

ANNOUNCEMENT OF FEDERAL FUNDING OPPORTUNITY

EXECUTIVE SUMMARY

Federal Agency Name(s): National Ocean Service (NOS), National Oceanic and Atmospheric Administration (NOAA), Department of Commerce

Funding Opportunity Title: FY2014 NOAA Bay Watershed Education and Training (B-WET) Hawaii Program

Announcement Type: Initial

Funding Opportunity Number: NOAA-NOS-CSC-2014-2003875

Catalog of Federal Domestic Assistance (CFDA) Number: 11.473, Coastal Services Center

Dates: Full proposals must be received must be received by 5:59 pm Hawaii Time on January 7, 2014.

Funding Opportunity Description: This federal funding opportunity meets NOAA's mission of science, service and stewardship that is directed to a vision of the future where societies and their ecosystems are healthy and resilient in the face of sudden or prolonged change. The purpose for this financial assistance will support NOAA's goal by developing a well-informed citizenry involved in decision-making that positively impacts our coastal, marine and watershed ecosystems in the State of Hawaii. This opportunity is a competitively-based grant that provides funding to assist in the development of new programs, encourage innovative partnerships among environmental education programs and support geographically targeted programs to advance environmental education efforts that complement national and state school requirements. The B-WET Hawaii Program is an environmental education program that promotes locally relevant, experiential learning in the K-12 environment on priority topics, such understanding climate, ocean and earth sciences and community resilience to hazards. Funded projects provide meaningful watershed educational experiences for students, professional development for teachers, service learning opportunities for students, and support regional education and environmental priorities.

FULL ANNOUNCEMENT TEXT

I. Funding Opportunity Description

A. Program Objective

The NOAA Bay Watershed Education and Training (B-WET) Program was established in 2002 to create environmentally literate students and teachers through education. Recognizing that an informed community is the key to sustaining the Nation's watershed, coastal and ocean environment, NOAA developed B-WET Programs in the Chesapeake Bay watershed (2002), California (2003) and Hawaii (2004). Due to the success in these three locations, the B-WET program expanded to the Gulf of Mexico, Pacific Northwest and the Northeast regions in 2008 and then in to the Great Lakes in 2010. Experiential learning techniques, such as those supported by the B-WET Program, have been shown to increase interest in science, technology, engineering, and math (STEM), thus contributing to NOAA's obligations under the America COMPETES Act (33 USC 893a).

The B-WET Hawaii program is administered by the NOAA Pacific Services Center based in Honolulu on behalf of the NOAA Office of Education. The B-WET Hawaii Program provides opportunities to create a population that is knowledgeable about earth systems science, climate change, marine and coastal science and hazards. Once engaged with the experience and information, these educators and students are poised to understand the role this knowledge plays in community resilience and stewardship. By supporting organizations that use the environment as the context for learning, NOAA is providing a platform that engages learners and revitalizes teachers with the watershed and the surrounding landscape acting as a living laboratory. Students immediately grasp Earth processes and resilience linkages in the watershed and are immersed in a dynamic learning environment. The program supports NOAA's goal of developing a well-informed citizenry involved in decision-making that positively impact our coastal, marine and watershed ecosystems. Individuals that have been educated about Earth's processes, community resilience to hazards and climate change can become effective problem solvers and future community leaders and decision-makers charged with managing Hawaii's island resources.

1. Definitions: The terms used throughout this announcement are thus defined:

a. Hawaii: The islands of Hawaii, Maui, Lanai, Molokai, Oahu, Kauai, Kahoolawe, Niihau and the Northwestern Hawaiian Islands

b. Teachers/educators: Formal and non-formal educators for kindergarten through high school

c. Students: Kindergarten through high school (K-12)

d. Kupuna: Native Hawaiian elder

e. Ahupuaa (watershed): The ahupuaa (watershed) is defined as a division of land, coast and ocean where culturally-based knowledge and practices are used to manage the resources therein. It is a traditional Hawaiian relationship between man and his environment that provides a culturally-based management tool to balance environmental, social, and economic development needs. This unique relationship was premised on the need to care for the earth and its terrestrial, marine, atmospheric, and spiritual resources. Within the ahupuaa, human interactions and the use of resources were strictly managed through orally communicated laws of the land passed from generation to generation. Although this was practiced traditionally in ancient Hawaiian culture, the knowledge is still applied to today's contemporary society affording opportunities to integrate both traditional and modern methods of resource management.

f. Community Resilience: The capacity of communities to survive, mitigate the effects of, and recover from the effects of natural or other hazards in order to withstand disasters and support their long-term sustainability. Resilient communities are well informed of their vulnerability to hazards and are able to comprehend the potential environmental, social and economic impact on their community. Examples of natural hazards include tsunamis, hurricanes, floods, earthquakes, erosion, and landslides. Human-induced or man-made hazards include but are not limited to runoff, leaching, pollution, sewage, and effects pressure of land use in the ahupuaa.

g. Earth systems science: The term for sciences related to any of the studies that deal with the earth or with one or more of its parts. Many scientists use the Earth systems science approach which treats the entire Earth as a system. Multi-disciplinary studies include but are not limited to: meteorology, climatology, atmospheric chemistry, geology, geodesy, geophysics, soil science, oceanography, hydrology, marine biology, glaciology, and marine, coastal and atmospheric sciences.

h. Climate science: The term for sciences related to any of the studies that deal with the long-term average of conditions in the atmosphere, ocean, and ice sheets and sea ice described by statistics, such as means and extremes.

i. Service learning: A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

j. Citizen science: Scientific research conducted, in whole or in part, by amateur or nonprofessional scientists where the public participates in the scientific research.

B. Program Priorities

A proposal must address one or both of the following priorities: 1) Meaningful science-based outdoor experiences for students in the study of earth and climate sciences and/or community resilience to hazards; 2) Professional development for teachers in the area of environmental education, earth systems science, climate sciences and/or community resilience to hazards; 3) Service learning and citizen science opportunities for students in activities such as interim camps and afterschool programs. NOTE: A proposal may address several priorities, however applicants should identify which priority is most represented in their proposal.

1. Meaningful science-based outdoor experiences for Students (PRIORITY 1)

The NOAA Pacific Services Center seeks proposals for projects that provide opportunities for K-12 students to participate in meaningful science-based outdoor experience in the study of earth sciences, community resilience to hazards and/or climate change. Hawaii's ahupuaa provides an excellent opportunity for environmental education. In many cases, the ahupuaa and surrounding landscape provide "hands-on" laboratories where students can see, touch, and learn about the Earth processes in the dynamic interactions of different ecosystems within an ahupuaa as well as potential hazards that may impact a community. In other cases, the islands' complex, diverse, and unique ecosystems can be brought to life in the classroom through a strong complement of outdoor and classroom experiences.

