to incorporating the insights necessary to assemble appropriate and functional teams within each state to address these issues. They will provide further detail to the project and will make the necessary recommendations and decisions on assembling teams within each state. These teams will be invited to attend the three regional workshops offered in year two. A list of individuals who have agreed to serve on the council is attached.*

*American Farmland Trust (AFT) is a private, nonprofit organization founded in 1980 to protect our nation's farmland. AFT works to stop the loss of productive farmland and to promote farming practices that lead to a healthy environment. Its action-oriented programs include public education, technical assistance in policy development and direct farmland protection projects. For more than twenty years, AFT has been working with communities to assist them as they search for answers to growth related issues. AFT has educated land trusts, farmers, land use planners, elected officials and others about why and how to protect working farms, ranch and forest land. In addition to numerous presentations at conferences and meetings across the country, AFT has conducted 17 SARE PDP funded workshops in the past three years on farm and ranch land protection in 7 states for USDA field personnel. More than 700 people have attended these training sessions. AFT has several key publications providing key background to this proposal.*

*In 2001, AFT's innovative train the trainer program won an award of achievement in education from the Natural Resources Council of America (NRCA). The NRCA comprises more than 80 national conservation organizations. NRCA's award of achievement in education is given annually to a member organization in recognition of their unique effort in their implementation of a successful education program tailored to a specific audience or goal. AFT's train the trainer is designed for USDA field staff including Cooperative Extension,*

*Natural Resources Conservation Service, Soil and Water Conservation Districts and Resource Conservation and Development Districts throughout the nation. As of February 2002, 21 training workshops had been conducted in 8 states for more than 750 participants.*

***The Trust for Public Lands** is a nonprofit working to protect land for recreational purposes, human enjoyment and well-being, spiritual nourishment and to improve the health and quality of life of American communities. TPL works from its numerous regional offices through legal and real estate specialists with landowners, government agencies and community groups to create and build livable communities; conserve land for watershed protection, scenic beauty and recreation; preserve historic landmarks and landscapes, and set aside open space in the path of growth. TPL, in Oklahoma has established a statewide Farm and Ranch Preservation Committee, and are acquiring conservation easements. [use information pertaining only to your partners in your proposal]*

## Detailed Budget Narrative

### PERSONNEL

	Yr. 1	Yr. 2
<b>Major Participants</b>		
1. KCSA, Jim Horne, PI*		
2. KCSA, Anita Poole, Project Coordinator		
3. Langston University		
4. OSU		
<b>Support Staff</b>		
1. KCSA, Liz Speake, Travel Coordinator		
2. KCSA, Maura McDermott, Graphic Design		
<b>Fringe</b>		
1. KCSA, A. Poole, (25%)		
2. KCSA, L. Speak, (25%)		
3. KCSA, M. McDermott (25%)		

### NON-PERSONNEL

#### Training Materials & Operating Supplies

1. AFT\*\*
2. TPL
3. KCSA

#### Travel

1. AFT\*\*
2. TPL (2 participants @ \$\_\_\_\_\_ a trip for 4 trips)
3. Advisory Council  
20 participants @ \$\_\_\_\_\_
4. Langson & OSU
5. OSU
6. KCSA (Horne & Poole)
7. Team Scholarship Pool\*\*\*

#### Subcontract

1. AFT\*\* (overhead is the responsibility of the KCSA)

#### Conference/Meeting Facilities

1. Meeting Facilities

	\$	\$
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	\$	<u>          </u>
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\* Assumption -- Jim Horne will act as PI on the project but will take no funds from the project. His time will be considered a match to the SARE funds.

\*\* AFT has proposed a contract for completion of all responsibilities under the grant. Their entire contract (\$\_\_\_\_\_ in year 1 and \$\_\_\_\_\_ in year 2) is related in "Other Services". The contract amount includes 150 training material workbooks for team participants as well as travel to the Advisory Committee meeting in year 1, and travel for their trainers in year 2 to each of the three proposed regional training sites. Please note on AFT's budget they have included overhead expenses. We are currently seeking additional funding sources to cover those expenses. Additional detail concerning the AFT contract proposal can be provided as requested.

\*\*\* The Team Scholarship Pool reflects funds set aside in year two to defray expenses for team participants in the three regional training sessions. We intend to set aside the reflected amount and allow each of the 13 states and 2 protectorates to apply to the pool for funds to defray the costs of their team participation. By having a pool, we can encourage maximum participation from each state. The amount reflected is intended to roughly equal the full costs of sending two (2) participants from each state/protectorate to the meeting.

## Evaluation Chart

Goal/Objective	Activities to Achieve Goal/Objective	Evaluation Evidence of Activity	Evaluation Evidence of Outcome
Build on South Carolina's SARE project	Invite Ben Boozer to be on Council. Mr. Boozer to report to Council.	Presentation by Mr. Boozer.	Members will learn how specific trainings were done in the South Carolina project.
Develop curriculum	Contract with AFT. AFT representative will be at the Advisory Council meetings to determine curriculum.	Advisory Council review of training packets.	Usable material that fits the needs of a number of conservation goals.
Establish teams	Contact SARE Coordinators and Advisory Council; phone conversations — meetings — team builders — request information from report.	Survey team members; contract with team members to provide continued information on state efforts at conservation.	Teams are active in their state — within the first year hold one session in their state.
Provide training	Hold three meetings	Surveys	Increased knowledge; comfortable with subject area
Compile information on future training	Continued contact with teams	Chart on-going projects. Surveys	Report back to us for publication of final results.
Publish results	Assimilate data. Keep notes on progress. Put on website.	"Hit" counter on website.	A document that describes the accomplishments and shortcomings or logistics of the project activity made accessible to all interested parties.