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U.S. DEPARTMENT OF AGRICULTURE
FOOD AND NUTRITION SERVICE

Special Nutrition Programs
Farm to School Grant Program

REQUEST FOR APPLICATIONS

CFDA#: 10.575

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I. INTRODUCTION

The Healthy, Hunger-Free Kids Act of 2010 (HHFKA) amended Section 18 of the Richard B. Russell National School Lunch Act (NSLA) to establish a Farm to School Program in order to assist eligible entities, through grants and technical assistance, in implementing farm to school programs that improve access to local foods in eligible schools.

To fulfill the farm to school mandate in the HHFKA, \$5 million is provided to the United States Department of Agriculture (USDA) on an annual basis to support grants, technical assistance, and the federal administrative costs related to USDA's Farm to School Program. This request for applications (RFA) provides additional details regarding the grants aspect of the USDA Farm to School Program.

The USDA Food and Nutrition Service (FNS) is charged with implementing the Farm to School Program. In this funding cycle, USDA anticipates awarding up to \$5 million in grant funding to support efforts that improve access to local foods in eligible schools. It is anticipated that any remaining funding will support a combination of training and technical assistance, administrative costs, and/or additional grants.

Grant funds will be made available on a competitive basis, subject to availability of federal funds. Applicants may apply for a Planning grant, Implementation grant or Support Service grant. Planning grants are expected to range from \$20,000 - \$45,000 and implementation grants and support service grants are expected to range from \$65,000 - \$100,000. It is estimated that planning grants will represent approximately 25 percent of the total grant funding awarded in this RFA, while implementation and support service grants are expected to represent approximately 75 percent.

For all three types of grants, the federal share of a project cannot exceed 75 percent of the total cost of the project, as required by the HHFKA. Therefore, the applicant must provide at least 25 percent of the costs of the *total project*. The total project cost is the federal grant request amount plus the applicant match.

For updates about USDA's Farm to School Program, please visit the USDA [Farm to School website](#) or subscribe to the [Farm to School E-letter](#).

The purpose of this RFA is to:

- Provide background information and context related to farm to school activities at USDA;
- Describe the types of grants available;
- Describe which entities are eligible to apply for grant funds;
- Solicit applications from eligible entities;
- Describe the requirements for submitting a successful application;
- Describe how applications will be reviewed and selected; and,
- Describe the terms and conditions that grantees must adhere to.

USDA will conduct three webinars to provide training on how to submit an RFA and address questions regarding the application process. The three webinars are scheduled for:

- March 5, 2013, 1:00 p.m. EST – Planning Grants
- March 6, 2013, 1:00 p.m. EST – Implementation Grants
- March 7, 2013, 1:00 p.m. EST – Support Service Grants

Notification of the webinar call-in information will be communicated via the USDA [Farm to School website](#) and the [Farm to School E-letter](#).

In addition, applicants can find a set of Frequently Asked Questions and access examples of previously successful grant applications online via the USDA [Farm to School website](#).

II. BACKGROUND

A. What is Farm to School?

While individual farm to school programs are shaped by their unique community, geographic region, and scope, the term ‘farm to school’ is generally understood to include efforts that connect schools with local or regional farmers, food processors and manufacturers in order to serve local or regionally procured foods in school cafeterias. Bringing more locally sourced, fresh fruits and vegetables into school cafeterias is a seminal activity of many farm to school efforts; procuring locally sourced, minimally processed main meal items so that the entire school meal is representative of regional options is also a focus of many farm to school programs. Thus, USDA considers farm to school to be inclusive of many types of producers, such as farmers, ranchers, and fishermen, as well as many types of food businesses, including food processors, manufacturers, distributors and other value-added operations.

In addition to procurement activities, farm to school programs often include food, agriculture and nutrition-based educational efforts including standards-based curriculum and a whole host of hands-on experiential activities, such as school gardens, field trips to local farms, and cooking classes. For example, students might dissect vegetables in science class, run farm stands using school garden produce to learn business skills, or practice data visualization techniques using plant growth measurements, all contributing to a holistic approach to learning centered on food, agriculture and nutrition. To embed farm to school activities into school culture, promotional and outreach efforts often aim to keep farm to school activities front and center in both the school and broader community.

As the potential impact of farm to school programs is significant, sophisticated evaluation and impact assessments are routinely used to monitor progress toward goals. Ultimately, farm to school programs are believed to strengthen children’s and communities’ knowledge about, and attitudes toward, agriculture, food, nutrition and the environment; increase children’s consumption of fruits and vegetables; increase market opportunities for farmers, fishers, ranchers, food processors and food manufacturers, and support economic development across numerous sectors.

B. USDA Context

In 2010, Agriculture Secretary Tom Vilsack laid out a five-year strategic plan for USDA. One pillar of this plan was the development and support of regional food systems. He stated:

An increased emphasis on regional food systems will have direct and significant benefits to rural communities. Increased economic activity in food-related sectors of the economy helps communities build and maintain prosperity. Building on the foundation established [by Congress] in the 2008 Farm Bill, USDA will work closely with all its strategic partners... to develop and revitalize the critical infrastructure necessary for vibrant regional food systems.

Helping schools find and procure regionally produced food is directly tied to the USDA's strategic plan and a key component of the USDA [Know Your Farmer, Know Your Food](#) (KYF) initiative.

For more information on USDA's many farm to school initiatives, or to access resources associated with farm to school, please visit USDA's [Farm to School website](#) or see the additional background information shared in the Appendix.

C. A Vision for Health and Economic Opportunity

In addition to being a key priority for USDA, farm to school activities also align with broader Administration efforts – most notably First Lady Michelle Obama's [Let's Move](#) Initiative – to increase healthy food options in schools.

In USDA's vision, school cafeterias championing U.S. agriculture and proudly promoting regionally sourced foods that meet or exceed school nutrition standards are the norm, not the exception. Regional offerings, and therefore economic opportunities for U.S. food producers, span the school meal tray and include everything from the salad bar and fresh fruit and vegetable servings to the wheat in the pizza crust, beans in the chili, rice in the stir fry, turkey in the sandwiches, and cheese in the quesadillas. As routinely requested in bid specifications as the requirement to adhere to nutrition standards, activities related to sourcing regional foods are integrated into everyday workflows.

USDA fully recognizes that the vision described above is most likely to be achieved when food, agriculture and nutrition-based educational efforts are also part of a school's daily rhythm. Thus, we view regional procurement activities as integrated with complementary efforts to encourage healthy eating behaviors. Ultimately, we expect dual health and wellness and economic prosperity impacts, where food literate children graduate empowered to make life-long healthy eating choices and the U.S. school cafeteria represents a consistently reliable market for U.S. agricultural producers.

Consistent with the authorizing language referenced below, to achieve these outcomes, with this RFA, USDA intends to strategically invest in a wide variety of farm to school initiatives that improve access to local and regional foods in eligible schools.

Defining local foods. Local and regional food systems typically centralize within a specific region all of the activities associated with producing, processing, distributing and marketing foods. How one defines “local” or “regional” – which are often used interchangeably, and will be for the purposes of this request for applications – can depend on geographic, social, governmental, physical, or economic parameters; seasonality; or other factors.

For the purpose of the school meal programs, and therefore this RFA, as defined in the Final Rule, [*Geographic Preference for the Procurement of Unprocessed Agricultural Products in Child Nutrition Programs*](#), published on April 22, 2011, a school district participating in the Child Nutrition Programs, as well as state agencies making purchases on behalf of such a school district, “may apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When utilizing the geographic preference to procure such products, the School Food Authority making the purchase, or the state agency making purchases on behalf of such school food authorities, have the discretion to determine the local area to which the geographic preference option will be applied.” USDA fully expects applicants of this RFA to have varying definitions of “local” specific to their individual contexts.

III. AUTHORITY AND PURPOSE OF GRANT FUNDING

As noted above, the Healthy, Hunger-Free Kids Act of 2010 amended Section 18 of the Richard B. Russell National School Lunch Act to establish a Farm to School Program in order to assist eligible entities, through grants and technical assistance, in implementing farm to school programs that improve access to local foods in eligible schools.

Further, authorizing language in the HHFKA directed the Secretary of Agriculture to award competitive grants for:

- (i) Training;
- (ii) Supporting operations;
- (iii) Planning;
- (iv) Purchasing equipment;
- (v) Developing school gardens;
- (vi) Developing partnerships; and,
- (vii) Implementing farm to school programs.

The Secretary of Agriculture was also directed through the HHFKA to ensure geographical diversity and equitable treatment of urban, rural and tribal communities, as well as give the highest priority to funding projects that, as determined by the Secretary –

- (a) Make local food products available on the menu of the eligible school;
- (b) Serve a high proportion of children who are eligible for free or reduced price lunches;
- (c) Incorporate experiential nutrition education activities in curriculum planning that encourage the participation of school children in farm and garden-based activities;
- (d) Demonstrate collaboration between eligible schools, nongovernmental and community-based organizations, agricultural producer groups, and other community partners;
- (e) Include adequate and participatory evaluation plans;

- (f) Demonstrate the potential for long-term program sustainability; and,
- (g) Meet any other criteria that the Secretary determines appropriate.

Authorizing language also states that as a condition of receiving a USDA Farm to School Program Grant, each grant recipient shall provide matching support in the form of cash or in-kind contributions, and agree to cooperate in an evaluation of the program carried out using grant funds.

In concordance with this directive, in this funding round, USDA is soliciting applications for three types of grants:

1. **Planning grants** are for schools or school districts just getting started on farm to school activities and are intended to help these entities organize and structure their efforts for maximum impact by embedding known best practices into early design considerations.
2. **Implementation grants** are intended to help schools or school districts to help scale or further develop existing farm to school initiatives.
3. **Support Service grants** are intended for state and local agencies, Indian tribal organizations, agricultural producers or groups of agricultural producers, and non-profit entities working with schools or school districts to further develop and provide broad reaching support services to farm to school initiatives.

See IV: Eligibility Requirements and VI: Distribution of Awards.

IV. ELIGIBILITY REQUIREMENTS

A. Eligible Entities

Authorizing language specifies the following eligible entities:

- Eligible schools;
- State and local agencies;
- Indian tribal organizations;
- Agricultural producers or groups of agricultural producers; and,
- Non-profit entities.

Eligible Schools Defined

Funding is intended only for projects that will ultimately benefit K-12 students from eligible schools. Thus, for the purposes of this RFA, with a few exceptions noted below, eligible schools are considered K-12 school food authorities (SFAs) that participate in the National School Lunch or Breakfast Programs.

K-12 non-profit private schools, charter schools, Indian tribal schools, and others that participate in the National School Lunch or Breakfast Programs, but are not associated with an SFA, are also eligible to apply.

Eligible SFAs may apply for funding that spans the entire SFA, for a specific group of schools (e.g., only K-5 schools within an SFA), or for an individual school. In the case where an SFA exists, the application must come from the SFA and only one application per SFA is allowed.

Planning grants: Eligible entities

Only K-12 SFAs, non-profit private schools, charter schools, Indian tribal schools, and others that participate in the National School Lunch or Breakfast Programs are eligible to receive planning grants.

Implementation grants: Eligible entities

Only K-12 SFAs, non-profit private schools, charter schools, Indian tribal schools, and others that participate in the National School Lunch or Breakfast Programs are eligible to receive implementation grants.

Support Service grants: Eligible entities

Only state and local agencies, Indian tribal organizations, agricultural producers or groups of agricultural producers, and non-profit entities are eligible to receive support service grants.

B. Additional Eligibility Requirements: Planning, Implementation and Support Service Grants

K-12 only: At this time, funding is not available for farm to school initiatives focused on pre-K environments or for providers participating exclusively in the Child and Adult Care Food Program (CACFP). For this RFA, funding is intended only for those projects that will ultimately benefit children in grades K-12 served through the National School Lunch and Breakfast Programs. Operating a pre-K program does not disqualify an eligible school or school district; however, grant funds cannot be used to support pre-K farm to school activities.

One application per entity: Only one application per eligible entity is permitted. Applicants must choose between submitting a planning grant request, implementation grant request or support service grant request, and in either case, may only submit one application.

C. Additional Eligibility Requirements: Implementation Grants

Proof of existing community support: In order to be deemed eligible, applicants must show evidence of existing community support and engagement via no less than three letters of support. (See Section IX Grant Application: What to Include.) Applicants that can demonstrate funded collaborations, where a USDA investment would be additive or readily leveraged, are preferred. Evidence of supply chain partnerships with regional producers, processors, manufacturers or distributors is also strongly encouraged. Applications which do not include at least three letters of support will be deemed ineligible.

D. Additional Eligibility Requirements: Support Service Grants

Proof of existing community support: In order to be deemed eligible, applicants must show evidence of existing community support and engagement via no less than three letters of support. (See Section IX Grant Application: What to Include.) Applicants that can demonstrate funded collaborations, where a USDA investment would be additive or readily leveraged, are preferred. Evidence of school partnerships and supply chain partnerships with regional producers,

processors, manufacturers or distributors is also strongly encouraged. Applications which do not include at least three letters of support will be deemed ineligible.

V. TYPES OF GRANTS

A. Planning Grants

Planning grants will be awarded to school districts or schools that can demonstrate support and excitement for starting a farm to school program, but have undertaken few farm to school activities. Over the course of the grant year, planning grantees will participate in a robust training and technical assistance program led by USDA staff intended to help them organize and structure their farm to school efforts for maximum impact by embedding known best practices into early design considerations. Schools and districts that have moved beyond the earliest stages of farm to school planning are encouraged to apply for an implementation grant. The procurement of local foods for service in the Federal Child Nutrition Program is a priority for USDA; therefore, applications that emphasize procurement are preferred.

Recipients of planning grants must complete a comprehensive Farm to School Implementation Plan, the submission of which will be required in final reporting documents. To assist recipients in the development of a Farm to School Implementation Plan, a Farm to School Planning Toolkit and corresponding technical assistance will be provided by USDA staff. To see an example of one of the planning modules in the Farm to School Planning Toolkit, see Appendix 5.

Activities supported by planning grants include, but are not limited to:

- Assess the school district or school's need and readiness for development of a farm to school program, and determine the tools, training and technical assistance needed to create a farm to school program;
- Identify obstacles and begin to explore options for addressing existing barriers;
- Align the farm to school plan with the school district or school's existing goals and commitments; integrate farm to school concepts in wellness policies or school board resolutions, and identify key internal allies;
- Engage a wide variety of internal and external collaborators in the design of a Farm to School Implementation Plan;
- Host stakeholder meetings, conduct trainings, attend professional development conferences and seminars;
- Conduct menu audits to determine reasonable first or intermediate steps school districts or schools can take to offer local or regionally sourced foods;
- Assess local or regional product availability and identify key supply chain relationships necessary for successful implementation of a farm to school program; and,
- Develop a final Farm to School Implementation Plan that includes goals, specific activities, timelines for implementation and responsible parties for each activity. (This is a required activity for all awarded planning grants, and applicants should budget ample staff time for its completion.)