Hawaiians were recognized for their integrated and sustainable resource management practices and their ability to instill environmental, cultural, and spiritual values from generation to generation. The Hawaiian culture is recognized for their keen observations of Earth's processes and applying that knowledge to create sustainable practices that supported a population of nearly 1 million Hawaiians prior to western contact. The practice of ahupuaa management evolved in Hawaii as a result of the interrelationship of man and his environment that is recorded by the Kumulipo (story of creation). The island perspective regards humans as connected to nature and as a part of their environment, not as a separate entity. This unique relationship was premised on the need to care for the earth and its terrestrial, marine, atmospheric and spiritual resources and provides a powerful study and management mechanism to integrate earth sciences and community resilience to hazards in our contemporary land-use planning and decision-making processes.

Modern ahupuaa management focuses on knowledge of Earth's processes and fostering stewardship of the land and sea and understanding the interconnectedness of the health of

our environment to the resilience of our communities. It provides opportunities to promote community-based efforts with localized knowledge to take an active part in decisions about the management of the ahupuaa to balance the use of environmental resources with social and economic needs. In applying the ahupuaa concept, communities can begin to assess the resilience of their surrounding environment by having a more in-depth understanding of Earth's processes to arrive at sustainable land and natural resource management goals.

B-WET Hawaii provides a venue for students and teachers to learn and incorporate the earth sciences, community resilience to hazards and/or climate change concepts into science-based learning and contemporary resource management practices. The islands' ahupuaa provide a genuine and locally relevant opportunity for engaging in meaningful science-based outdoor experiences while advancing student learning skills and problem-solving abilities through the introduction of culturally-based knowledge and practices with the general school curriculum.

Proposals submitted under this area should address the following elements and types of Meaningful science-based outdoor experiences activities:

a. Direct connection to the ahupuaa: Experiences should demonstrate to students that local actions within an ahupuaa can impact the greater environment and ultimately, stewardship and long-term community sustainability.

i. Earth and climate sciences: Experiences should encourage and inspire student and teacher participants to engage in exploring and investigating Earth's dynamic processes. Projects and activities must have an intentional connection to the ahupuaa and should reflect a multi-disciplinary approach in the study of earth sciences and the interaction of different ecosystems within an island ahupuaa to support appropriate resource management, long-term sustainability and resilient communities in both water-based and terrestrial-based activities.

ii. Community resilience to hazards: Understanding the balance between long-term resource management and land-use planning also affords opportunities to learn about the impact of past episodic natural and human-induced hazards on a community's sustainability. Hawaii's unique ahupuaa are geographically situated near or around areas susceptible to hazards. Building awareness of potential vulnerabilities to hazards and increasing the ability to prepare for, respond to and recover from such events provides students and teachers opportunities to enhance the resilience of their own community and increases the capacity for long-term sustainability.

b. Integral to the instructional program: Experiences should be clearly part of what is occurring concurrently in the classroom. The experience should be part of the instructional coursework and be aligned with relevant and current academic content and performance

standards appropriate for the public, private, independent and charter school systems. Experiences should occur where and when they fit into the instructional sequence appropriate for each school system.

c. Project-oriented, hands-on, and investigative: Experiences should be focused around questions, problems, and issues that are investigated through data collection, observation, interviews, and hands-on activities. These experiences should also include the scientific method and best management practices for both pre and post activities. Experiences should stimulate observation, motivate critical thinking, develop problem-solving skills, and instill confidence in students.

d. Sustained activity: Experiences are not meant to be tours, gallery visits, demonstrations, or nature walks. Meaningful experiences are a substantive part of a sustained activity that stimulates, engages and motivates the student from beginning to end, and that the outdoor experience contributes to student and/or teacher participant's learning. The total duration leading up to and following the experience should involve a significant investment of instructional time. Projects should provide teachers with the support, materials, resources, and information needed to conduct these three parts: PHASE I: Preparation - Focus on a question, problem, or issue to engage and involve students in discussions about it; PHASE II: Action - Outdoor learning and analysis include outdoor experiences that are sufficient to conduct the project, make the observations, collect the data required or monitor results; and PHASE III: Reflection - Refocus on the question, problem, or issue, analyze the conclusions reached, evaluate the results; assess the activity and the learning outcomes, and include sharing and communication of the results with a wide audience.

e. Integrated learning: Experiences do not have to be based solely on science disciplines. Experiences should be multi-disciplinary and involve the use of materials, resources, and instruments to address multiple topics, such as traditional resource management knowledge and practices, ahupuaa education, earth sciences, technology, maritime heritage, cultural traditions, history, economics, math, English, art and the cultural significance of our natural resources. Experiences should make appropriate connections between subject areas and reflect an integrated approach to learning.

f. Communication: Projects should promote peer-to-peer sharing and emphasize the need for external sharing and communication. Projects should include a mechanism that encourages the students to share their experiences with other students or other members of a community, (i.e., through a mentoring program, newsletters, journals, local conferences, websites, community presentations or other venues for outreach). External communication may also include the creation of new songs, dances and other forms of expression that are consistent with the native Hawaiian oral and artistic traditions. Many of these interpretive

forms convey traditional beliefs of man's direct connection with the environment and role as a steward.

g. Partnerships: Project proposals should include partnerships with Hawaii-based communities, schools and/or school systems that will directly benefit from or contribute to the project. Signed letters of support from each partner shall be submitted with the application package to demonstrate the level of commitment and involvement. Preference will be given to applicants that partner with a Hawaii school, school system or communities supporting a school or system.

h. Experiences for all students: The B-WET Hawaii Program is strongly committed to expanding the knowledge and participation of low income, underrepresented and underserved student population in environmental education. It is crucial for all citizens to have an understanding of and connection with their own environment, therefore all students should be provided an outdoor experience regardless of where they live or go to school.

2. Professional Development in Environmental Education for Educators (PRIORITY 2)

The NOAA Pacific Services Center seeks proposals for projects that provide teachers opportunities for professional development in the area of environmental education as it relates to earth sciences, community resilience to hazards, and/or climate change. Educators can ultimately provide meaningful environmental education experiences for students by weaving together classroom and field activities, within the context of their instructional coursework and of current critical issues that impact the Islands. Hawaii is vulnerable to a range of hazards including earthquakes, landslides, hurricanes and tsunamis among others. Systematic, long-term education programs and professional development opportunities will reinforce an educator's ability to teach, inspire, and lead young people toward thoughtful stewardship of our natural and cultural resources as well as develop the next generation of decision-makers to support the development of hazard-resilient communities.

Priority 2 project requires an engagement of no less than five days which include three days of instruction, one - two days of an outdoor component and the reflection day. This can be in the form of a follow-up visit with the participants, remote or in-classroom implementation support efforts.

Proposals submitted under this area should address the following elements and types of activities:

a. Understanding a Meaningful Science-based Outdoor Experience: Professional development opportunities should instruct teachers about the content and meaning of a

meaningful science-based outdoor experience. Professional development opportunities should be designed so that teachers understand what a meaningful science-based outdoor experience is and why this type of pedagogy is important. Projects should be designed so that teachers are capable of conducting an experience during in-class instruction, outdoor field experiences or elsewhere. In addition to providing the resources needed to conduct an experience, projects should also include a mechanism to encourage the teacher to implement an experience in their classroom. The goal is to ensure that professional development experiences for the teacher ultimately benefit the student.

b. Communication: Projects should promote peer-to-peer sharing and emphasize the need for external sharing and communication. Projects should include a mechanism that encourages teachers to share their experiences with other teachers and with the community (i.e. through mentoring opportunities, presentations at local conferences, developing websites, in-school service days, community presentations or other public forums and other venues for outreach). External communication may also include the creation of new songs, dances and other forms of expression that are consistent with the native Hawaiian oral and artistic traditions. Many of these interpretive forms convey traditional beliefs of man's direct connection with the environment and role as a steward.

c. Partnerships: Project proposals should include partnerships with Hawaii-based communities, schools and/or school systems that will directly benefit or contribute to the project. Signed letters of support from each partner shall be submitted with the application package to demonstrate the level of commitment and involvement. Preference will be given to applicants that partner with a Hawaii school, school system or communities supporting a school or system.

d. Experiences for all educators: The B-WET Program is strongly committed to expanding the knowledge and participation of teachers who serve a low income and underserved student population. Therefore, preference will be given to applicants who work with teachers that serve this community (i.e., partnering with a Title 1 school, minority groups, underserved or underrepresented).

3. Service learning opportunities and citizen science for students (Priority 3)

The NOAA Pacific Services Center seeks proposals for projects that provide students with opportunities for service learning projects and citizen science research as it relates to earth sciences, community resilience to hazards, and/or climate change. Priority 3 projects will involve students in either direct service-learning projects (e.g., students completing experimentally designed monitoring program for their watershed); and/or, indirect service-learning projects (e.g., students preparing supplies and remote equipment for monitoring project in their watershed but not deployment); and/or, research and advocacy service-

learning projects (e.g., students meeting with elected officials to urge support for watershed monitoring and habitat restoration).

Priority 3 projects are recommended to deliver an engagement of no less than 80 hours of service related activities for students over the grant award period including the outdoor component and the reflection day. This can be in the form of a follow-up visit with the participants, remote or in-classroom implementation support efforts.

Proposals submitted under this area should address the following elements and types of activities:

Overview

Service Learning: Involve students in service learning projects in their communities to change behavior and attitudes that support better stewardship actions for their watersheds;

Citizen science: Involve students in scientific research conducted with scientists and their community to help solve a problem;

b. **Investigation:** Focus on school-required academic standards in at least one content area with science such as civics, social studies and language arts;

c. **Preparation and Planning:** Establish partnership(s) between participating schools and local community-based organizations and or resources addressing one of the topic areas, such as earth and climate science or community resilience to hazards;

d. **Action:** Encourage student ownership and leadership at all stages of the service program;

e. **Reflection:** Complete an internal and external evaluation process designed to assess both service and learning outcomes, from the perspective of the participating teachers, students, and community partners;

f. **Demonstration and Outreach:** Communicate your findings, results or conclusions to your school, community and general public.

C. Program Authority

15 U.S.C. 1540; 33 USC 883a(a)

II. Award Information

A. Funding Availability

Total anticipated funding for all awards is approximately \$1,000,000 and is subject to the availability of FY 2014 funding. Multiple awards are anticipated from this announcement. The minimum federal assistance request is \$10,000 and maximum request is \$100,000. The anticipated number of awards ranges from five (5) to fifteen (15) and will be adjusted based on available funding. Applications requesting federal support from NOAA of more than \$100,000 will not be considered for review or funding.

Applicants are hereby given notice that funds have not yet been appropriated for this program. It is likely that there will be no additional solicitation issued for these projects for FY2014. There is no guarantee that sufficient funds will be available to make awards for all qualified projects. Notwithstanding verbal or written assurance that may have been received, there is no obligation on the part of NOAA to cover pre-award costs unless approved by the Grants Officer as part of the terms when the award is made.

B. Project/Award Period

The period of awards may be for a maximum period of up to 24 months. No assurance for funding renewal exists; funding will be at the complete discretion of NOAA.

This announcement is for single or multiple year awards. Proposed projects may request funding for one to two years and are awarded in total at the beginning of the project and are not subject to partial funding.

C. Type of Funding Instrument

The funding instrument for these awards may be grants or cooperative agreements. A cooperative agreement will be used if NOAA shares responsibility for management, control, direction, or performance of the project with the recipient. In the event a cooperative agreement is awarded, the federal government will agree to be substantially involved. If the federal government is proposed as a partner in a cooperative agreement, applicants should clearly articulate those roles and responsibilities and discuss prospective roles in the project after notification that the proposal is successful. Specific terms regarding substantial involvement will be contained in special award conditions. Examples of federal involvement include federal co-leadership of Regional Ocean Partnerships (ROPs), federal leadership on priority task teams, and staff support to working groups and leadership teams.

III. Eligibility Information

A. Eligible Applicants

Eligible applicants are K-12 public and independent schools and school systems, institutions of higher education, commercial and nonprofit organizations, state or local government agencies, and Indian tribal governments. Individual applicants and Federal agencies are not eligible. Federal agencies are not allowed to receive funds under this announcement but may serve as collaborative project partners and may contribute services in kind.

The Department of Commerce/ National Oceanic and Atmospheric Administration (DOC/NOAA) is strongly committed to broadening the participation of historically Black Colleges and Universities, Hispanic-serving institutions, Tribal colleges and universities, Alaskan Native and Native Hawaiian institutions, and institutions that service underserved areas.

B. Cost Sharing or Matching Requirement

No cost sharing is required under this program, however, the NOAA Pacific Services Center strongly encourages applicants to share as much of the costs of the award as possible. Funds from other Federal sources may not be considered matching funds. The nature of the contribution (cash versus in-kind) and the amount of matching funds will be taken into consideration in the review process.

C. Other Criteria that Affect Eligibility

The NOAA Pacific Services Center may provide new or additional funding for grants that were funded previously through the B-WET competition. However, the total amount of federal funding to a single organization for a particular B-WET project shall not exceed \$300,000 from the B-WET competition. Different priorities may constitute a different project and is subject to review by the Federal Program Officer for a determination. Moreover, there is no assurance for funding renewal to continue previously funded projects.