Budget expenses are expected to include, but not be limited to, expenses related to personnel, contractors, equipment and supplies, meeting expenses, travel, and trainings.

Applicants that reasonably expect kitchen upgrades or supply purchases will inevitably be called for in their planning processes, or be necessary to test preliminary program designs, may include expenditures for equipment (i.e., items of personal property having a useful life of more than one year and a cost of \$5,000 or more such as walk-in freezers, processors, coolers, or ovens) and/or supplies (e.g., knives, cutting boards, and food processors). Salad bars are also an allowable expense.

No more than 10% of the grant funds may be used for food purchases. The ultimate goal of funded projects should be to make local food products available on school menus; however, purchasing local products should not be a primary use of grant funds. Food purchases should be limited to educational purposes, including: farm to school sample tables, taste tests, or promotional use. Food costs related to conducting a test run of a new local or regional product are also deemed an appropriate use of funds. Seeds, bulbs, or other starter plants used for the purposes of constructing a garden are not considered a food purchase.

Planning grant amounts are to be a minimum of \$20,000 and shall not exceed \$45,000; however, total project costs (including the non-USDA portion) may exceed these amounts. Funding of applications will be provided through the grant award/letter of credit process, via electronic transfer of funds, or by other payment method as determined by USDA, upon receipt of a properly executed grant agreement and subject to the availability of funding. USDA expects to make funds available to the grantee in advance of need. The submission of an application does not guarantee funding.

All planning grant activities must be completed in one year. Applicants should expect the grant life cycle to include stand up activities, execution, and close out activities (i.e., final financial and program reports, submission of an implementation plan, accounting, etc.). Applicants are expected to plan accordingly in order to achieve project deliverables within the grant period specified.

Cooperative Agreements: These awards will be executed via cooperative agreements so that USDA may actively participate with and learn from awardees as they design model programs. Specific details regarding USDA's engagement will be included in the cooperative agreement terms and conditions at the time of grant execution.

Partnership: A key component of the planning process, and therefore the planning grant, will involve identifying partners and solidifying partner relationships; therefore, applicants are not required to show evidence of existing partnerships.

Individual Submission and Multi-district Submission: As noted above, planning grants will be awarded to K-12 SFAs, non-profit private schools, charter schools, Indian tribal schools, and others that participate in the National School Lunch or Breakfast Programs. In addition to individual submissions, USDA will consider submissions where a USDA investment might impact multiple districts and thus a broader geographic range than any one district might cover. This could take the form of a multi-district submission with one lead district that is collaborating

with multiple districts to conduct a comprehensive regional or multi-district planning process. In this case, the lead district is the one that submits the proposal.

Regardless of whether the application is an individual or multi-district submission, in order to maximize the overall impact of the grant program, submissions that reach more than one school are preferred.

Planning grant recipients will be required to:

- Use USDA’s Farm to School Planning Toolkit, and collaborate with USDA personnel and/or USDA training and technical assistance preferred providers in creating their Farm to School Implementation Plan.
- Participate in an orientation call, monthly webinars, and regularly scheduled training and technical assistance throughout the course of the grant period.
- Engage in periodic one-on-one consultations with USDA personnel in creating their Farm to School Implementation Plan.
- Attend at least one face-to-face meeting, possibly timed to coincide with a national conference that provides exposure to farm to school best practices and networking opportunities. The purpose of the face-to-face meeting will be to discuss project progress, explore opportunities for collaborative efforts, and enhance dissemination of exemplary methods. (Applicants must include travel costs for at least one project representative, preferably the project director, in their grant budgets to attend this meeting. Applicants should estimate three full days of travel including hotel, airfare, meals, etc.)
- Complete standardized evaluation activities as determined by USDA. (See Section XIII: Administrative Notices & Requirements, F: Evaluation and Impact.)

In addition, planning grant recipients *may* be asked to host USDA officials for a site visit during the course of their grant award. (All costs associated with the site visit will be paid for by USDA and are not expected to be included in grant budgets.) Site visits serve to augment USDA’s understanding of the challenges with and best practices of farm to school efforts.

B. Implementation Grants

Implementation grants are intended for school districts or schools that are already operating farm to school programs where partnerships are established and early successes have accrued. Further, it is expected that applicants will be well on their way to executing fully integrated programs, where cafeteria changes are supported and reinforced throughout the school learning environment (e.g. in school gardens, through food, agriculture and nutrition-based curriculum integration, and via promotional and educational initiatives that attempt to reach the school community, broadly defined, among many other activities).

Applicants must show proof of existing community support and partnerships by including at least three (3) letters of support with their application. Applicants that can demonstrate funded collaborations, where a USDA investment would be additive or readily leveraged, are preferred. Evidence of supply chain partnerships with regional producers, processors, manufacturers or distributors is also strongly encouraged. Applications that do not include at least three (3) letters

of support will be deemed ineligible. USDA will not accept any materials after the application due date.

School applicants are encouraged to show evidence that farm to school planning, or, in its absence, substantive farm to school program success, has already taken place.

Projects that include a focus on innovative procurement strategies are preferred.

Activities supported by implementation grants may include, but are not limited to:

- Bringing more value-added, minimally processed, regionally sourced meal components into the cafeteria;
- Solving distribution bottlenecks that limit the feasibility of sourcing more regionally produced items;
- Augmenting local food offerings by canning, freezing, storing or otherwise processing seasonal items for later use;
- Expanding farm to school programs beyond lunch to bring local or regional products into breakfast, snack, afterschool or dinner programs;
- Forming a buying group with other districts to increase purchasing power related to local foods;
- Conducting training of food services staff to augment skills related to food prep, safe handling and storing, etc.;
- Establishing new or strengthening existing community partnerships (e.g. working with culinary schools on training or menu development; partnerships with extension personnel to identify appropriate suppliers, etc.);
- Encouraging increased consumption of fruits and vegetables through promotional activities, taste tests, and other activities;
- Expanding experiential or agriculture-based learning opportunities, such as creation of school gardens, support to agriculture or food clubs, or increased exposure to on-farm activities;
- Developing integrated curriculum to reinforce food and nutrition-based learning throughout the school environment;
- Creating communications and outreach efforts that promote cafeteria changes and increase participation rates; and,
- Strategic planning efforts to expand or coordinate efforts across multiple districts.

Budget expenses are expected to include, but not be limited to, expenses related to personnel, contractors, equipment and supplies, meeting expenses, travel, and trainings. Note that expenditures for both equipment (i.e., items of personal property having a useful life of more than one year and a cost of \$5,000 or more such as walk-in freezers, vehicles, coolers, or ovens) and supplies (e.g., knives, cutting boards, and food processors) are allowable expenses for the implementation grants. Salad bars are also an allowable expense.

While projects focused on innovative procurement practices are encouraged, no more than 10% of the grant funds may be used for food purchases. The ultimate goal of funded projects should be to make local food products available on school menus; however, purchasing local products should not be a primary use of grant funds. Food purchases should be limited to educational

purposes, including: farm to school sample tables, taste tests, or promotional use. Food costs related to conducting a test run of a new local or regional product are also deemed an appropriate use of funds. Seeds, bulbs, or other starter plants used for the purposes of constructing a garden are not considered a food purchase.

Implementation grant amounts are to be a minimum of \$65,000 and shall not exceed \$100,000; however, total project costs (including the non-USDA portion) may exceed these amounts. Funding of applications will be provided through the grant award/letter of credit process, via electronic transfer of funds, or by other payment method as determined by USDA, upon receipt of a properly executed grant agreement and subject to the availability of funding. USDA expects to make funds available to the grantee in advance of need. The submission of an application does not guarantee funding.

Implementation grants may last up to two years, depending on the project proposed. Applicants should expect the grant life cycle to include stand up activities, execution, and close out activities (final financial and program reports, accounting, etc.). Applicants are expected to plan accordingly in order to achieve project deliverables within the grant period specified.

Partnerships: As noted above, applicants will be required to show proof of existing partnerships via letters of support (See Section IX: What to Include). Letters of support must be submitted on letterhead.

Partners essential to the proposed project that may require funding from USDA to participate in the proposed project can be included in a school application as a subgrantee or line item contractor. Alternatively, eligible community partners may submit a separate application for funding in the Support Service grant category referenced in this RFA.

Individual Submission and Multi-district Submission: As noted above, implementation grants will be awarded to K-12 SFA's, non-profit private schools, charter schools, Indian tribal schools, and others that participate in the National School Lunch or Breakfast Programs. In addition to individual submissions, USDA will consider submissions where a USDA investment might impact multiple districts and thus a broader geographic range than any one district might cover. This could take the form of a multi-district submission with one lead district that is collaborating with multiple districts to conduct a comprehensive regional or multi-district project. In this case, the lead district is the one that submits the proposal.

Regardless of whether the application is an individual or multi-district submission, in order to maximize the overall impact of the grant program, submissions that reach more than one school are preferred.

Implementation grant recipients will be required to:

- Participate in an orientation webinar and periodic webinars throughout the course of the Implementation grant.
- Attend one face-to-face meeting, possibly timed to coincide with a national conference that provides exposure to farm to school best practices and networking opportunities. The purpose of the face-to-face meeting will be to discuss project progress, explore

opportunities for collaborative efforts, and enhance dissemination of exemplary methods. (Applicants must include travel costs for at least one project representative, preferably the project director, in their grant budgets to attend this meeting.)

- Complete standardized evaluation activities as determined by USDA. (See Section XIII: Administrative Notices & Requirements, F: Evaluation and Impact.)

In addition, implementation grant recipients *may* be asked to host USDA officials for a site visit during the course of their grant award. (All costs associated with the site visit will be paid for by USDA and are not expected to be included in grant budgets.) Site visits serve to augment USDA's understanding of the challenges with and best practices of farm to school efforts.

C. Support Service Grants

Support service grants are intended for entities providing products or services to schools and/or agricultural producers to aid in the development or expansion of farm to school activities.

Applicants in the support service grant category may focus on a relatively discrete set of schools as direct recipients of project activities, or may provide products and services that have national, regional, or statewide relevance and scope.

As such, the activities that might be proposed by applicants in the support service category are expected to be varied and might span training and technical assistance, supply-chain development, evaluation activities, curriculum development, creation of promotional materials or campaigns, and formation of networks or coalitions, among other activities. Support service proposals must be responsive to the Farm to School Grant Program goals as described in Section III: Authority and Purpose of Grant Funding.

Applicants must show proof of existing community support and partnerships by including at least three (3) letters of support with their application. Applicants are strongly encouraged to include letters of support from K-12 school partners that participate in the National School Lunch Program or Breakfast Program. This is intended to ensure school districts are vested partners in and/or ready markets for any farm to school activities funded through this solicitation request.

Activities supported by support service grants may include, but are not limited to:

- Aggregating local food supply to more effectively meet the needs of school districts;
- Ready producers to participate in the school food market by providing Good Agricultural Practices (GAP) and other food safety training;
- Testing products or conducting school food market feasibility analyses;
- Developing new local food products or formulations to meet the needs of schools;
- Improving infrastructure to accommodate new ingredients or menu items;
- Forming statewide or regional networks or coalitions of varying kinds;
- Providing technical support in the form of face-to-face trainings, consultations, webinars, etc.;
- Hosting networking or other meet and greet events designed to bring school food service directors in contact with regional producers, processors, manufacturers and distributors;
- Developing promotional campaigns in support of farm to school initiatives;

- Strategic planning to expand or coordinate efforts; and,
- Conducting farm to school evaluation efforts.

Budget expenses are expected to include, but not be limited to, expenses related to: personnel, contractors, equipment and supplies, meeting expenses, travel, and trainings. Note that expenditures for both equipment (i.e., items of personal property having a useful life of more than one year and a cost of \$5,000 or more such as walk-in freezers, coolers, or ovens) and supplies (e.g., knives, cutting boards, and food processors) are allowable expenses.

No more than 10% of the grant funds may be used for food purchases in the grant budget. The ultimate goal of funded projects should be to make local food products available on school menus; however, purchasing local products should not be a primary use of grant funds. Food purchases should be limited to educational purposes, including: farm to school sample tables, taste tests, or promotional use. Food costs related to conducting a test run of a new local or region product are also deemed an appropriate use of funds.

Support Service grant amounts are to be a minimum of \$65,000 and shall not exceed \$100,000. Funding of applications will be provided through the Grant Award/Letter of Credit process, via electronic transfer of funds, or by other payment method as determined by FNS, upon receipt of a properly executed Grant Agreement and subject to the availability of funding. FNS expects to make funds available to the grantee in advance of need. The submission of an application does not guarantee funding.

Support Service grants may range from 1 to 2 years. Applicants should expect the grant life cycle to include stand up activities, execution, and close out activities (final financial and program reports, accounting, etc.). Applicants are expected to plan accordingly in order to achieve project deliverables within the grant period selected.

Partnerships: Partners essential to the proposed project that may require funding from USDA to participate in the proposed project can be included in applicant budgets as a subgrantee or line item contractor.

Support service grant recipients will be required to:

- Participate in an orientation webinar and periodic webinars throughout the course of the Implementation grant.
- Attend at least one face-to-face meeting, timed to coincide with a national conference that provides exposure to farm to school best practices and networking opportunities. The purpose of the face-to-face meeting will be to discuss project progress, explore opportunities for collaborative efforts, and enhance dissemination of exemplary methods. (Applicants must include travel costs for at least one project representative, preferably the project director, in their grant budgets to attend this meeting.)
- Complete standardized evaluation activities as determined by USDA. (See Section XIII: Administrative Notices & Requirements, F: Evaluation and Impact.)

In addition, support service grant recipients *may* host USDA officials for a site visit during the course of their grant award. (All costs associated with the site visit will be paid for by USDA and

are not expected to be included in grant budgets.) Site visits serve to augment USDA's understanding of the challenges with and best practices of farm to school efforts.

VI. MATCH REQUIREMENTS

Federal funds should constitute no more than 75 percent of the total project budget. The grant recipient must show evidence of matching support of at least 25 percent of the total budget in the form of cash or in-kind contributions, including facilities, equipment or services provided by state and local governments, nonprofit organizations, and private sources as defined in The Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.). In-kind contributions are generally defined, when used as a cost share or match for a grant, as the value of goods or services provided by a third-party for the benefit of the grant program, where no funds transferred hands. These contributions cannot satisfy a cost sharing or matching requirement for this grant program if they are used towards satisfying a match requirement under any other federal grant agreement the applicant is party to. The match contributions reflected in the grant proposal submitted must be documented, including the basis for the value determination as well as be allowable, reasonable and allocable. Applicants may not use federal funds of any kind, including federal food service funds, as a match for this grant program.

Cost sharing may be in the form of allowable direct or indirect costs. The basis for determining the value of cash and in-kind contributions must be in accordance with OMB Circular A-110, Subpart C.23 - Cost Sharing and Matching, also codified in 2 CFR 215.23. (http://edocket.access.gpo.gov/cfr_2005/janqtr/pdf/2cfr215.23.pdf). The grantee must maintain written records to support all allowable costs which are claimed as being its contribution to participation, as well as costs paid by the Federal Government. In the event the grantee does not provide the minimum amount of cost share, as described in the budget, the Government's contribution will be reduced in proportion to the grantee's contribution.

VII. DISTRIBUTION OF AWARDS

With this RFA USDA expects to distribute approximately \$5.0 million in grant funding to eligible applicants. It is estimated that planning grants will represent approximately 25 percent of the total grant funding awarded in this RFA, while implementation grants are expected to represent approximately 75 percent.

In selecting successful applicants, USDA, to the maximum extent practicable, will seek to ensure geographical diversity and equitable treatment of urban, rural, and tribal communities. Priority will also be given to projects that serve a high proportion of children who are eligible for free or reduced price meals. However, based on the number, quality, and diversity of applications, the actual percentages of grant awards may be different than those noted above. Please refer to Section XII., Part. D: Selection for additional information regarding funding decisions and award determinations.

VIII. IMPORTANT DATES & AWARD PERIODS

A. Grant Application Deadlines

The complete application must be uploaded on www.grants.gov on or before midnight EST on April 24, 2013. Applications received after the deadline date will be deemed ineligible and will not be reviewed or considered. USDA will not consider any additions or revisions to an application once it is received. USDA will not accept mailed, faxed, or hand-delivered applications. Please see Section XI: How to Submit for specific details on the required registrations and process for submitting an application.

USDA strongly recommends timely completion and submission of applications in order to allow for adequate time to trouble shoot any issues, should they arise.

B. Award Notices

Applications selected for award will be announced, subject to availability of funds, in early FY 2014 (e.g. as soon after October 1, 2013 as possible). Funding of applications will be provided through the grant award/letter of credit process, via electronic transfer of funds, or by other payment method as determined by USDA, upon receipt of a properly executed grant agreement and subject to the availability of funding. USDA expects to make funds available to the grantee in advance of need. The submission of an application does not guarantee funding.

C. Award Periods

The award period for the FY 2014 USDA Farm to School Program grants will be as follows, beginning from the date of the award:

- Planning grants will be awarded for a one year grant period;
- Implementation grants will be awarded for up to a two year grant period; and,
- Support Service grants will be awarded for up to a two year grant period.

As an example, in FY 2013, announcements regarding USDA Farm to School Grant Program awards were made on November 6, 2012 and all grant or cooperative agreements commenced on December 1, 2012.

All grant funds must be obligated and all program activities under the grant (other than activities relating to the close out of the grant) must be completed by the end of award period. The close out of the grant must occur no later than 90 days following the end of the award period, and all obligations incurred under the grant must be liquidated by this date. Any funds that are not liquidated within 90 days following the end of the award period must be returned to USDA. In addition, the final progress reports are due to USDA no later than 90 days following the end of the award period. Please see Section XIII: Administrative Notices & Requirements for additional reporting requirements.

IX. GRANT APPLICATION: WHAT TO INCLUDE

A. Planning Grants

Step I: Complete the Farm to School Grant Program Cover Sheet Found in the Appendix

Step II: Include a Proposal Narrative (Not to exceed 5 pages.)

In preparing your proposal narrative, provide the information requested below, in the order presented below.

- 1. School District & Farm to School Background Information.** Briefly describe the state of your farm to school efforts to date. What farm to school activities, if any, have you executed to date? Are you currently procuring any local foods for service in the Federal Child Nutrition Programs? Have your efforts spanned the district or been isolated to select schools? Note any early successes, lessons learned, or challenges. *(As noted above, if your school or district has engaged in many farm to school activities, an implementation grant may be more appropriate.)*
- 2. Need & Readiness.** Describe any resources, infrastructure, or systems/processes already in place that will help your school district implement a successful farm to school program. Clearly indicate why the school district is ready for or interested in a farm to school program and why now is the right time to go through the planning process. Do you foresee any challenges in farm to school, and if so, how do you envision the planning process will help you overcome them?
- 3. Objectives, Activities and Timeline.** Clearly state project objectives; use descriptive statements that specifically describe what you hope to accomplish and include deadlines. All objectives should lead to the end goal of having a comprehensive Farm to School Implementation Plan in place by the end of the grant period. Your project timeline should start no earlier than November 1, 2013. If awards are made after the start of the fiscal year, the timeline will be shifted appropriately.

(Example) Objective: By May, 2014, identify supply chain partners we could work with to increase our procurement of regional foods by 20%.

Activities:

- *Identify local farmers and regional supply chain actors (Who: Bob Jones, By: Jan 2014)*
 - *Host initial meeting w/ potential supply chain partners (Who: Bob Jones, By: Feb 2014)*
 - *Follow up w/ select supply chain partners one-on-one (Who: Bob Jones, By: Feb – Apr 2014)*
- 4. Evaluation.** Evaluating your farm to school progress, both from a quantitative and a qualitative perspective, and then assessing your program's overall impact, will be critical. Please discuss the tracking mechanisms you currently have in place that could be employed to support your farm to school evaluation efforts, and discuss any previous experience performing multi-faceted evaluations and analyses.

5. **Project Management & Quality Assurance.** Describe your approach to managing the project to ensure that project activities are completed on time, within budget and with quality results. Note any relevant experience in managing similar planning activities.
6. **Staffing.** Identify the staff (or contractors) who will manage the project. Describe roles and responsibilities of these employees or contractors, as well as relevant qualifications and experience.
7. **Dispersed Benefit.** Detail the professional associations you belong to and note any leadership role your district or school might play. As for collaborations, note the nature of your collaboration (e.g. does your district participate in group buys, partner with other districts on trainings, etc.). How might you share your experiences in developing a Farm to School Implementation Plan with others in your peer group?
8. **Sustainability.** Upon successful completion and submission of a Farm to School Implementation Plan, planning grant awardees will be invited to submit an implementation grant application. However there are no guarantees that planning grant awardees will receive a subsequent grant. How will you ensure your farm to school program is executed regardless of whether you receive additional federal funding?

Step III: Provide a Budget (Not included as part of 5 page maximum.)

Provide a proposed budget describing appropriate use of planning grant funds and justifying costs. Your budget must be submitted using the “Budget Information and Instruction Form” (SF-424A). (See Step V: Complete Required Grant Application Forms.)

Proposed costs must be reasonable, necessary, and allocable to carry out the project’s goals and objectives. Include a total project budget, the amount requested from USDA, and the match contributed to the project. USDA will contribute no more than 75 percent of the total project costs; applicants must include at least a 25 percent match of the total project cost.

The source of matching funds must be clearly explained in the budget narrative.

Sample Match Calculation

Grant Request:	\$45,000
Match Amount:	\$20,000
Total Project Cost:	\$65,000
Match Percent:	31 % (match amount / total project cost)
USDA Percent:	69 % (grant request / total project cost)

Note that allowable food costs may not constitute more than 10 percent of the grant request, and that travel costs to at least one face-to-face meeting must be included. Applicants may not use federal food service funds as a match for this grant program.

Cost sharing may be in the form of allowable direct or indirect costs. The basis for determining the value of cash and in-kind contributions must be in accordance with OMB Circular A-110, Subpart C.23 - Cost Sharing and Matching, also codified in 2 CFR 215.23.

http://edocket.access.gpo.gov/cfr_2005/janqtr/pdf/2cfr215.23.pdf.

The grantee must maintain written records to support all allowable costs which are claimed as being its contribution to participation, as well as costs paid by the Federal Government. In the event the grantee does not provide the minimum amount of cost share, as described in the budget, the Government's contribution will be reduced in proportion to the grantee's contribution.

If available, the current **indirect cost rate**, negotiated with the cognizant federal negotiating agency, should be used. Indirect costs may not exceed the negotiated rate. If a negotiated rate is used, the percentage and base should be indicated. If no rate has been established the applicant may indicate "None—will negotiate" and a reasonable dollar amount for indirect costs may be requested, which will be subject to approval by USDA. In the latter case, if a proposal is recommended for funding, an indirect cost rate proposal must be submitted prior to award to support the amount of indirect costs requested. USDA will request an indirect cost rate proposal and provide instructions, as necessary. An applicant may elect not to charge indirect costs and, instead, use all grant funds for direct costs. If indirect costs are not charged, the phrase "None requested" should be used.

Budget Narrative: In addition to the budget submitted via the "Budget Information and Instruction Form" (SF-424A), you must also include a narrative line item description for every allowable cost and show how it supports the project goals. This narrative, like the budget form itself, is not considered part of the page limit. (See Section XVIII: RFA Budget Narrative Checklist.)

Step IV: Include Attachments

1. Include relevant curriculum vitae (CV's) or resumes for staff managing this project.
2. Applicants may also choose to include relevant newspaper articles or letters of support that demonstrate community need and interest. Letters of support should be presented on letterhead. These attachments, no more than 10 pages in total, are allowed but not required.

Step V: Complete Required Grant Application Forms

Note: All federally required forms are completed using fillable forms on grants.gov during the application process. Conversely, the Farm to School Grant Program Cover Sheet is submitted along with the grant narrative. (See Section X: Application Format.)

Grants.gov: The following grants.gov forms are required of grant applicants. As a reference, hard copies of these forms are located at http://www.grants.gov/agencies/aforms_repository_information.jsp: Click Active Forms.

Non-Construction Grant Projects Forms: SF-424 Family

1. Application and Instruction for Federal Assistance (SF424)
2. Budget Information and Instruction (SF-424A)
3. Assurance-Non-Construction Programs (SF-424B)

OMB: The following OMB form is required of grant applicants. As a reference, the form can be obtained at: <http://www.whitehouse.gov/sites/default/files/omb/grants/sfillin.pdf>

4. SF LLL (Disclosure of Lobbying Activities): Indicate on the form whether your organization intends to conduct lobbying activities.
 - a. If your organization does not intend to lobby or otherwise performs no lobbying efforts, write “**Not Applicable**” in any data field.

Other: Finally, the following additional forms are required. As a reference, they are also located in the Appendix:

5. Representations Regarding Felony Conviction and Tax Delinquent Status for Corporate Applicants
6. Farm to School Grant Program Cover Sheet

If an application does not include all appropriate information, USDA will consider the application to be non-responsive and will eliminate it from further evaluation.

In review, the following forms are required:

Submitted electronically using fillable forms on grants.gov:

1. Application and Instruction for Federal Assistance (SF424)
2. Budget Information and Instruction (SF-424A)
3. Assurance-Non-Construction Programs (SF-424B)
4. SF LLL (Disclosure of Lobbying Activities)

Uploaded along with grant narrative to grants.gov:

5. Representations Regarding Felony Conviction and Tax Delinquent Status for Corporate Applicants
6. Farm to School Grant Program Cover Sheet

B. Implementation Grants

Step I: Complete the Farm to School Grant Program Cover Sheet Found in the Appendix

Step II: Include a Proposal Narrative (Not to exceed 10 pages.)

In preparing your proposal narrative, provide the information requested below, in the order presented below.

Farm to School Experience

1. **Procurement.** Describe your specific efforts to date to buy local and regional products. How does your program define local? In addition, provide information on key indicators regarding your progress by answering the following questions:
 - What were your overall 2011-2012 food costs?
 - What percentage of your food costs were directed to local or regional suppliers? (Please estimate a percentage with and without fluid milk.)
 - How many calendar days do you offer meal service during the school year, excluding summer feeding programs?
 - Approximately what percentage of those days included local or regional offerings?
 - Would you describe local offerings as occurring daily, weekly, bi-weekly, monthly, or infrequently/irregularly?
 - Which types of products have you been sourcing locally (fruits, vegetables, legumes, grain and bread products, meats, dairy, etc.)? List categories in order of most to least and provide examples of regionally sourced items.
 - How do you source your local products (through your existing food service management company, a distributor, directly from the farmer, from a food cooperative, etc.)?
2. **Promotion.** Briefly describe how you share information with the school community about local offerings in the cafeteria (e.g. highlighted on menus, announced on the PA system, info sent home in school newsletters, taste tests with students, preview of products day before served, cafeteria staff encourage tasting, district's public affairs office distributes press releases, etc.). Have you created any regular or branded special programs (e.g. Harvest of the Month, Local Lunch Day, etc.)?
3. **Experiential Learning.** Briefly describe what types of experiential learning opportunities are available in your district or school that allow children hands-on opportunities to learn about food, agriculture or nutrition? (e.g. school gardens, field trips, cooking classes, etc.)
4. **Curriculum Integration.** Briefly describe how cafeteria programs are reinforced and supported throughout the broader school environment and how lessons regarding food, agriculture and nutrition education are disseminated in your district or school? (e.g. the 5th grade history curriculum is tied to the traditional foods of the Americas that we serve in November; 2nd graders measure plant growth in the school garden as part of their math curriculum; etc.)
5. **Management and Organization.** Briefly describe how your farm to school program is organized. Do you have a coordinator, facilitator, or team lead? Is there an oversight committee or other formal governance body to guide efforts? If so, who participates and how frequently does the group meet? Do you have specific farm to school goals for this school year or next? Is farm to school, specifically or in concept, included in your district's Wellness Policy or Administrative Rules or other guidance documents or policies?

6. **Key Partners & Strategic Relationships.** Who have been your key partners and how do they contribute to your farm to school efforts?
7. **Evaluation Protocols.** How are you evaluating your progress? Who is responsible for data gathering and evaluation? To what extent are you conducting process evaluations (qualitative and quantitative indicators of progress toward the objectives, accomplishment of activities) and to what extent are you conducting outcome evaluations (to determine whether the objectives were met and what impact they had)?
8. **Lessons Learned to Date.** Please summarize what you have learned to date. What has worked well and what hasn't? What specific opportunities do you see on the horizon? What have been key challenges you've worked through and/or still need to address?