IV. Application and Submission Information

A. Address to Request Application Package

Application packages for full proposals are available through [Grants.gov/APPLY](https://www.grants.gov/APPLY). Additional assistance for Grants.gov is available at the Grants.gov Customer Support at 1-800-518-4726 or < support@grants.gov >. If an applicant does not have Internet access, application packages can be requested from Stephanie Bennett, Federal Program Officer at NOAA Pacific Services Center, 737 Bishop Street, Suite 1550, Honolulu, Hawaii 96813 or by phone at (808) 522-7481, or via e-mail at < Stephanie.Bennett@noaa.gov >.

B. Content and Form of Application

Applicants must follow the full proposal application requirements stated in this announcement or applications will not be considered for review. The preferred content and form of full proposal packages must be complete and must follow the format described in this notice. Incorrect formatting will deem a proposal incomplete and will not be considered for further review.

Full proposal applications must total no more than 15 pages (no smaller than single-spaced, 12-point font, exclusive of all appendices and the required government standard forms). Appendices must be limited to materials that directly support the main body of the proposal such as specific coursework, lesson plans and activities, chronological schedule of events, maps, resumes of staff and partners involved. Appendices must not total more than 15 total pages excluding government forms such as the NEPA questionnaire. The total electronic file size of the proposal narrative and appendices combined must not exceed 5 megabytes in storage space. Applicants must paginate their proposal and any appendices.

All funding application packages must contain the following components:

1. Required Government Forms

At time of application submission, all applicants shall submit the following forms with signatures of the Authorized Representative of the submitting institution.

GOVERNMENT FORM, TITLE, WHEN APPLICABLE

SF-424, Application for Federal Assistance, Required for all applicants

SF-424A, Budget, Non-Construction Programs, Required for all applicants

SF-424B, Assurances, Non-Construction Programs, Required for all applicants

CD-511, Disclosure of Lobbying Activities, Required for organizations involved in lobbying

NEPA questionnaire, <http://www.nepa.noaa.gov/questionnaire.pdf>

2. Title Page/ Executive Summary. Provide a one-page summary of the proposed project. The summary must be prepared to be readable to a broad audience and shall contain the following sections:

- a. Project name/title
- b. Primary financial contact and principal investigator (name, address, phone, fax, email)
- c. Recipient Institution (name, address, phone, fax, email)
- d. Area of interest for which you are applying:
 - 1) Meaningful science-based outdoor experiences for students; or
 - 2) Professional development in the area of environmental education for teachers; or
 - 3) Service Learning projects or citizen science research opportunities.
- e. Project duration (Up to 24 months, project period beginning to end dates, starting on the first of the month and ending on the last day of the month)
- f. Total federal funds requested
- g. Total project cost and cost-sharing
- h. Brief Project Summary including objectives and intended benefits
- i. NOAA and non-NOAA partners
- j. Number of teachers and/or students that will be involved in your project
- k. Location and watershed identification
- l. School and community identification

3. Project Description.

All project descriptions must include the following sections:

a. Goal and Objective(s): Describe in the narrative the specific project goals and objectives to be achieved. Goals and objectives must be specific for each year of the work plan presented. Recipients will be required to submit semi-annual progress reports in which progress against these goals and objectives will be reported. Explain the purpose of your

project. This must include a clear statement of the work to be undertaken and include the following: Explain which Priority area will be addressed.

b. Background: Provide sufficient background information for NOAA and non-NOAA reviewers to independently assess the significance of the proposed project. Summarize the problem to be addressed and the status of ongoing efforts to address the identified needs. Summarize the relationship of the proposed work to other regional efforts.

c. Audience: Explain who will conduct the project and the target audience. List each organization, cooperator, or other key individuals who will work on the project, along with a short description of the nature of their effort or contribution; identify the target audience and demonstrate an understanding of the needs of that audience; identify specifically how many students and/or teachers are involved in your project. Give a precise location of the project and area(s) to be served including a map of the school and watershed included in the proposal (the map may be included in an appendix).

d. Approach/Methods: Provide a work plan that identifies specific tasks to be accomplished, explains the technical approach (including quality assurance) needed to accomplish the tasks, identifies the roles of partners and cooperators, and identifies potential obstacles to successful completion of the goals and objectives. If the project includes federal partners, the roles and responsibilities of the federal partners must be clearly identified. Outline a detailed plan of action pertaining to the scope and detail of how the proposed work will be accomplished. Explain your strategy, objectives, activities, delivery methods, and accomplishments to establish for reviewers that you have realistic goals and objectives and that you will use effective methods to achieve them. When accomplishments cannot be quantified, list the activities in chronological order to show the schedule of accomplishments and target completion dates. Objectives must be simple and understandable; as specific and quantitative as possible; and clear as to the "what and when." Projects should be accomplishment oriented and identify specific performance measures.

e. Benefits: Identify, with a high degree of specificity, the users of the information derived from the work, and the benefits that will be achieved for those users, as well as society as a whole. Document how valid user requirements are guiding the proposed work. Describe how the information from the project will be delivered to those users, and any special considerations or requirements for ensuring or improving the delivery of information. Demonstrate the need for assistance. Explain why other funding sources cannot fund all the proposed work.

f. Project evaluation: Explain how you will ensure that you are meeting the goals and objectives of your project. Evaluation plans may be quantitative and/or qualitative and may include, for example, evaluation tools, pre and post tests, and/or surveys.

Project Evaluation here is defined as the systematic collection and documentation of information about your project's outcomes in order to improve the project's effectiveness, guide judgments about its impact, and/or inform decisions about future programming or funding. Up to 10% of the budget can be spent on the evaluation component of your proposal. Grant recipients will be required to submit a comprehensive evaluation report at the end of the project period as a special award condition. For this section, describe your evaluation plan, that is, how you will measure and document the outcomes and impacts of your project on your audience(s). How will your audience(s) be different after their involvement in your project and how will you measure those differences? The outcomes you measure should correlate to your goals and objectives and the B-WET Program's definition of Meaningful Watershed Educational Experiences. Indicators of outcomes may be audience satisfaction with the project experience and changes in their knowledge, skills, attitudes and/or behaviors. Indicators of outcomes do not include the number of people served or the activities you and your audience(s) engage in.

In this section include how and when you will gather evaluation data. Data can be quantitative and/or qualitative and data-gathering instruments might include (but are not limited to) pre- and post-tests, surveys, interviews, guided observations, or rubric-rated presentations. Please include in your supporting documents any evaluation tools that you will be using as a part of your evaluation. Also explain how you will document your evaluation results and if your evaluation will be front-end (used to determine audience needs/understandings and plan a project), formative (used to improve a project) and/or summative (used to guide judgments about a project's impact and value).

In addition to project evaluation, grantees may be asked to participate in data collection for the national B-WET evaluation. B-WET has created a cross-region, internal evaluation system to monitor program implementation and outcomes on an ongoing basis. Results of this evaluation will be used to make adjustments to B-WET Federal Funding Opportunities (FFOs) and activities in order to improve the program.

As part of this evaluation system, recipients of B-WET grants and teacher-participants in grantees' professional development programs may be asked to voluntarily complete online questionnaires to provide evaluation data. One individual from each grantee organization will be asked to complete a questionnaire once per year of the award. For projects that work with teachers, the teacher-participants will be asked (using email addresses provided by the grantee organization) to complete one questionnaire at the close of their professional development and one after implementing Meaningful Watershed Educational Experiences with their students. Grantees and teachers should be able to complete their questionnaire

within 30-60 minutes B-WET grantees and teachers who respond to the questionnaires will remain anonymous to B-WET and NOAA.

After receipt of an award, grantees may be asked to provide more information about how they plan to support this national evaluation effort, incorporate it into the project timeline, and ensure responses from participating teachers.

This data collection will be conducted in a manner consistent with OMB guidelines (OMB Control No 0648-0658).

g. Previously Funded B-WET Projects: Applicants requesting renewal or continuation funds are asked to include the accomplishments to date from previously funded projects through the B-WET Hawaii Program to demonstrate that project goals and objective have been or are being met.

h. Milestone Schedule: Applicants must display time lines for major tasks, target milestones for important intermediate and final products, and key project outcomes.

4. Project Budget

a. Budget Spreadsheet: Provide a budget spreadsheet that follows the categories and formats in the NOAA grants package (Standard Form 424-A). The budget spreadsheet submitted with the application should match the dollar amounts on all required Federal forms (SF-424, SF-424A). Additional cost detail is recommended to complete the analysis of overall cost allowability, allocability, and reasonableness.

b. Budget Narrative: Provide a narrative of detailed information on project costs that follow the budget spreadsheet. These must encompass those categories plus travel and training. Include a description of anticipated travel, destinations, the number of travelers, and a justification of how the requested travel is directly relevant to the successful completion of the project. If actual trip details are unknown, applicants must state the basis for the proposed travel charges. Applicants shall allocate travel funds for any coordination meetings at regional or national levels. It is anticipated that grant recipients will be asked to attend a two-day regional B-WET conference to be held in Honolulu, Hawaii. The conference will be an opportunity for former and current B-WET grant recipients to network with other project recipient and receive grant and topic training. Your budget must include, in the travel category, funds for airfare and transportation (rental car, shuttle, or taxi), per diem and lodging.

Foreign travel must receive prior approval, and therefore, must be included in the proposal to avoid having to request prior approval after the project starts. Applicants may factor in travel costs for participation in a NOAA Grants Management Division workshop for recipients.

Applicants must itemize and describe the intended use of equipment costing \$5,000 or greater that will be purchased under the award. Applicants must complete a lease versus purchase analysis for any equipment \$5,000 or greater. The applicant, to the extent possible, is requested to state who will be requested to retain ownership of any equipment purchased through grant funds after the project ends.

Applicants must include the budgets of subawards and contracts. Information must include the name of the entity receiving funds, the location of the entity receiving the funds (e.g., city, state, and Congressional district), the location of the entity receiving funds (city, state, and Congressional district), and the location of the primary place of performance under the contract/subaward.

5. Appendices

a. Letters of Support

Signed letters of support from each significant partner must be submitted with the application package to demonstrate the level of commitment and involvement. Total number of letters of support may not exceed 5 letters. Individual letters of support should be formatted in 12-point font, one-sided and may not exceed 1 page in length. Again, brevity will assist reviewers and program staff in dealing effectively with proposals. Letters must be dated in the year the proposal is submitted. Letters dated outside this requirement will not be considered for review with the proposal package.

b. Resumes/CV

Provide resumes of the Principal Investigator for the project and other key personnel critical to the success of the project. Ensure that resumes address qualifications relevant to conducting the proposed work. Please limit resumes to a maximum of two pages for each person.

c. Negotiated Indirect Cost Rate Agreement (NICRA): The NICRA with the appropriate cognizant agency must be included in the application package if indirect costs are requested. This agreement memo can be included in the appendix if necessary.

d. National Environmental Policy Act (NEPA)

NOAA must analyze the potential environmental impacts, as required by the National Environmental Policy Act (NEPA), for applicant projects or proposals which are seeking NOAA federal funding opportunities. Detailed information on NOAA compliance with NEPA can be found at the following NOAA NEPA website:

< <http://www.nepa.noaa.gov/> > including our NOAA Administrative Order 216-6 for NEPA, < http://www.nepa.noaa.gov/NAO216_--6_--TOC.pdf > and the Council on Environmental Quality implementation regulations,

< http://ceq.eh.doe.gov/nepa/regs/ceq/toc_ceq.htm >.

As part of an applicant's package, applicants are required to complete selected sections of the Environmental Compliance Questionnaire for National Oceanic and Atmospheric Administration Federal Financial Assistance Applicants (OMB Approval No.: 0648-0538) to provide detailed information on the activities to be conducted, locations, sites, species and habitat to be affected, possible construction activities, and any environmental concerns that may exist (e.g., the use and disposal of hazardous or toxic chemicals, introduction of non-indigenous species, impacts to endangered and threatened species, aquaculture projects, and impacts to coral reef systems). This questionnaire is located online at <http://www.nepa.noaa.gov/questionnaire.pdf>. The applicant should complete only the required sections of the questionnaire, and include the entire questionnaire as part of their application. This questionnaire will not count toward the page limits described in the announcement. Applicants shall answer the NEPA questions to the best of their ability and provide details. If the applicant does not answer all of the questions indicated in the Announcement of Federal Funding Opportunity the application may be considered incomplete.

NOAA may require follow-up information after the application process has been completed. In addition to providing specific information that will serve as the basis for any required impact analyses, applicants may also be requested to assist NOAA in drafting of an environmental assessment, if NOAA determines an assessment is required. Applicants will also be required to cooperate with NOAA in identifying and implementing feasible measures to reduce or avoid any identified adverse environmental impacts of their proposal. The failure to do so shall be grounds for the denial of not selecting an application. In some cases if additional information is required after an application is selected, funds can be withheld by the Grants Officer under a special award condition requiring the recipient to submit additional environmental compliance information sufficient to enable NOAA to make an assessment on any impacts that a project may have on the environment.

Some of the questions may overlap with material provided in other parts of the application. This overlap occurs because the answers to the questionnaire are provided to NOAA staff that do not review the other parts of the application. If appropriate, the

applicant may copy the information from other parts of the application and paste it into the answers to the questionnaire. Many questions have a 'yes' or 'no' response. If the response is 'no' the applicant does not need to elaborate on their answer. If the response is 'yes' the question will have a second part asking the applicant to provide more information.