The Project

9. **Proposed Project.** What is your proposed project? Focus on what impact successful completion of the project will have on your school community and the community at large. Discuss how the project and its proposed outcomes will address the objectives of the Farm to School Grant Program as described in Section III: Authority and Purpose of Grant Funding. Describe in detail the procurement aspect of your approach, i.e. do you plan to purchase via existing distributors, DOD Fresh, direct from farms, school garden or orchard, etc.?
10. **Key Project Partners.** As applicable, list the organizations and businesses involved in carrying out this project. Include a description of the relevant experience each will bring as well as information about what each is responsible for.
11. **Objectives, Activities and Timeline.** Clearly state project objectives; use descriptive statements that specifically describe what you hope to accomplish and include deadlines. Your project timeline should start no earlier than November 1, 2013. If awards are made after the start of the fiscal year, the timeline will be shifted appropriately.

(Example) Objective: By August 31, 2014, freeze at least XXX lbs of local fruit for use in lunch program.

Activities:

- *Query food service staff regarding type of fruit preferred along with preferences for receipt of product (size pouch, amount of pre cutting, etc.)*
 - *Who: Sarah Johnson, District (By: March/April 2014)*
- *Identify 3-5 test products*
 - *Who: Sarah Johnson, District, and Bob Jones, MidValley Growers (By: May 2014)*

12. **Evaluation Plan.** How do you plan to evaluate your success in accomplishing key activities and achieving end results or impacts? (Note that USDA reserves the option to provide further detail regarding specific metrics and evaluation expectations at the time grants are awarded, or any time thereafter. See Section XIII: Administrative Notices & Requirements, F: Evaluation and Impact.)

13. **Sustainability.** USDA funds are envisioned as a one-time infusion of capital. Describe which aspects or components of the project will continue beyond the end of the project period. How will your farm to school program be sustained over the long-term?

Quality Assurance & Staffing

14. **Project Management & Quality Assurance.** Describe your approach to managing the project to ensure that project activities are completed on time, within budget and with quality results. Note any relevant experience in managing similar projects.

15. **Staffing.** Identify the staff (or contractors) who will manage the project. Describe roles and responsibilities of these employees or contractors, as well as relevant qualifications and experience.

Step III: Provide a Budget (Not included as part of 10 page maximum.)

Provide a proposed budget describing appropriate use of planning grant funds and justifying costs. Your budget must be submitted using the “Budget Information and Instruction Form” (SF-424A). (See Step V: Complete Required Grant Application Forms.)

Proposed costs must be reasonable, necessary, and allocable to carry out the project’s goals and objectives. Include a total project budget, the amount requested from USDA, and the match contributed to the project. USDA will contribute no more than 75 percent of the total project costs; applicants must include at least a 25 percent match of the total project cost.

The source of matching funds must be clearly explained in the budget narrative.

Sample Match Calculation

Grant Request:	\$100,000
Match Amount:	\$35,000
Total Project Cost:	\$135,000
Match Percent:	26 % (match / total project cost)
USDA Percent:	74 % (grant request / total project cost)

Note that allowable food costs may not constitute more than 10 percent of the grant request, and that travel costs to at least one face-to-face meeting must be included. Applicants may not use federal food service funds as a match for this grant program.

Cost sharing may be in the form of allowable direct or indirect costs. The basis for determining the value of cash and in-kind contributions must be in accordance with OMB Circular A-110, Subpart C.23 - Cost Sharing and Matching, also codified in 2 CFR 215.23. (http://edocket.access.gpo.gov/cfr_2005/janqtr/pdf/2cfr215.23.pdf).

The grantee must maintain written records to support all allowable costs which are claimed as being its contribution to participation, as well as costs paid by the Federal Government. In the event the grantee does not provide the minimum amount of cost share, as described in the

budget, the Government's contribution will be reduced in proportion to the grantee's contribution.

If available, the current **indirect cost rate**, negotiated with the cognizant federal negotiating agency, should be used. Indirect costs may not exceed the negotiated rate. If a negotiated rate is used, the percentage and base should be indicated. If no rate has been established the applicant may indicate "None—will negotiate" and a reasonable dollar amount for indirect costs may be requested, which will be subject to approval by USDA. In the latter case, if a proposal is recommended for funding, an indirect cost rate proposal must be submitted prior to award to support the amount of indirect costs requested. USDA will request an indirect cost rate proposal and provide instructions, as necessary. An applicant may elect not to charge indirect costs and, instead, use all grant funds for direct costs. If indirect costs are not charged, the phrase "None requested" should be used.

Budget Narrative: In addition to the budget submitted via the "Budget Information and Instruction Form" (SF-424A), applicants must also include a narrative line item description for every allowable cost and show how it supports the project goals. This narrative, like the budget from itself, is not considered part of the page limit. (See Section XVIII: RFA Budget Narrative Checklist.)

Step IV: Include Attachments

Required Attachments

- Include relevant curriculum vitae (CV's) or resumes for staff managing this project.
- Include at least three (3) but no more than six (6) letters of support detailing the degree to which the applicant's farm to school efforts are supported by external partners. Letters of support should be presented on letterhead. It is strongly recommended that, as relevant, applicants include letters of support specific to the proposed project. Applicants must include a letter of support for any partner included in the budget as a recipient of grant funds, and this letter must include a statement related to the work the partner will perform as part of the grant. (Where subcontracts with more than six (6) entities are proposed, applicants may submit more than six (6) letters.)

Optional Attachments

- Applicants may include evidence of previous farm to school program success and/or maturity. Relevant attachments include: media coverage, current or past planning documents related to farm to school efforts, meeting minutes from past farm to school committee meetings, spreadsheets detailing supply chain relationships or amount of produce purchased locally, etc. (Attach no more than 10 pages of documents.)

Step V: Complete Required Grant Application Forms

Note: All federally required forms are completed using fillable forms on grants.gov during the application process. Alternatively, the Farm to School Grant Program Cover Sheet is submitted along with the grant narrative. (See Section X: Application Format.)

Grants.gov: The following grants.gov forms are required of grant applicants. As a reference, hard copies of these forms are located at http://www.grants.gov/agencies/aforms_repository_information.jsp: Click Active Forms.

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 - a. If your organization does not intend to lobby or otherwise performs no lobbying efforts, write “**Not Applicable**” in any data field.

Other: Finally, the following additional forms are required. As a reference, they are also located in the Appendix:

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4. SF LLL (Disclosure of Lobbying Activities)

Uploaded along with grant narrative to grants.gov:

5. Representations Regarding Felony Conviction and Tax Delinquent Status for Corporate Applicants
6. Farm to School Grant Program Cover Sheet

C. Support Service Grants

Step I: Complete the Farm to School Grant Program Cover Sheet Found in the Appendix

Step II: Include a Proposal Narrative (Not to exceed 10 pages.)

In preparing your proposal narrative, provide the information requested below, in the order presented below.

Background Info

1. **Organizational Information.** Describe the type of organization you operate, including your line of business and the product(s) you produce or the services you provide. As applicable, identify whether you are approved by the Internal Revenue Service (IRS) as a non-profit organization with 501(c) (3) status. (If so, please include a copy of your approval letter from the IRS in your submission.)
2. **Describe Your Experience in Farm to School Initiatives.** Address any previous experience and success in farm to school procurement strategies, promotional efforts, hands-on learning, training, curriculum development, planning and evaluation, as appropriate.
3. **Farm to School Lessons Learned to Date.** Please summarize what you have learned to date. What has worked well and what hasn't? What specific opportunities do you see on the horizon? What have been key challenges you've worked through and/or still need to address?

The Project

4. **Proposed Project.** What is your proposed project? Focus on what impact successful completion of the project will have on your partnering SFAs and the community at large. Discuss how the project and its proposed outcomes will address the objectives of the Farm to School Grant Program as described in Section III: Authority and Purpose of Grant Funding.
5. **Key Project Partners.** If applicable, which school districts or schools support this project? What other partners are involved? List the organizations and businesses that will be involved in carrying out this project. Include a description of the relevant experience each will bring and what they will contribute.
6. **Objectives, Activities and Timeline.** Clearly state project objectives; use descriptive statements that specifically describe what you hope to accomplish and include deadlines as well as responsible parties. Your project timeline should start no earlier than November 1, 2013. If awards are made after the start of the fiscal year, the timeline will be shifted appropriately.

(Example) Objective: By August 31, 2014, host four farm to school stakeholder meetings throughout the state.

Activities:

- *Identify four recruitment areas and corresponding key partners*
 - *Who: Sarah Johnson, Education Outreach Coordinator (By: March/April 2014)*
- *Recruit a minimum of 40 people to each meeting*
 - *Who: Sarah Johnson, Education Outreach Coordinator (By: May 2014)*
- *Host four meetings and distribute contact information and notes to participants*
 - *Who: Sarah Johnson, Education Outreach Coordinator (By Aug, 2014)*

7. **Evaluation Plan.** How do you plan to evaluate your success in accomplishing key activities and achieving end results or impacts? Who will be responsible for data gathering and evaluation? To what extent do you have experience conducting process evaluations (qualitative and quantitative indicators of progress toward the objectives, accomplishment of activities) and to what extent do you have experience conducting outcome evaluations (to determine whether the objectives were met and what impact they had)? (Note that USDA reserves the option to provide further detail regarding specific metrics and evaluation expectations at the time grants are awarded. See Section XIII: Administrative Notices & Requirements, F: Evaluation and Impact.)
8. **Sustainability.** USDA funds are envisioned as a one-time infusion of capital. Describe which aspects or components of the project will continue beyond the end of the project period. How will your farm to school program be sustained over the long-term?

Quality Assurance & Staffing

9. **Project Management & Quality Assurance.** Describe your approach to managing the project to ensure that project activities are completed on time, within budget and with quality results. Note any relevant experience in managing similar projects.
10. **Staffing.** Identify the staff (or contractors) who will manage the project. Describe roles and responsibilities of these employees or contractors, as well as relevant qualifications and experience.
11. **Financial Management System.** Describe your financial management system and how you will manage federal funds if you receive an award, including how you will separately identify, track, and report the use of federal funds. Provide assurance that you are financially viable and a going concern and can manage a federal grant award.

Step III: Provide a Budget (Not included as part of 10 page maximum.)

Provide a proposed budget describing appropriate use of planning grant funds and justifying costs. Your budget must be submitted using the “Budget Information and Instruction Form” (SF-424A). (See Step V: Complete Required Grant Application Forms.)

Proposed costs must be reasonable, necessary, and allocable to carry out the project’s goals and objectives. Include a total project budget, the amount requested from USDA, and the match

contributed to the project. USDA will contribute no more than 75 percent of the total project costs; applicants must include at least a 25 percent match of the total project cost.

The source of matching funds must be clearly explained in the budget narrative.

Sample Match Calculation

Grant Request:	\$100,000
Match Amount:	\$35,000
Total Project Cost:	\$135,000
Match Percent:	26 % (match / total project cost)
USDA Percent:	74 % (grant request / total project cost)

Note that allowable food costs may not constitute more than 10 percent of the grant request, and that travel costs to at least one face-to-face meeting must be included. Applicants may not use federal food service funds as a match for this grant program.

Cost sharing may be in the form of allowable direct or indirect costs. The basis for determining the value of cash and in-kind contributions must be in accordance with OMB Circular A-110, Subpart C.23 - Cost Sharing and Matching, also codified in 2 CFR 215.23.

http://edocket.access.gpo.gov/cfr_2005/janqtr/pdf/2cfr215.23.pdf.

The grantee must maintain written records to support all allowable costs which are claimed as being its contribution to participation, as well as costs paid by the Federal Government. In the event the grantee does not provide the minimum amount of cost share, as described in the budget, the Government's contribution will be reduced in proportion to the grantee's contribution.

As it relates to **indirect costs**, if available, the current rate negotiated with the cognizant federal negotiating agency should be used. Indirect costs may not exceed the negotiated rate. If a negotiated rate is used, the percentage and base should be indicated. If no rate has been established the applicant may indicate "None—will negotiate" and a reasonable dollar amount for indirect costs may be requested, which will be subject to approval by USDA. In the latter case, if a proposal is recommended for funding, an indirect cost rate proposal must be submitted prior to award to support the amount of indirect costs requested. USDA will request an indirect cost rate proposal and provide instructions, as necessary. An applicant may elect not to charge indirect costs and, instead, use all grant funds for direct costs. If indirect costs are not charged, the phrase "None requested" should be used.

Budget Narrative: In addition to the budget submitted via the "Budget Information and Instruction Form" (SF-424A), applicants must also include a narrative line item description for every allowable cost and show how it supports the project goals. This narrative, like the budget from itself, is not considered part of the page limit. (See Section XVIII: RFA Budget Narrative Checklist.)

Step IV: Include Attachments

Required Attachments

- Include relevant curriculum vitae (CV's) or resumes for staff managing this project.
- Include at least three (3) but no more than six (6) letters of support detailing the degree to which the applicant's farm to school efforts are supported by external school and community partners. Letters of support should be presented on letterhead. It is strongly recommended that, as relevant, applicants include letters of support specific to the proposed project. Applicants must include a letter of support for any partner included in the budget as a recipient of grant funds, and this letter must include a statement related to the work the partner will perform as part of the grant. (Where subcontracts with more than six (6) entities are proposed, applicants may submit more than six (6) letters.)

Optional Attachments

- Applicants may include evidence of previous farm to school program success and/or maturity. Relevant attachments include: media coverage, current or past planning documents related to farm to school efforts, meeting minutes from past farm to school committee meetings, spreadsheets detailing supply chain relationships or amount of produce purchased locally, etc. (Attach no more than 10 pages of documents.)

Step V: Complete Required Grant Application Forms

Note: All federally required forms are completed using fillable forms on grants.gov during the application process. Alternatively, the Farm to School Grant Program Cover Sheet is submitted along with the grant narrative. (See Section X: Application Format.)

Grants.gov: The following grants.gov forms are required of grant applicants. As a reference, hard copies of these forms are located at

http://www.grants.gov/agencies/aforms_repository_information.jsp: Click Active Forms.

Non-Construction Grant Projects Forms: SF-424 Family

1. Application and Instruction for Federal Assistance (SF424)
2. Budget Information and Instruction (SF-424A)
3. Assurance-Non-Construction Programs (SF-424B)

OMB: The following OMB form is required of grant applicants. As a reference, the form can be obtained at: <http://www.whitehouse.gov/sites/default/files/omb/grants/sfillin.pdf>

4. SF LLL (Disclosure of Lobbying Activities): Indicate on the form whether your organization intends to conduct lobbying activities.
 - a. If your organization does not intend to lobby or otherwise performs no lobbying efforts, write "**Not Applicable**" in any data field.

Other: Finally, the following additional forms are required. As a reference, they are also located in the Appendix:

5. Representations Regarding Felony Conviction and Tax Delinquent Status for Corporate Applicants
6. Farm to School Grant Program Cover Sheet

If an application does not include all appropriate information, USDA will consider the application to be non-responsive and will eliminate it from further evaluation.

In review, the following forms are required:

Submitted electronically using fillable forms on grants.gov:

1. Application and Instruction for Federal Assistance (SF424)
2. Budget Information and Instruction (SF-424A)
3. Assurance-Non-Construction Programs (SF-424B)
4. SF LLL (Disclosure of Lobbying Activities)

Uploaded along with grant narrative to grants.gov:

5. Representations Regarding Felony Conviction and Tax Delinquent Status for Corporate Applicants
6. Farm to School Grant Program Cover Sheet

X. APPLICATION FORMAT

Applications should meet the following formatting guidelines:

- Include a **table of contents** (not counted towards any page limit);
- **5-page** maximum length for **Planning** grant narrative response; or
- **10-page** maximum length for **Implementation** and **Support Service** grant narrative response;
- Page restrictions apply only to content of the narrative proposals and do not apply to other required forms, the budget, or supporting documents (however, supporting documents should be limited to no more than 10 pages);
- 8 ½” by 11” paper;
- 12 point Times New Roman or Arial font size (smaller font may be used in tables, charts and graphs as long as they are clearly readable);
- Single-spaced;
- Margins are not specified; and,
- Numbered pages.

Please merge all documents into one file, using the following order:

1. Farm to School Grant Program Cover Sheet
2. Table of Contents
3. Narrative
4. Budget Narrative
5. Required Attachments, such as letters of support, CV's, indirect cost rate, etc.
6. Optional Supporting Attachments (Maximum of 10 pages)

XI. HOW TO SUBMIT

Please be aware that the grants.gov system provides several confirmation notices; applicants should ensure receipt of confirmation that the application was accepted.

Electronic Submission: The complete application must be uploaded on www.grants.gov by 11:59 PM, Eastern Standard Time, on April 24, 2013. Applications received after the deadline date will be deemed ineligible and will not be reviewed or considered. USDA will not consider any additions or revisions to an application once it is received. USDA will not accept mailed, faxed, or hand-delivered applications.

In order to submit an application via grants.gov, applicants must have obtained a Data Universal Numbering System (DUNS) number and registered in both the new Systems for Award Management (SAM) and on grants.gov. The applicant is strongly advised to allow ample time to initiate the grants.gov application submission process. All applicants must have current Central Contractor Registry (CCR) status at the time of application submission and throughout the duration of a federal award in accordance with 2 CFR Part 25. Please visit the following websites to obtain additional information on how to obtain a DUNS number (www.dnb.com) and register in SAM (<https://www.sam.gov/portal/public/SAM/>).

What is SAM?: The System for Award Management (SAM) is combining federal procurement systems and the Catalog of Federal Domestic Assistance (CFDA) into one new system. This consolidation is being done in phases. The first phase of SAM incorporated the functionality from several systems, including CCR.

For additional information regarding SAM see the following link:

https://www.acquisition.gov/SAM_Guides/Quick%20Guide%20for%20Grants%20Registrations%20v1.pdf

Below is additional information that should assist the applicant through this process:

DUNS Number: In order to obtain or confirm a DUNS number, contact Dun and Bradstreet via the internet at <http://fedgov.dnb.com/webform> or by calling 1-888-814-1435, Monday thru Friday, 8am-9pm EST. There is no fee associated with obtaining a DUNS number. It may take several days to obtain a DUNS number.

SAM Registration: For applicant organizations that were previously registered in the CCR, relevant applicant information is already in SAM; set up a SAM account as necessary to update any information. To register in SAM, the applicant's DUNS number, Tax ID Number (TIN), and taxpayer name (as it appears on the applicant's last tax return) are all required. Registration should take 3-5 days. **Applicants that do not receive confirmation that SAM registration is complete should contact SAM at <https://www.fsd.gov/app/answers/list>.**

Grants.gov Registration: In order to apply for a grant, applicants must have completed the above registrations and registered on grants.gov. The grants.gov registration process can be

accessed at www.grants.gov/applicants/get_registered.jsp. Generally, the registration process takes between 3-5 business days.

If you are a new grants.gov user, please ensure that your organization's Point of Contact (POC) has designated you as an Authorized Organization Representative (AOR). If you are not designated as an AOR, you will be unable to submit your application into grants.gov.

Applicants should allow ample time to complete the necessary steps on grants.gov.

Notice of Submission: Approximately three weeks after the close of the grant period, USDA will confirm receipt of all proposals via email. If you do not receive an email, please contact USDA via email. (See SECTION XVIII: Agency Contact.)

Special Instructions/Notices:

- Applications submitted without the required supporting documents, forms, and necessary certifications will not be considered.
- Applications not submitted via the grants.gov portal will not be considered.
- Grant awards are subject to the availability of funding.

In review, in order to make an electronic submission, applicants must:

1. Obtain a **DUNS** number
 - a. <http://fedgov.dnb.com/webform> or 1-888-814-1435
 - b. There is no fee associated with obtaining a DUNS number.
 - c. It may take several days to obtain a DUNS number.
2. Register in **SAM**
 - a. <https://www.sam.gov/portal/public/SAM/>
 - b. Must have organization's DUNS, entity's Tax ID Number (TIN), and taxpayer name (as it appears on last tax return).
3. Register in **grants.gov**
 - a. http://grants.gov/applicants/get_registered.jsp
 - b. Generally, the registration process takes between 3-5 business days.
 - c. Must have DUNS and be registered in SAM.

XII. APPLICATION REVIEW & GRANT AWARD PROCESS

A. Initial Screening

USDA will screen all applications to ensure they are eligible and fully responsive. Eligible and responsive applications are those that meet the following requirements:

1. Submitted by eligible applicants (see Section IV: Eligibility Requirements);
2. Meet all other eligibility requirements (see Section IV: Eligibility Requirements);
3. Submitted on or before the required deadline (see Section VII: Important Dates and Award Periods);
4. Include at least a 25 percent match of the total cost of the project;
5. Are complete (see Section IX: Grant Application: What to Include); and,
6. Are in the required format (see Section X, Application Format).

If an application does not include all appropriate information, USDA will consider the application to be non-responsive and will eliminate it from further evaluation.

B. Panel Review

After initial screening, USDA will convene an evaluation panel to consider the merit of each grant application. Each application that passes initial screening will be given to the panel to be evaluated and scored according to how well it addresses each application component. The panel will assign each application a score using the evaluation criteria and weights specified below for each evaluation component.

Scoring for Planning Grant Applications:

- **Need, Readiness and Likelihood of Success** **25 points**
 - The applicant is appropriate for a planning grant, i.e., the applicant can demonstrate support and readiness for starting a farm to school program, but has undertaken few farm to school activities.
 - The need and timeliness for the project is clearly demonstrated; school district or school's readiness is evident.
 - Sufficient pre-existing resources are in place such that there is a reasonable likelihood of farm to school success.
 - Challenges have been identified and addressed and/or a path for addressing obstacles is in place.
- **Alignment with Farm to School Grant Program Goals** **25 points**
 - The project goals and objectives are in line with the Farm to School Grant Program focus areas and purpose of the funding described in Section III: Authority and Purpose of Grant Funding.
 - The planning activities to be completed during the grant period are clear, attainable and measurable and clearly support:
 - Inclusion of regional products in cafeteria offerings;
 - An integrated approach that includes promotional or educational activities along with farm, garden and nutrition-based education;
 - Creation or further strengthening of community partnerships; and,
 - Evaluation and data tracking requirements.
- **Project Design and Management** **30 points**
 - The qualifications of the staff involved with the proposed project and/or organizational leadership reflect the expertise necessary to carry out the proposed project.
 - The level of staff allocation is appropriate to expect both excellent program execution as well as program evaluation.
 - The management approach (including staffing, procurement of contractors, communications planning, quality assurance planning, partnering with appropriate stakeholders, tracking timelines, monitoring progress, etc.) indicates that the applicant has the capacity to manage and execute the planning project successfully to meet the goals of the project.
 - The scope and timeline proposed for the project are reasonable and attainable during the Planning grant time frame.

- **Sustainability and Transferability** **10 points**
 - The proposed planning project is likely to produce outcomes and information that not only will aid the applicant in implementing a farm to school program, but also will produce knowledge that is transferable to other school districts and/or schools.
 - The applicant demonstrates that it has the capacity to implement farm to school program elements after the planning process has been completed, with or without continued federal support.
- **Budget Plan** **10 points**
 - The total funding amount requested is appropriate for the scope of the project.
 - Proposed costs are reasonable, necessary and allocable to carry out the project's goals and objectives.
 - The budget includes a line item description for every allowable cost and shows how it supports the project goals.
 - Budget calculations and documentation show clearly how the budget components were developed and costs estimated.
 - If indirect costs are included, ensure the approved indirect cost rate is properly applied to direct costs. (A copy of the approval letter from the cognizant federal agency must be provided and/or a statement that you will negotiate one upon award.)

Scoring for Implementation Grant Applications:

- **Farm to School Experience, Track Record** **25 points**
 - Sufficient pre-existing resources are in place and evidence of previously successful experience with farm to school execution exists such that there is a reasonable likelihood of farm to school success.
 - Evidence of an integrated approach that includes procurement and other farm to school elements exists.
 - Evidence that a strong leadership team or management structure is in place.
 - Evidence that a culture of learning and problem solving exists such that obstacles have been overcome or innovative approaches have been demonstrated.
- **Alignment with Farm to School Grant Program Goals** **25 points**
 - The project goals and objectives are in line with the Farm to School Grant Program focus areas and purpose of the funding described in Section III: Authority and Purpose of Grant Funding.
 - Substantive community partnerships are in place as evidenced by support letters and applicant's previous success in working with community partners.
 - The activities to be completed during the grant period are clear, attainable and measurable and clearly support:
 - Inclusion of regional products in cafeteria offerings;
 - An integrated approach that includes promotional or educational activities along with farm, garden and nutrition-based education;
 - Creation or further strengthening of community partnerships; and,
 - Evaluation and data tracking requirements.
- **Project Design and Management** **20 points**
 - The need and timeliness for the project is clearly demonstrated; the applicant's capacity is evident.

- The qualifications of the staff involved with the proposed project and/or organizational leadership and management structure reflect the expertise necessary to carry out the proposed project.
- The level of staff allocation is appropriate to expect both excellent program execution as well as program evaluation.
- The management approach (including staffing, procurement of contractors, communications planning, quality assurance planning, partnering with appropriate stakeholders, tracking timelines, monitoring progress, etc.) indicates that the applicant has the capacity to manage and execute the planning project successfully to meet the goals of the project.
- The scope and timeline proposed for the project are reasonable and attainable during the planning grant time frame.
- **Evaluation** **10 points**
 - Evidence exists that the applicant has experience with multi-faceted evaluation methodologies, and evaluation protocols are embedded in the current request.
- **Sustainability and Transferability** **10 points**
 - The applicant demonstrates that it has the capacity to implement farm to school program elements with or without continued federal support.
 - To what extent is the proposed project a good model (transferable) for other communities?
- **Budget Plan** **10 points**
 - The total funding amount requested is appropriate for the scope of the project.
 - Proposed costs are reasonable, necessary and allocable to carry out the project's goals and objectives.
 - The budget includes a line item description for every allowable cost and shows how it supports the project goals.
 - Budget calculations and documentation show clearly how the budget components were developed and costs estimated.
 - If indirect costs are included, ensure the approved indirect cost rate is properly applied to direct costs. (A copy of the approval letter from the cognizant federal agency must be provided and/or a statement that you will negotiate one upon award.)

Scoring for Support Service Grants

- **Farm to School Experience, Track Record** **25 points**
 - Sufficient pre-existing resources are in place such that there is a reasonable likelihood of farm to school success.
 - Evidence that school and community partnerships are in place, as evidenced by letters of support.
 - Evidence that a strong leadership team or management structure is in place.
 - Evidence of program or organizational maturity.
 - Evidence that a culture of learning and problem solving exists such that obstacles have been overcome or innovative approaches have been demonstrated.
- **Alignment with Farm to School Grant Program Goals** **25 points**
 - The project goals and objectives are in line with the Farm to School Grant Program focus areas and purpose of the funding described in Section III: Authority and Purpose of Grant Funding.

- The activities to be completed during the grant period are clear, attainable and measurable and clearly support:
 - Inclusion of regional products in cafeteria offerings;
 - An integrated approach that includes promotional or educational activities along with farm, garden and nutrition-based education;
 - Creation or further strengthening of community partnerships; and,
 - Evaluation and data tracking requirements.
- **Project Design and Management** **20 points**
 - The need and timeliness for the project is clearly demonstrated; applicant's capacity is evident.
 - The qualifications of the staff involved with the proposed project and/or organizational leadership and management structure reflect the expertise necessary to carry out the proposed project.
 - The level of staff allocation is appropriate to expect both excellent program execution as well as program evaluation.
 - The management approach (including staffing, procurement of contractors, communications planning, quality assurance planning, partnering with appropriate stakeholders, tracking timelines, monitoring progress, etc.) indicates that the applicant has the capacity to manage and execute the planning project successfully to meet the goals of the project.
 - The scope and timeline proposed for the project are reasonable and attainable during the support services grant time frame.
- **Evaluation** **10 points**
 - Evidence exists that the applicant has experience with multi-faceted evaluation methodologies, and evaluation protocols are embedded in the current request.
- **Sustainability and Transferability** **10 points**
 - The applicant demonstrates that it has the capacity to implement farm to school program elements with or without continued federal support.
 - The proposed project is a good model, that may be transferable to other regions, states, or communities.
- **Budget Plan** **10 points**
 - The total funding amount requested is appropriate for the scope of the project.
 - Proposed costs are reasonable, necessary and allocable to carry out the project's goals and objectives.
 - The budget includes a line item description for every allowable cost and shows how it supports the project goals.
 - Budget calculations and documentation show clearly how the budget components were developed and costs estimated.
 - If indirect costs are included, ensure the approved indirect cost rate is properly applied to direct costs. (A copy of the approval letter from the cognizant federal agency must be provided and/or a statement that you will negotiate one upon award.)