Applicant NEPA questions are as follows:

Question A2. Describe the purpose and need of the proposed activity. If the proposal is a continuation of an on-going project, fully explain any changes in the purpose and need in relation to information gathered in previous years.

Question A3. Provide a description of potential alternatives to the proposed activity (e.g., alternative times, locations, methods, etc.).

Question C1. Is the proposed activity going to be conducted in partnership with NOAA or would the proposed activity require NOAA's direct involvement, activity, or oversight If yes, describe NOAA's involvement, activity, or oversight, including the name of the office or program that is involved.

Question C2. Would the proposed activity involve any other federal agency(ies) partnership, direct involvement, activity, or oversight If yes, provide the name(s) of the agency(ies) and describe its involvement, activity, or oversight.

Question D1. Provide a brief description of the location of the proposed activity.

Question E1. List any federal, state, or local permits, authorizations, or waivers that would be required to complete the proposed activity. Provide the date the permit, authorization, or waiver was obtained or will be obtained. Provide copies of the permit, authorization, or waiver as appropriate. Was a NEPA analysis prepared for the permit, authorization, or waiver. If yes, state the title of the NEPA analysis and provide copies of the NEPA analysis.

Question F1. Is there the potential for the proposed activity to cause changes that would be different from normal ambient conditions (e.g., temperature, light, turbidity, noise, other human activity levels, etc.) If yes, describe the changes and the circumstances that would cause these changes.

Paperwork Reduction Act Statement

Public reporting burden for this collection of NEPA information is estimated to average 3 hours 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. Send comments regarding this burden estimate or any other suggestions for reducing this burden to Ms. Cristi Reid, NOAA Office of Program Planning

and Integration, SSMC 3, Room 15700, 1315 East West Highway, Silver Spring, MD 20910. The information collection does not request any proprietary or confidential information. No confidentiality is provided.

Notwithstanding any other provisions of the law, no person is required to respond to, nor shall any person be subjected to a penalty for failure to comply with, a collection of information subject to the requirements of the Paperwork Reduction Act, unless that collection of information displays a currently valid OMB Control Number. NOAA's OMB Approval No. : 0648-0538.

e. A Data Sharing Plan of no more than two pages is required in an appendix if the project collects environmental data. A typical plan should include descriptions of the environmental data types created during the course of the project; the tentative date by which data will be shared; the expected temporal and spatial coverage of the data; the standards to be used for data format and content; policies addressing data stewardship and preservation; and procedures for providing access, sharing, and security. NOAA believes it important that data sets developed with its support (funding) should be shared with the scientific community. Additionally, PIs should indicate how and when they have made their data accessible and usable by the community in the past. The Data Sharing Plan will be reviewed as part of the NOAA standard evaluation criterion "Importance and/or relevance and applicability of proposed project to the mission goals."

C. Submission Dates and Times

Full proposals must be received through Grants.gov no later than 11:59 p.m. ET / 5:59 p.m. Hawaii time, January 7, 2014. If applicants do not have Internet access and submit through surface mail, full proposals must be received no later than 5:59 p.m. Hawaii time, January 7, 2014. Failure to follow the guidelines as described in this announcement will deem a proposal incomplete and result in proposals not being considered for further review.

D. Intergovernmental Review

Funding applications under the Center are subject to Executive Order 12372, Intergovernmental Review of Federal Programs. It is the state agency's responsibility to contact their state's Single Point of Contact (SPOC) to find out about and comply with the state's process under EO 12372. To assist the applicant, the names and addresses of the SPOCs are listed on the Office of Management and Budget's website

< <http://www.whitehouse.gov/omb/grants/spoc.html> >.

E. Funding Restrictions

Please note the following funding restrictions:

1. The B-WET Program should not be considered a long-term source of funds.

Explain your strategy for long-term sustainability after NOAA funding ends.

2. Funding may not be used to support endowments; individuals; building campaigns or capital construction; deficit financing; annual giving; or fund-raising.

3. Reasonable amount of funds for salaries and fringe benefits may be requested only for those personnel who are directly involved in implementing the propose project and whose salaries and fringe benefits are directly related to specific products or outcomes of the proposed project.

F. Other Submission Requirements

Full proposal application packages, including any letters of support, should be submitted through Grants.gov APPLY. The standard NOAA funding application package is available at www.grants.gov. Please be advised that potential funding applicants must register with Grants.gov before any application materials can be submitted. An organization's one time registration process may take up to three weeks to complete so please allow sufficient time to ensure applications are submitted before the closing date. The Grants.gov site contains directions for submitting an application, the application package (forms), and is also where the completed application is submitted.

Applications must be submitted through www.grants.gov, unless an applicant does not have Internet access. In that case, application packages may be hand-delivered or sent to: NOAA Pacific Services Center, 737 Bishop Street, Suite 1550, Honolulu, Hawaii 96813, ATTN: Stephanie Bennett. Applicants submitting hard copy applications must submit one (1) original hard copy of the entire application package, a CD copy of the package, including all forms with original signatures. All proposals must be received by the funding announcement deadline, January 7, 2014. No e-mail or fax copies will be accepted. Proposals received after the deadline will not be accepted.

NOAA Pacific Services Center, 737 Bishop Street, Suite 1550, Honolulu, Hawaii 96813,
ATTN: Stephanie Bennett

V. Application Review Information

A. Evaluation Criteria

Evaluation Criteria for full proposal

1. Importance and/or relevance and applicability of proposed project to the program goals (35 points): This ascertains whether there is intrinsic value in the proposed work and/or relevance to NOAA, Federal, regional, State, or local activities.

For the B-WET Program this includes the following categories:

- a. Does this project have significant programming with connection to the ahupuaa environment? (10 points)
- b. Are there Meaningful Watershed Education Experiences? (see definition) (10 points)
- c. Do the partnerships enhance and support the project? (5 points)
- d. Are we reaching the target audience, i.e. students and educators (5 points)
- e. Align with Ocean Literacy Principles and/ or Climate Literacy Principles (5)

2. Technical and scientific merit (35 points): This criterion assesses whether the approach is technically sound and/or innovative, if the methods are appropriate, and whether there are clear project goals and objectives.

For the B-WET Program this includes the following categories:

- a. Is this project integrated with school program? (10 points)
- b. Does the project have clearly defined, focused and realistic objectives? (5 points)
- c. Does the project have a focus on regional priorities, e.g. Earth systems sciences, community resilience to hazards, climate science and service learning? (7 points)
- d. How will the project implement the national evaluation? (10 points)
- e. Spelling and Grammar (3 points)

3. Overall qualifications of the funding applicants (12 points): This criterion ascertains whether the funding applicant possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project.

For the B-WET program questions relevant to this criterion include:

- a. Does the applicant show the capability and experience in successfully completing similar projects? (3 points)
- b. Does the applicant demonstrate knowledge of the target audience? (3 points)
- c. Does the applicant demonstrate knowledge of the Hawaii Content and Performance Standards? (2 points)
- d. Does the applicant document past collaborations with schools or school systems in the Pacific? (2 points)
- e. Are the partners involved in the project qualified? (2 points)

4. Project costs (12 points): This criterion evaluates the budget to determine if it is realistic and commensurate with the project needs and time-frame.

For the B-WET program questions relevant to this criterion include:

- a. Does the applicant demonstrate the ability to leverage other resources? Is the nature of the cost share cash or in-kind (1 point)
- b. Is the budget request reasonable and does the applicant justify the proposed budget request? Are requested funds for salaries and fringe benefits only for those personnel who are directly involved in implementing the proposed project and/or are directly related to specific products or outcomes of the proposed project? (5 points)
- c. Is a significant percentage of the budget directly related to bringing students and teachers in contact with the environment? (5 points)
- d. Does the applicant demonstrate that the project will continue after NOAA funding has expired? (1 points)

5. Outreach (6 points): This criterion assesses whether the project provides a focused and effective education and outreach strategy regarding NOAA's mission to understand and protect the Nation's natural resources.

For the B-WET program questions relevant to this criterion include: Does the project involve external sharing and communication?

B. Review and Selection Process

Upon receipt of a full application, an initial administrative screening will be conducted to determine compliance with requirements and completeness of the proposal package. All proposals will be evaluated and individually ranked in accordance with the assigned weights of the above evaluation criteria by at least three independent peer reviewers, who are regional experts in the field of environmental education or speciality focus areas, through a full merit review process (i.e., a mail and panel review process). The merit reviewer's ratings are used to produce a rank order of the proposals during a full panel review.

C. Selection Factors

The Selecting Official will award in the rank order unless proposals are justified to be selected out of rank order based upon one or more of the selection factors provided below. The Selecting Official or designee may negotiate the funding level of the proposal. The Selecting Official shall award according to rank order unless the proposal is justified to be selected out of rank order based upon one or more of the following factors:

1. Availability of funding
2. Balance/distribution of funds:
 - a. Geographically
 - b. By type of institutions
 - c. By type of partners
 - d. By research areas
 - e. By project types
3. Duplication of other projects funded or considered for funding by NOAA/federal agencies
4. Program priorities and policy factors (these factors are located in sections I.A and I.B. in this funding opportunity)
5. Applicant's prior award performance

6. Partnerships with/Participation of targeted groups

7. Adequacy of information necessary for NOAA staff to make a NEPA determination and draft necessary documentation before recommendations for funding are made to the Grants Officer.

D. Anticipated Announcement and Award Dates

The start date on proposals shall be no earlier than July 1, 2014; or the first day of any proceeding month after July 1, 2014 but no later than January 1, 2015.

VI. Award Administration Information

A. Award Notices

Applications recommended for funding by the selecting official will be forwarded to the NOAA Grants Management Division (GMD) by the Program Office. The applicant may be notified by the program office by email that their application was recommended for funding, however a notification by the program office is not an official award notice.

Successful applicants will receive notification (CD-450) that the application has been approved for funding by the NOAA Grants Management Division with the issuance of an award signed by a NOAA Grants Officer. This notification will be sent by email from Grants Online to the institution's Authorizing Official. The official notification of funding, signed by a NOAA Grants Officer, is the authorizing document that allows the project to begin. Successful applicants may be asked to modify objectives, work plans, or budgets prior to final approval of an award.

Unsuccessful applications for all Pacific Services Center programs will be destroyed and not returned to the applicant. Unsuccessful applicants will be notified by email that their application was not recommended for funding (declined) no later than 15 days after selection packages have been approved.

To enable the use of a universal identifier and to enhance the quality of information available to the public as required by the Federal Funding Accountability and Transparency Act of 2006, to the extent applicable, any proposal awarded in response to this

announcement will be required to use the Central Contractor Registration and Dun and Bradstreet Universal Numbering System and be subject to reporting requirements, as identified in OMB guidance published at 2 CFR Parts 25, 170 (2010), <
http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title02/2cfr25_main_02.tpl >
<http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title02/2cfr170_main_02.tpl >

B. Administrative and National Policy Requirements

1. Department of Commerce Pre-Award Notification Requirements for Grants and Cooperative Agreements: Administrative and national policy requirements for all Department of Commerce awards are contained in the Department of Commerce Pre-Award Notification Requirements for Grants and Cooperative Agreements contained in the Federal Register notice of December 17, 2012 (77 FR 74634). A copy of the notice may be obtained at

< <http://www.gpo.gov/fdsys/pkg/FR-2012-12-17/pdf/2012-30228.pdf> >.

To enable the use of a universal identifier and to enhance the quality of information available to the public as required by the Federal Funding Accountability and Transparency Act of 2006, to the extent applicable, any applicant awarded in response to this announcement will be required to use the System for Award Management (SAM). The link is below:"

<https://www.sam.gov/portal/public/SAM/>

Applicants are also required to use the Dun and Bradstreet Universal Numbering System and will be subject to reporting requirements, as identified in OMB guidance published at 2 CFR Part 25. The link is below:

http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&tpl=/ecfrbrowse/Title02/2cfr25_main_02.tpl"

2. Limitation of Liability: In no event will NOAA or the Department of Commerce be responsible for proposal preparation costs if these programs are cancelled because of other agency priorities. Publication of this announcement does not oblige NOAA to award any specific project or to provide special fishing privileges.

3. National Environmental Policy Act (NEPA):

NOAA must analyze the potential environmental impacts, as required by the

National Environmental Policy Act (NEPA), for applicant projects or proposals which are seeking NOAA federal funding opportunities. Consequently, as part of an applicant's package, and under their description of their program activities, applicants are required to provide detailed information on the activities to be conducted, locations, sites, species and habitat to be affected, possible construction activities, and any environmental concerns that may exist (e.g., the use and disposal of hazardous or toxic chemicals, introduction of non-indigenous species, impacts to endangered and threatened species, aquaculture projects, and impacts to coral reef systems). In addition to providing specific information that will serve as the basis for any required impact analyses, applicants may also be requested to assist NOAA in drafting of an environmental assessment, if NOAA determines an assessment is required. Applicants will also be required to cooperate with NOAA in identifying feasible measures to reduce or avoid any identified adverse environmental impacts of their proposal. The failure to do so shall be grounds for not selecting an application. In some cases if additional information is required after an application is selected, funds can be withheld by the Grants Officer under a special award condition requiring the recipient to submit additional environmental compliance information sufficient to enable NOAA to make an assessment on any impacts that a project may have on the environment.