C. Selection

After evaluation and scoring, grant applications will be arrayed by type (planning, implementation, and support service) and by score within the type, starting with the highest

score. Applications with the highest scores for each type will be recommended to receive funding.

A list of all applications deemed eligible for award will be submitted to the Selection Official for a final decision regarding funding. The Selection Official has ultimate authority to decide which applications are approved and funded, and *generally* will adhere to the recommendations made by the reviewers, provided that funding is available. However, the Selection Official reserves the right to deviate from those recommendations. The Selection Official may take other factors into account when selecting awards.

Other USDA or FNS priorities the Selection Official may consider include, *but are not limited to*: projects that serve a high proportion of children who are eligible for free or reduced price meals; the need to ensure geographic diversity and a range of projects from rural and urban areas; innovation demonstrated in an application; agency priorities; and the scores assigned by the review panel. The Selection Official may also determine that, based on their scores, few of the applications are of technical merit. In such a case, FNS may make fewer awards or smaller awards than expected or make no awards. In addition, USDA reserves the option to select one or more lower rated applications in order to achieve a diversity of projects and regional representation.

D. Determination of Award Amounts

As part of the technical review process, USDA will review applicants' budgets to ensure that all costs are reasonable, allowable and applicable. Applications selected and approved for funding with budgets that are realistic, well justified, and supported will likely be funded at the requested amounts. However, USDA reserves the right to fund applications at lesser amounts if USDA determines that the project can be implemented with less funding; or at lesser amounts if federal funding is not sufficient to fully fund all applications that merit awards. This is subject to availability of funds.

XIII. ADMINISTRATIVE NOTICES AND REQUIREMENTS

A. Confidentiality of an Application

When an application results in an award, it becomes a part of the record of USDA transactions, available to the public upon specific request. Information that the Secretary determines to be of a confidential, privileged, or proprietary nature will be held in confidence to the extent permitted by law. Therefore, any information that the applicant wishes to have considered as confidential, privileged, or proprietary should be clearly marked within the application. Only those proposals which are funded may be released and shared with the public. Applications which do not result in an award will be not released. An application may be withdrawn at any time prior to the final action thereon.

B. Conflict of Interest and Confidentiality of the Review Process

The agency requires all panel reviewers to sign a conflict of interest and confidentiality form to prevent any actual or perceived conflicts of interest that may affect the application review and evaluation process. Names of applicants, including states and tribal governments, submitting an application will be kept confidential, except to those involved in the review process, to the extent

permitted by law. In addition, the identities of the reviewers will remain confidential throughout the entire process. Therefore, the names of the reviewers will not be released to applicants.

C. Award Notice

Unless an applicant receives a signed award document with terms and conditions; any contact from a USDA grants or program officer should not be considered as a notice of a grant award. No pre-award or pre-agreement costs incurred prior to the effective start date are allowed unless approved and stated on the signed award document.

The Government is not obligated to make any award as a result of this RFA. Only the recognized FNS authorized signature can bind the USDA Food and Nutrition Service to the expenditure of funds related to an award's approved budget.

D. Financial Reporting

Planning grant awardees will submit a mid-term financial report and a final financial report. Implementation grant awardees will submit financial reports on a quarterly basis throughout the grant term and a final financial report. Award recipients will be required to enter the SF-425, Financial Status Report data into the FNS Food Program Reporting System (FPRS). In order to access FPRS, the grant recipient must obtain USDA e-authentication certification and access to FPRS. More detailed instructions for reporting will be included in the USDA federal financial assistance award package.

E. Progress Reporting

The recipient will be responsible for managing and monitoring the progress of the grant project activities and performance. Planning grant awardees will submit a mid-term progress report and a final report. Implementation grant awardees will submit progress reports on a quarterly basis throughout the grant term and a final report. The award document will indicate the reporting format and schedule for submitting project performance/progress reports to USDA. Any additional reporting requirements will be identified in the award terms and conditions.

F. Evaluation & Impact

As per authorizing language, as a condition of receiving a grant, grant recipients shall agree to cooperate in an evaluation of the program carried out using grant funds. Upon selection of grant awardees, USDA will provide further guidance and direction regarding evaluation protocols and common indicators. Applicants should expect that evaluation protocols will include both process evaluations (qualitative and quantitative indicators of progress toward the objectives, accomplishment of activities) and outcome evaluations (to determine whether the objectives were met and what impact they had).

XIV. ADMINISTRATIVE REGULATIONS

Debarment and Suspension 2 CFR Part 180 and 2 CFR Part 417

A recipient chosen for an award shall comply with the non-procurement debarment and suspension common rule implementing Executive Orders (E.O.) 12549 and 12669, "Debarment and Suspension," is codified at 2 CFR Part 180 and 2 CFR Part 417. This common rule restricts sub-awards and contracts with certain parties that are debarred, suspended or otherwise excluded

from or ineligible for participation in federal assistance programs or activities. The approved grant recipient will be required to ensure that all sub-contractors and sub-grantees are neither excluded nor disqualified under the suspension and debarment rules prior to approving a sub-grant award by checking the System for Award Management (SAM) found at <https://www.sam.gov/portal/public/SAM/>.

Universal Identifier and Central Contractor Registration 2 CFR Part 25

Effective October 1, 2010, all grant applicants must obtain a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number as a universal identifier for federal financial assistance. Active grant recipients and their direct sub-recipients of a sub-grant award also must obtain a DUNS number. To request a DUNS number visit: <http://fedgov.dnb.com/webform>.

SAM Registration: For applicant organizations that were previously registered in the CCR, relevant applicant information is already in SAM; set up a SAM account as necessary to update any information. To register in SAM, the applicant's DUNS number, Tax ID Number (TIN), and taxpayer name (as it appears on the applicant's last tax return) are all required. Registration should take 3-5 days. **Applicants that do not receive confirmation that SAM registration is complete should contact SAM at <https://www.fsd.gov/app/answers/list>.**

USDA may not make an award to an applicant until the applicant has complied with the requirements described in 2 CFR 25 to provide a valid DUNS number and maintain an active CCR registration with current information.

Reporting Sub-award and Executive Compensation Information 2 CFR Part 170

The Federal Funding Accountability and Transparency Act (FFATA) of 2006 (Public Law 109-282), as amended by Section 6202 of Public Law 110-252 requires primary grantees of federal grants and cooperative agreements to report information on sub-grantee obligations and executive compensation if this information is not available publicly. FFATA promotes open government by enhancing the Federal Government's accountability for its stewardship of public resources. This is accomplished by making Government information, particularly information on federal spending, accessible to the general public.

Primary grantees, including state agencies, are required to report actions taken on or after October 1, 2010, that obligates \$25,000 or more in federal grant funds to first-tier sub-grantees. This information must be reported in the government-wide FFATA Sub-Award Reporting System (FSRS). In order to access FSRS a current CCR registration is required. A primary grantee and first-tier sub-grantees must also report total compensation for each of its five most-highly compensated executives. Every primary and first-tier grantee must obtain a DUNS number prior to being eligible to receive a grant or sub-grant award. Additional information will be provided to grant recipients upon award.

Duncan Hunter National Defense Authorization Act of Fiscal Year 2009, Public Law 110-417

Section 872 of this Act requires the development and maintenance of a Federal Government information system that contains specific information on the integrity and performance of covered federal agency contractors and grantees. The Federal Awardee Performance and Integrity Information System (FAPIIS) was developed to address these requirements. FAPIIS contains integrity and performance information from the Contractor Performance Assessment

Reporting System, information from the SAM database (formerly CCR), and suspension and debarment information from the EPLS. USDA will review and consider any information about the applicant reflected in FAPIIS when making a judgment about whether an applicant is qualified to receive an award.

Sections 738 and 739 of the Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act, 2012 (P.L. 112-55)

Section 738 (Felony Provision) None of the funds made available by this Act may be used to enter into a contract, memorandum of understanding, or cooperative agreement with, make a grant to, or provide a loan or loan guarantee to any corporation that was convicted (or had an officer or agent of such corporation acting on behalf of the corporation convicted) of a felony criminal violation under any federal or state law within the preceding 24 months, where the awarding agency is aware of the conviction, unless the agency has considered suspension or debarment of the corporation, or such officer or agent, and made a determination that this further action is not necessary to protect the interest of the Government.

Section 739 (Tax Delinquency Provision) None of the funds made available by this Act may be used to enter into a contract, memorandum of understanding, or cooperative agreement with, make a grant to, or provide a loan or loan guarantee to, any corporation that (has) any unpaid federal tax liability that has been assessed, for which all judicial and administrative remedies have been exhausted or have lapsed, and that is not being paid in a timely manner pursuant to an agreement with the authority responsible for collecting the tax liability, where the awarding agency is aware of the unpaid tax liability, unless the agency has considered suspension or debarment of the corporation and made a determination that this further action is not necessary to protect the interests of the Government.

XV. CODE OF FEDERAL REGULATIONS AND OTHER GOVERNMENT REQUIREMENTS

This grant will be awarded and administered in accordance with the following regulations and the corresponding OMB Circulars that establish the principles for cost determination found at 2 Code of Federal Regulations (CFR), Subtitle A, Chapter II: Part 220, Education Institutions (OMB Circular A-21); Part 225, State, Local and Indian Tribal Governments (OMB Circular A-87); and Part 230, Non-Profit Organizations (OMB Circular A-122). Any federal laws, regulations, or USDA directives released after this RFA is posted will be implemented as instructed.

A. Government-wide Regulations

- 2 CFR Part 25: “Universal Identifier and Central Locator Contractor Registration”
- 2 CFR Part 170: “Reporting Sub-award and Executive Compensation Information”
- 2 CFR Part 175: “Award Term for Trafficking in Persons”
- 2 CFR Part 180: “OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-Procurement)”
- 2 CFR Part 417: “Office of the Chief Financial Officer: Department of Agriculture Implementation of OMB Guidance on Non-Procurement Debarment and Suspension”

- 41 U.S.C. Section 22 “Interest of Member of Congress”

B. USDA Regulations

- 7 CFR Part 15: “Nondiscrimination”
- 7 CFR Part 3015: “Uniform Federal Assistance Regulations”
- 7 CFR Part 3016: “Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments”
- 7 CFR Part 3018: “New Restrictions on Lobbying”
- 7 CFR Part 3019: “Uniform Administrative Requirements for Grants and Cooperative Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations”
- 7 CFR Part 3021: “Government-wide Requirements for Drug-Free Workplace (Financial Assistance)”
- 7 CFR Part 3052: “Audits of State, Local Governments, and Non-Profit Organizations”

XVI. RFA APPLICATION CHECKLIST

All proposals submitted under this RFA must contain the applicable elements as described in this announcement. The application must be submitted electronically through www.grants.gov, by **midnight EST on April 24, 2013**. The following checklist has been prepared to assist in ensuring that the proposal is complete and in the proper order prior to submission.

- ✓ Have you read the RFA carefully, more than once?
- ✓ Have you obtained a Dun and Bradstreet Data Universal Numbering System (DUNS) number and registered the number into the System for Award Management (SAM) system?
- ✓ Have you prepared and submitted the appropriate forms as shown under the Required Grant Applicant Forms section of this RFA?
- ✓ Have you included the RFA CFDA #10.575 on your application?
- ✓ Have you included your contact information: telephone number and e-mail address? This information should be included on the required Farm to School Cover Sheet.
- ✓ Have you addressed, met, and considered any program specific requirements or restrictions?
- ✓ Is the project’s proposal clearly stated?
 - Does it comply with any format requirements?
 - Does it comply with the page limitation?
 - Most importantly does it directly relate to the RFA’s objectives and priorities? For example:
 - Is your procurement approach detailed in the narrative?
 - Inclusion of regional products in cafeteria offerings is a priority; have you provided a baseline % of local food used in your school meals and your goal for increasing this?
 - An integrated approach that includes promotional or educational activities along with farm, garden and nutrition-based education is a priority; is this addressed?

- Creation or further strengthening of community partnerships is a priority; is a clear plan in place?
 - Don't assume that reviewers know anything about your organization and its work.
- ✓ Have one or more persons, external to the project, read your proposal and was it clear to them?
- ✓ Does the proposed project and budget meet the bona fide needs of the RFA?
 - Does it include a line item for the travel required of all fund recipients?
- ✓ Is the budget summary included?
 - Does it agree with the calculations shown on the OMB budget form?
 - Is the budget in line with the project description?
- ✓ **Be sure to submit a timely application into www.grants.gov in order to meet the RFA application deadline.**

XVII. RFA BUDGET NARRATIVE CHECKLIST

This checklist will assist you in completing the budget narrative portion of the application. Please review the checklist to ensure the items below are addressed in the budget narrative.

NOTE: The budget and budget narrative must be in line with the proposal project description (statement of work) bona fide need. USDA reserves the right to request information not clearly addressed.

	YES	NO
Match		
Have you detailed at least a 25% match of the total project cost?		
Have you detailed the source of the match funds?		
Personnel		
Did you include all key employees paid for by this grant under this heading?		
Are employees of the applicant's organization identified by name and position title?		
Did you reflect percentage of time the Project Director will devote to the project in full-time equivalents (FTE)?		
Fringe Benefits		
Did you include your organization's fringe benefit amount along with the basis for the computation?		
Did you list the type of fringe benefits to be covered with federal funds?		
Travel		
Are travel expenses itemized? For example origination/destination points, number and purpose of trips, number of staff traveling, mode of transportation and cost of each trip.		
Are the attendee objectives and travel justifications included in the narrative?		
Is the basis for the lodging estimates identified in the budget? For example include		

excerpt from travel regulations.		
Did you include the mandatory travel to one face-to-face meeting?		
Equipment		
Is the need for the equipment justified in the narrative?		
Are the types of equipment, unit costs, and the number of items to be purchased listed in the budget?		
Is the basis for the cost per item or other basis of computation stated in the budget?		
Supplies		
Are the types of supplies, unit costs, and the number of items to be purchased reflected in the budget?		
Is the basis for the costs per item or other basis of computation stated?		
Contractual: (USDA reserves the right to request information on all contractual awards and associated costs after the contract is awarded.)		
Has the bona fide need been clearly identified in the project description to justify the cost for a contract or sub-grant expense(s) shown on the budget?		
A justification for all Sole-source contracts must be provided in the budget narrative prior to approving this identified cost.		
Other		
Consultant Services – Has the bona fide need been clearly identified in the project description to justify the cost shown on the budget? The following information must be provided in the justification: description of service and an itemized list of all direct cost and fees, number of personnel including the position title (specialty and specialized qualifications as appropriate to the costs), number of estimated hours X hourly wages, and all expenses and fees directly related to the proposed services to be rendered to the project.		
For all other line items listed under the “Other” heading, list all items to be covered under this heading along with the methodology on how the applicant derived the costs to be charged to the program.		
Indirect Costs		
Has the applicant obtained a Negotiated Indirect Cost Rate Agreement (NICRA) from a federal agency? If yes, a copy of the most recent and signed negotiated rate agreement must be provided along with the application.		
If no negotiated agreement exists, the basis and the details of the indirect costs to be requested should be reflected in the budget.		
If no indirect costs are requested, please write “None Requested.”		

XVIII. AGENCY CONTACT

Applicants should submit all questions related to this RFA via email to the grant support team at farmtoschool@fns.usda.gov.

APPENDIX

FARM TO SCHOOL AT USDA: ADDITIONAL BACKGROUND INFORMATION

In 2010, Agriculture Secretary Tom Vilsack laid out a five-year strategic plan for the United States Department of Agriculture (USDA). One pillar of this plan was the development and support of regional food systems. He stated:

An increased emphasis on regional food systems will have direct and significant benefits to rural communities. Increased economic activity in food-related sectors of the economy helps communities build and maintain prosperity. Building on the foundation established [by Congress] in the 2008 Farm Bill, USDA will work closely with all its strategic partners... to develop and revitalize the critical infrastructure necessary for vibrant regional food systems.

Helping schools find and procure regionally produced food is directly tied to the USDA's strategic plan. And although USDA has supported farm to school initiatives for over a decade, the [Know Your Farmer, Know Your Food](#) (KYF) initiative, considered a cross agency priority, has provided an opportunity for great emphasis on these activities. In 2009, the USDA created a [Farm to School Team](#) to coordinate USDA support across agencies and help K-12 schools link with local producers, processors and manufacturers. The team developed an online [Farm to School toolkit](#) with guidance, resources, [archived webinars](#), and evaluation tools for schools and food producers alike. In 2010, the team visited 15 school districts across the country and developed a [summary report](#) documenting aspects of farm to school in K-12 schools.

In 2010, FNS and the Agricultural Marketing Service (AMS) launched [Produce Safety University](#), a week-long training for foodservice professionals addressing food safety practices for handling fresh produce received from any supplier, including local producers. Also related to food safety, USDA's [Risk Management Agency](#) funded the development of food safety tools for local producers, including the [On-Farm Food Safety Project](#) and [Food Safety Plan 4U](#) (FSP4U), to help farms meet institutional food safety requirements.

In another collaborative effort, AMS and FNS are piloting a [Fresh Fruit Pilot Program](#), currently in Michigan and Florida, to test an alternative method for purchasing fresh produce through a state's USDA Foods program and distributing the fresh produce to schools (see FAQs [here](#)).

In the 2008 Farm Bill, Congress included a provision to allow schools to apply a geographic preference for locally-grown or raised unprocessed agricultural products. USDA has developed several resources to help schools exercise this authority, including policy memoranda; procurement and geographic preference guidance and technical assistance; a free online procurement training; as well as in-person and webinar trainings from USDA staff. These resources are all available in the [policy section](#) of the Farm to School website.

USDA also compiled information on promising practices related to farm to school and will continue to make the findings available to the public. For example, the National Agricultural

Library published an extensive [farm to school annotated bibliography](#) for researchers and others interested in learning from the literature.

Given that K-12 schools report that gardening projects help students learn about agriculture first-hand and begin to appreciate the work that goes into producing food, USDA is helping confirm these anecdotal findings with the help of 4,000 youth in 57 schools in Iowa, Arkansas, New York, and Washington through [Healthy Gardens, Healthy Youth](#), a project of the [People's Garden School Pilot](#) administered by USDA's FNS. Master gardeners help participating students learn gardening skills; experts provide nutrition, food safety and food preparation classes; and the program facilitates farm to school connections with producers to stimulate the local economy. University researchers will study how fruit and vegetable consumption changes for the youth participating in the program.

USDA staff also work directly with students in the community. For example, through its [Ag in the Classroom](#) program, USDA's National Institute of Food and Agriculture is connecting kids from kindergarten through high school to agriculture.

USDA has also supported farm to school initiatives through other grant programs, such as AMS's [Specialty Crop Block Grants](#), which are administered through state departments of agriculture. As but one example, [Oklahoma](#) is funding the development of a guide for local farmers to grow salad bar crops for local schools. USDA's FNS administers [Team Nutrition](#) training grants to help K-12 schools promote children's health. Schools have identified farm to school as a way to increase fruit and vegetable consumption; institutions in a number of states, including [Idaho, Montana, and New Jersey](#) received Team Nutrition grants to implement farm to school activities in 2012.

Additionally, school districts and others have access to loans and grants from Rural Development's [Community Facilities](#) program to develop infrastructure to store, process and serve local food. For a complete list of other federal grants that support farm to school activities, please refer to the [grants](#) section of USDA's Farm to School website.

In November, 2012, USDA announced the [first round](#) of Farm to School Grant Program awards, and subsequently hosted a webinar on "[Trends in Successful Applications](#)" to assist future applicants. For more information on USDA's many farm to school initiatives, or to access resources associated with farm to school, please visit USDA's [Farm to School website](#).

AD-3030	U.S. DEPARTMENT OF AGRICULTURE
REPRESENTATIONS REGARDING FELONY CONVICTION AND TAX DELINQUENT STATUS FOR CORPORATE APPLICANTS	

Note: You only need to complete this form if you are a for profit or non-profit entity that has filed articles of incorporation in one of the 50 States, the District of Columbia, or the various territories of the United States including American Samoa, Federated States of Micronesia, Guam, Midway Islands, Northern Mariana Islands, Puerto Rico, Republic of Palau, Republic of the Marshall Islands, or the U.S. Virgin Islands.

The following statement is made in accordance with the Privacy Act of 1974 (5 U.S.C. 552(a), as amended). The authority for requesting the following information for USDA Agencies and staff offices is in §738 and 739 of the Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act, 2012, P.L. 112-55. The authority for Forest Service is in §433 and 434 of the Consolidated Appropriations Act 2012, P.L. 112-74. The information will be used to confirm applicant status concerning entity conviction of a felony criminal violation, and unpaid Federal tax liability status.

According to the Paperwork Reduction Act of 1985 an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0505-0025. The time required to complete this information collection is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

1. APPLICANT'S NAME	2. APPLICANT'S ADDRESS (Including Zip Code)	3. TAX ID NO. (Last 4 digits)
---------------------	---	-------------------------------

- 4A. Has the Applicant been convicted of a felony criminal violation under Federal or State law in the 24 months preceding the date of application? YES NO
- 4B. Has any officer or agent of Applicant been convicted of a felony criminal violation for actions taken on behalf of Applicant under Federal or State law in the 24 months preceding the date of signature? YES NO
- 4C. Does the Applicant have any unpaid Federal tax liability that has been assessed, for which all judicial and administrative remedies have been exhausted or have lapsed, and that is not being paid in a timely manner pursuant to an agreement with the authority responsible for collecting the tax liability? YES NO

Providing the requested information is voluntary. However, failure to furnish the requested information will make the applicant ineligible to enter into a contract, memorandum of understanding, grant, loan, loan guarantee, or cooperative agreement with USDA, and may be subject to administrative suspension debarment proceedings.

PART B – SIGNATURE

5A. APPLICANT'S SIGNATURE (BY)	5B. TITLE/RELATIONSHIP OF THE INDIVIDUAL IF SIGNING IN A REPRESENTATIVE CAPACITY	5C. DATE SIGNED (MM-DD-YYYY)
--------------------------------	--	------------------------------

The U.S. Department of Agriculture (USDA) prohibits discrimination in all of its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, political beliefs, genetic information, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Assistant Secretary for Civil Rights, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, S.W., Stop 9410, Washington, DC 20250-9410, or call toll-free at (866) 632-9992 (English) or (800) 877-8339 (TDD) or (866) 377-8642 (English Federal-relay) or (800) 845-6136 (Spanish Federal-relay). USDA is an equal opportunity provider and employer.

PLANNING GRANT

APPLICATION COVER SHEET: FARM TO SCHOOL GRANT CFDA#10.575

Name of Organization:

Address:

City:

State:

Zip:

Contact

Name

First:

Last:

Title:

Phone:

e-mail:

Project Title:

Brief Project Description (200 words or less): *Note: If awarded funding, this description will be used in publicly available documents.*

Grant Request	Match Contribution	Total Project Cost (Grant Request + Match)	Match % of Total Project Cost (Match / Total Project Cost)
\$	\$	\$	%

Type of Application

- Individual District Submission
 Multi-district Submission

Free and Reduced Priced Meal Participation: Individual District Submission

Please select one. The project is intended to benefit:

- Whole District
 Select schools. Please describe (e.g., elementary schools, etc.): _____
 Other. Please describe: _____

Please indicate below the number of students participating in Free and Reduced (F/R) Priced Meals that will benefit from your proposed project and the total school enrollment population rate as of the 2012-2013 school year for those schools. You can report numbers for the whole district, or for select schools (e.g. K-5 schools only), depending on which population your project targets.

1. _____ # of schools participating in or benefiting from your proposed project
2. _____ # of students participating in F/R Priced Meals at these schools
3. _____ total school enrollment at these schools

Calculate your total percentage on line 4 below

4. _____ % receiving F&RP (line 2 / line 3 x 100)

Additionally, please tell us about the geography and demographics of the participating schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Free and Reduced Priced Meal Participation: Multi-District Submission

Please provide information about Free/Reduce Price populations, Rural/Urban Classification codes, and student demographics for each of the project participants, starting with the Lead District.

Lead School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit, the project is intended to benefit:

- Whole District
- Select schools. Please describe (e.g., elementary schools, etc.): _____
- Other. Please describe: _____

Please indicate the number of students participating in Free and Reduced (F/R) Priced Meals that will benefit from your proposed project and the total school enrollment population rate as of the 2012-2013 school year for those schools. You can report numbers for the whole district(s), or for select schools (e.g. k-5 schools only), depending on which population your project targets.

- 1a. _____ # of schools participating in or benefiting from your proposed project
- 2a. _____ # of students participating in F/R Priced Meals at these schools
- 3a. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White

- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District*
- Select schools. Please describe (e.g., middle schools, etc.):* _____
- Other. Please describe:* _____

- 1b. _____ # of schools participating in or benefiting from your proposed project
- 2b. _____ # of students participating in F/R Priced Meals at these schools
- 3b. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ *(See Appendix for Instructions)*

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District*
- Select schools. Please describe (e.g., schools in SE part of district, etc.):* _____
- Other. Please describe:* _____

- 1c. _____ # of schools participating in or benefiting from your proposed project
- 2c. _____ # of students participating in F/R Priced Meals at these schools
- 3c. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ *(See Appendix for Instructions)*

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District*
- Select schools. Please describe (e.g., high schools, etc.):* _____
- Other. Please describe:* _____

- 1d. _____ # of schools participating in or benefiting from your proposed project
- 2d. _____ # of students participating in F/R Priced Meals at these schools
- 3d. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ *(See Appendix for Instructions)*

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District
 Select schools. Please describe (e.g., elementary schools, etc.): _____
 Other. Please describe: _____

1e. _____ # of schools participating in or benefiting from your proposed project

2e. _____ # of students participating in F/R Priced Meals at these schools

3e. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

____% Hispanic or Latino

____% White

____% African American

____% Asian

____% American Indian or Alaskan Native

____% Native Hawaiian & Pacific Islander

____% Two or more races

Multi-district Submissions: calculate your total percentage on line 3 below

(Note, if you have more than five districts in your project, simply attach an additional piece of paper with additional information as necessary.)

1. Add the total # of students participating from lines 2 (2a+2b+2c+2d+2e) above: _____

2. Add the total # enrollment at these schools from lines 3 (3a+3b+3c+3d+3e) above: _____

3. To calculate your weighted average F/R rate, divide the total # of students participating (line 1 above) by the total # enrolled (line 2 above) x 100: _____

IMPLEMENTATION GRANT

APPLICATION COVER SHEET: FARM TO SCHOOL GRANT CFDA#10.575

Name of Organization:

Address:

City:

State:

Zip:

Contact

Name

First:

Last:

Title:

Phone:

e-mail:

Project Title:

Brief Project Description (200 words or less): *Note: If awarded funding, this description will be used in publicly available documents.*

Grant Request	Match Contribution	Total Project Cost (Grant Request + Match)	Match % of Total Project Cost (Match / Total Project Cost)
\$	\$	\$	%

Type of Application

- Individual District Submission
 Multi-district Submission

Free and Reduced Priced Meal Participation: Individual District Submission

Please select one. The project is intended to benefit:

- Whole District
 Select schools. Please describe (e.g., elementary schools, etc.): _____
 Other. Please describe: _____

Please indicate below the number of students participating in Free and Reduced (F/R) Priced Meals that will benefit from your proposed project and the total school enrollment population rate as of the 2012-2013 school year for those schools. You can report numbers for the whole district, or for select schools (e.g. K-5 schools only), depending on which population your project targets.

1. _____ # of schools participating in or benefiting from your proposed project
2. _____ # of students participating in F/R Priced Meals at these schools
3. _____ total school enrollment at these schools

Calculate your total percentage on line 4 below

4. _____ % receiving F&RP (line 2 / line 3 x 100)

Additionally, please tell us about the geography and demographics of the participating schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Free and Reduced Priced Meal Participation: Multi-District Submission

Please provide information about Free/Reduce Price populations, Rural/Urban Classification codes, and student demographics for each of the project participants, starting with the Lead District.

Lead School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit, the project is intended to benefit:

- Whole District
- Select schools. Please describe (e.g., elementary schools, etc.): _____
- Other. Please describe: _____

Please indicate the number of students participating in Free and Reduced (F/R) Priced Meals that will benefit from your proposed project and the total school enrollment population rate as of the 2012-2013 school year for those schools. You can report numbers for the whole district(s), or for select schools (e.g. k-5 schools only), depending on which population your project targets.

- 1a. _____ # of schools participating in or benefiting from your proposed project
- 2a. _____ # of students participating in F/R Priced Meals at these schools
- 3a. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White

- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District*
- Select schools. Please describe (e.g., middle schools, etc.):* _____
- Other. Please describe:* _____

- 1b. _____ # of schools participating in or benefiting from your proposed project
- 2b. _____ # of students participating in F/R Priced Meals at these schools
- 3b. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ *(See Appendix for Instructions)*

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District*
- Select schools. Please describe (e.g., schools in SE part of district, etc.):* _____
- Other. Please describe:* _____

- 1c. _____ # of schools participating in or benefiting from your proposed project
- 2c. _____ # of students participating in F/R Priced Meals at these schools
- 3c. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District
- Select schools. Please describe (e.g., high schools, etc.): _____
- Other. Please describe: _____

- 1d. _____ # of schools participating in or benefiting from your proposed project
- 2d. _____ # of students participating in F/R Priced Meals at these schools
- 3d. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District
 Select schools. Please describe (e.g., elementary schools, etc.): _____
 Other. Please describe: _____

1e. _____ # of schools participating in or benefiting from your proposed project

2e. _____ # of students participating in F/R Priced Meals at these schools

3e. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

____% Hispanic or Latino

____% White

____% African American

____% Asian

____% American Indian or Alaskan Native

____% Native Hawaiian & Pacific Islander

____% Two or more races

Multi-district Submissions: calculate your total percentage on line 3 below

(Note, if you have more than five districts in your project, simply attach an additional piece of paper with additional information as necessary.)

4. Add the total # of students participating from lines 2 (2a+2b+2c+2d+2e) above: _____

5. Add the total # enrollment at these schools from lines 3 (3a+3b+3c+3d+3e) above: _____

6. To calculate your weighted average F/R rate, divide the total # of students participating (line 1 above) by the total # enrolled (line 2 above) x 100: _____

SUPPORT SERVICE GRANT

APPLICATION COVER SHEET: FARM TO SCHOOL GRANT CFDA#10.575

Name of Organization:

Address:

City:

State:

Zip:

Contact

Name

First:

Last:

Title:

Phone:

e-mail:

Project Title:

Brief Project Description (200 words or less): *Note: If awarded funding, this description will be used in publicly available documents*

Grant Request	Match Contribution	Total Project Cost (Grant Request + Match)	Match % of Total Project Cost (Match / Total Project)
\$	\$	\$	%

Type of Application

- Single District Partner
 Multiple District Partners

Free and Reduced Priced Meal Participation: Single District Partner

Please select one. The project is intended to benefit:

- Whole District
 Select schools. Please describe (e.g., elementary schools, etc.): _____
 Other. Please describe: _____

School/District Name: _____

City, County, State: _____

Please indicate below the number of students participating in Free and Reduced (F/R) Priced Meals that will benefit from your proposed project and the total school enrollment population rate as of the 2012-2013 school year for those schools. You can report numbers for the whole district, or for select schools (e.g. K-5 schools only), depending on which population your project targets.

1. _____ # of schools participating in or benefiting from your proposed project
2. _____ # of students participating in F/R Priced Meals at these schools
3. _____ total school enrollment at these schools

Calculate your total percentage on line 4 below

4. _____ % receiving F&RP (line 2 / line 3 x 100)

Additionally, please tell us about the geography and demographics of the participating schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

____% Hispanic or Latino

____% White

____% African American

____% Asian

____% American Indian or Alaskan Native

____% Native Hawaiian & Pacific Islander

____% Two or more races

Free and Reduced Priced Meal Participation: Multiple District Partners

If you know which schools you'll be working with on this project, please complete the form below. If you cannot provide the information below, please provide a short explanation of how you plan to partner with schools (e.g. our project will recruit 16 schools to participate in a statewide farm to school network):

Please provide information about Free/Reduce Price populations, Rural/Urban Classification codes, and student demographics for each of the project participants, starting with the Lead District.

Lead School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit, the project is intended to benefit:

- Whole District
- Select schools. Please describe (e.g., elementary schools, etc.): _____
- Other. Please describe: _____

Please indicate the number of students participating in Free and Reduced (F/R) Priced Meals that will benefit from your proposed project and the total school enrollment population rate as of the 2012-2013 school year for those schools. You can report numbers for the whole district(s), or for select schools (e.g. k-5 schools only), depending on which population your project targets.

1a. _____ # of schools participating in or benefiting from your proposed project

- 2a. _____ # of students participating in F/R Priced Meals at these schools
3a. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District
- Select schools. Please describe (e.g., middle schools, etc.): _____
- Other. Please describe: _____

- 1b. _____ # of schools participating in or benefiting from your proposed project
2b. _____ # of students participating in F/R Priced Meals at these schools
3b. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District*
 Select schools. Please describe (e.g., schools in SE part of district, etc.): _____
 Other. Please describe: _____

1c. _____ # of schools participating in or benefiting from your proposed project

2c. _____ # of students participating in F/R Priced Meals at these schools

3c. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ *(See Appendix for Instructions)*

Student Demographics - Ethnicity/Race

____% Hispanic or Latino

____% White

____% African American

____% Asian

____% American Indian or Alaskan Native

____% Native Hawaiian & Pacific Islander

____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District*
 Select schools. Please describe (e.g., high schools, etc.): _____
 Other. Please describe: _____

1d. _____ # of schools participating in or benefiting from your proposed project

2d. _____ # of students participating in F/R Priced Meals at these schools

3d. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ *(See Appendix for Instructions)*

Student Demographics - Ethnicity/Race

____% Hispanic or Latino

- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Additional School/District Name: _____

City, County, State: _____

Please select one. At this school/school district, the project is intended to benefit:

- Whole District
- Select schools. Please describe (e.g., elementary schools, etc.): _____
- Other. Please describe: _____

- 1e. _____ # of schools participating in or benefiting from your proposed project
- 2e. _____ # of students participating in F/R Priced Meals at these schools
- 3e. _____ total school enrollment at these schools

Additionally, please tell us about the geography and demographics of these particular schools.

Please note the district's Urban/Rural Classification Code: _____ (See Appendix for Instructions)

Student Demographics - Ethnicity/Race

- ____% Hispanic or Latino
- ____% White
- ____% African American
- ____% Asian
- ____% American Indian or Alaskan Native
- ____% Native Hawaiian & Pacific Islander
- ____% Two or more races

Multi-district Submissions: calculate your total percentage on line 3 below

(Note, if you have more than five districts in your project, simply attach an additional piece of paper with additional information as necessary.)

- 7. Add the total # of students participating from lines 2 (2a+2b+2c+2d+2e) above: _____
- 8. Add the total # enrollment at these schools from lines 3 (3a+3b+3c+3d+3e) above: _____
- 9. To calculate your weighted average F/R rate, divide the total # of students participating (line 1 above) by the total # enrolled (line 2 above) x 100: _____

URBAN/RURAL CLASSIFICATION INSTRUCTIONS

To determine urban/rural classification, please use the National Center for Education Statistics online tool at <http://nces.ed.gov/ccd/schoolsearch/>.

Steps

- 1) Go to the search site at <http://nces.ed.gov/ccd/schoolsearch/>.
- 2) Enter search criteria (*Tip:* Use general search terms and then select from the results list, e.g., to search for Medina City Schools in Medina, Ohio, enter Medina in the 'district name' field and Ohio in the 'state' field. Then you can choose Medina City Schools from the search results.)
- 3) Click 'Search'.
- 4) Choose the school/district from the search results.
- 5) Scroll down to 'Locale' and note the classification code (see screen shot).
- 6) Enter the two-digit classification code (e.g., 11, 12, 31) on the Cover Sheet.

detail.asp?Search=1&details=1&InstName=Medina&State=39&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=

CPD Dictionary F2S Connects F2S.org FNS F2S KVF2 NPR NYTimes WP Post WH Blog Home - Google Drive

& Products Surveys & Programs Data & Tools Fast Facts School Search News & Events A

Search for Public School Districts

CCD Common Core of Data

District Directory Information Search Results Modify Search Data Notes/Grant IDs Help
(2011-2012 school year)

District Name: Medina City Sd schools for this district	NCES District ID: 3904438	State District ID: 044388
Mailing Address: 140 W Washington St Medina, OH 44256-2262	Physical Address: 140 West Washington St Medina, OH 44256-2262	Phone: (330) 636-3031
Type: Local school district	Status: No change	

District Details (2010-2011 school year; Fiscal data from 2008-2009) [Show All](#)

Characteristics Staff Fiscal Census

County: Medina County	County ID: 39103
Grade Span: (grades PK - 12) PK KG 1 2 3 4 5 6 7 8 9 10 11 12	Total Schools: 11
Locale: Town: Fringe (31)	Total Students: 7,516
CSA/CBSA: 17460	Classroom Teachers (FTE): 384.88
Supervisory Union #: 000	Student/Teacher Ratio: 19.53
	ELL (formerly LEP) Students: 23
	Students with IEPs: 1,048

NOTES

- [†] indicates that the data are not applicable. For example, the enrollment and staff characteristics for districts that opened in the 2011-2012 school year will not be available until the full 2011-2012 file is released.
- [-] indicates that the data are missing.
- The directory information on district name, address, and phone number are preliminary data from initial

Urban Classifications

- 11 - City, Large
- 12 - City, Midsize
- 13 - City, Small
- 21 - Suburb, Large
- 22 - Suburb, Midsize
- 23 - Suburb, Small
- 31 - Town, Fringe
- 32 - Town, Distant
- 33 - Town, Remote

Rural Classifications

- 41 - Rural, Fringe
- 42 - Rural, Distant
- 43 - Rural, Remote

For complete definitions, visit http://nces.ed.gov/ccd/rural_locales.asp.

Introduction

Module 1: Farm to School Team

This worksheet is meant to help you build and organize the team that will guide and implement your farm to school program. Along with the “Vision, Goals, and Context” module, this module will form the foundation of your farm to school implementation plan. In filling out this worksheet you will be encouraged to define the roles of, and learn more about, your committed team members and advisors; determine what other types of people will make your team stronger; establish a structure for your team and the meetings you hold; come up with a preliminary meeting schedule; and explore existing resources that will help you form an effective group.

Recommended Reading and Resources

Following is a list of resources you may find helpful for assembling and growing your farm to school team and leading farm to school planning meetings. Take a look at these materials before you begin working on the module; as you progress with your planning, list the ones you think will be most useful to you (along with other resources specific to your State, district, or team structure) in the “Resources” section of the worksheet.

- » [Farm to School: Assemble a Team](#), from University of Minnesota Extension – Tips for foodservice directors on building a farm to school team, including a video and many examples.
- » [Vermont Farm to School: A Guide for Farm to School Community Action Planning](#), from Vermont Food Education Every Day (VT FEED) – Detailed information on forming a farm to school team, facilitating farm to school meetings, and developing a community action plan.
- » [Healthy School Toolkit \(see Chapter 3: Team Up to Implement Your School Nutrition Policy\)](#), from the Food Trust – While this chapter of the toolkit is focused on building a School Health Council to advise schools on matters of health policy, many of the same ideas will apply to building a farm to school team.
- » [Food Hub’s Knowledge Base \(see the “Getting Started” section\)](#), from EcoTrust – This library of farm to school guidance is updated regularly and includes user ratings.

Farm to School Team

Module 1

Tip: This is a living document; update it as your team grows and changes!

Background

{When was your farm to school team established and by whom? What activities has the group participated in to date (i.e. at the end of your initial planning period)?}

Already Committed members

{What are the names, titles, and roles of people who have already committed to being part of your farm to school team?}

[Member #1 Name]

{What is this person's title? Does he or she belong to an organization? Does he or she have any decision-making power? What role will he or she play on the team?}

Tip: You might also note other relevant roles that committee members play in the school, the community, or in their personal lives, as well as any helpful skills they might have. Does this member serve on any other committees? Is he or she the parent of a former student (in addition to being, say, the school nurse)? Does he or she love gardening or have fundraising experience?

For example:

Name: Shauna James

Title: Johnson School Vice Principal

Committee role: Farm to School Administrative Liaison

Other committees: School Wellness Committee, Curriculum Review Committee

Other information: former health teacher; avid home cook; grown daughter is a farmer in a nearby town

Advisers

{Outside of the team, what people or groups will you look to for guidance and assistance? What are the names, titles, and roles of people who have agreed to advise your committee on specific matters on an as-needed basis?}

Tip: Your advisory committee needn't necessarily be formal, but formalizing advisory roles might make the people who you're hoping to get some specific advice or help from more invested in your program.

Needed members & Advisers

{What specific people or categories of people would you like to have on your farm to school team or advisory committee but have not yet received a commitment from? Who will be responsible for

recruiting these new members? What are your expectations for these members? What role(s) will they play?}

For example: Some ideas for the types of people you might recruit to be on your team or advisory committee include:

*School food service representatives,
teachers,
students,
school administrators (especially the school principal or vice principal),
school board members,
parents and grandparents,
food producers (including farmers, ranchers, and fishermen)
school nurses,
guidance counselors,
staff members of non-profit organizations,
Master Gardeners,
researchers,
school maintenance staff members,
local chefs,
state agency farm to school coordinator,
National Farm to School Network state lead,
health care professionals,
extension agents,
PTA/PTO representatives,
members of the local media,
the school or district communications director,
the school or district curriculum director,
and other schools or districts that have farm to school programs.*

Details & Logistics

Structure

{How is your team structured? Are you a subcommittee of a wellness committee or a food policy committee? Do you have sub-committees? Is there a team lead? Is there a cap on the number of members? Are members appointed, invited, elected, or nominated? Is there a leadership committee? Are all members of the team permanent, or do some serve for a specific period of time (such as the school year)?}

Name

{What will you call your farm to school team?}

For example: Some popular names include Farm to School Coordinating Committee, Farm to School Organizing Committee, School Nutrition Action Committee (SNAC), and Farm to School Steering Committee. Choose a name that reflects the team's scope. If the team will address issues broader than the term "farm to school" encompasses, its name should reflect that.

Responsibilities & Power

{What are the functions and responsibilities of the farm to school team? Does the team, or do members of the team, have decision-making power? If not, by what means can the team’s ideas and recommendations be realized?}

For example: The types of activities a farm to school team might be responsible for include strategic planning, implementation, community outreach, regular reporting to specific people or entities, and fundraising.

Relationship building

{Do the various team members, [especially foodservice staff, administrators, and teachers] work together often? If not, what activities will build relationships, understanding, and trust between members?}

Meetings

{Who is the team accountable to? How often does the team meet? Where are meetings held? Are meetings open to the public? Will meetings be facilitated by a member of the team, or an external partner?}

Meeting Schedule

{What is your preliminary meeting schedule for the duration of your near-term implementation period?}

Date	Topic(s)

[Other]

Tip: Include additional headings or subheadings as needed.

Resources

{What existing resources (including publications, videos, etc.) will you use to grow your group, conduct meetings, and generally direct the team’s functions?}

Tip: Create a list of resources using the recommended readings provided in the introduction to this module as well as other materials (perhaps specific to your State or district), that you think will be helpful as you move into implementation.