See the NEPA information in Section IV, B, 6 (c) of this announcement for the information required to complete the application.

Detailed information on NOAA compliance with NEPA can be found at the following NOAA NEPA website: < <http://www.nepa.noaa.gov/> >, including our NOAA Administrative Order 216-6 for NEPA, < http://www.nepa.noaa.gov/NAO216_6_TOC.pdf >, and the Council on Environmental Quality implementation regulations <http://ceq.hss.doe.gov/nepa/regs/ceq/toc_ceq.htm >

The Department of Commerce Pre-Award Notification Requirements for Grants and Cooperative Agreements contained in the Federal Register notice of December 17, 2012 (77 FR 74634) are applicable to this solicitation. A copy of the notice may be obtained at: <http://www.gpo.gov/fdsys/>.

Felony and Tax Certification for Corporations:

In accordance with current Federal appropriations law, NOAA will provide a successful corporate applicant a form to be completed by its authorized representatives certifying that the corporation has no Federally-assessed unpaid or delinquent tax liability or recent felony criminal convictions under any Federal law."

C. Reporting

The Federal Funding Accountability and Transparency Act of 2006, includes a requirement for awardees of applicable Federal grants to report information about first-tier sub-awards and executive compensation under Federal assistance awards issued in FY 2011 or later. All awardees of applicable grants and cooperative agreements are required to report to the Federal Sub-award Reporting System (FSRS) available at www.FSRS.gov on all sub-awards over \$25,000.

Grant recipients will be required to submit financial and performance (technical) reports and a comprehensive evaluation report through the NOAA Grants Online System < <https://grantsonline.rdc.noaa.gov> >.

1. Financial Reports

Instructions for submitting financial reports (SF425) will be provided by NOAA Grants Management Division.

2. Performance Reports

Performance reports should be submitted to the NOAA Federal Program Officer. Electronic submission of performance reports is preferred through the NOAA Grants On-Line system. The first semi-annual report must be submitted no later than 30 days following the end of each 6-month period from the start date of the award. The final comprehensive report must be submitted no later than 90 days following the end of the award. Examples of format requirements are available at the B-WET Hawaii Program website < <http://csc.noaa.gov/psc/bwet.html> >. It is recommended to submit all performance progress reports in the template forms as follows: PPR, PPR-A, PPR-B and/or PPR-C as indicated in your award documentation. Standard performance progress reporting forms are available at the Office of Management and Budget website at: http://www.whitehouse.gov/omb/grants_forms.

3. Evaluation Report

In addition to the financial and performance reports, grant recipients will be required to submit an evaluation report with the final project report for the duration of the project period as a special award condition. The national B-WET program recommends a cross-region, internal evaluation system to monitor program implementation and outcomes for project-

level assessment. The online evaluation system forms and instructions are located at http://www.oesd.noaa.gov/grants/bwet_eval.php#page=page-1.

Examples of format requirements can be found on the National Marine Sanctuaries California B-WET website <http://sanctuaries.noaa.gov/news/bwet/welcome.html> >. Evaluation reports should include basic demographic information about project participants, such as age/grade, gender, race/ethnicity, primary language(s), socioeconomic status (such as school percentage of federally funded free lunches or participants' zip codes), or other characteristics that would enable comparison of audiences across B-WET programs.

VII. Agency Contacts

For administrative and technical questions, contact Stephanie Bennett, Federal Program Officer at NOAA Pacific Services Center, 737 Bishop Street, Suite 1550, Honolulu, Hawaii 96813 or by phone at (808) 522-7481, or via email at Stephanie.Bennett@noaa.gov >.

VIII. Other Information

Funding applicants may also refer to the Pacific Services Center's website <http://www.csc.noaa.gov/psc/bwet.html> > for additional information on the B-WET Hawaii program.

After electronic submission of the application through Grants.gov, the person submitting the application will receive within the next 24 to 48 hours two email messages from Grants.gov updating them on the progress of their application. The first e-mail will confirm receipt of the application by the Grants.gov system, and the second will indicate that the application has either been successfully validated by the system prior to transmission to the grantor agency or has been rejected due to errors. After the application has been validated, this same person will receive another e-mail when the application has been downloaded by the federal agency.

Official notification of an award notice is provided by the Grants Management Division, not the program office. If one incurs any costs prior to receiving an award agreement from an authorized NOAA grant official, one would do so solely at one's own risk of these costs not being included under the award.

The Coastal Services Center will not release the names of applicants submitting LOIs or proposals unless ordered by a court or requested to do so by an appropriate NOAA official and administrative protocol. Applicants can use a NOAA public search feature to find out information about NOAA awards < <https://grantsonline.rdc.noaa.gov> > or go through the Freedom of Information Act process to request more information about grant competitions. More information about the NOAA FOI process is on-line at

< <http://www.rdc.noaa.gov/~foia/> >.

Successful applicants will be requested to ensure that all progress reports a) clearly state the resulting impact of their project and products in the coastal management community; and b) indicate whether financial reports have been submitted to NOAA's Grants Management Division and are up-to-date. Applicants in their final progress report will be asked to certify that final financial reports have been submitted to NOAA's Grants Management Division and a final funding draw-down has been made through the Automated Standard Application for Payments (ASAP).

If equipment was purchased with grant funds or obtained from a federal agency, applicants may be asked to submit an equipment inventory as an appendix to interim and final progress reports. The equipment inventory should include all equipment including its fair market value. If current fair market value of a piece of equipment is \$5,000 or greater and the title of that equipment is intended to be transferred to another entity at the end of the project, then the recipient must request approval to transfer title of the equipment. NOAA will respond within 120 days with instructions for disposition. Equipment disposition instructions typically require that recipients file complete an "other" award action request in Grants Online. The program office recommends this type of award action request be submitted approximately 150 days before the project period ends to allow sufficient time to have equipment disposition requests addressed before a project period ends.

Please be advised that potential funding applicants must register with Grants.gov before any application materials can be submitted. An organization's one time registration process may take up to three weeks to complete so please allow sufficient time to ensure applications are submitted before the closing date. To use Grants.gov, applicants must have a Dun and Bradstreet Data Universal Numbering System (DUNS) number and be registered in the Central Contractor Registry (CCR). Allow a minimum of five days to complete the CCR registration. (Note: Your organization's Employer Identification Number (EIN) will be needed on the application form.)

The Grants.gov site contains directions for submitting an application, the application package (forms), and is also where the completed application is submitted. Applicants using Grants.gov must locate the downloadable application package for this solicitation by the Funding Opportunity Number or the CFDA number (11.473). Applicants will be able to download a copy of the application package, complete it off line, and then upload and submit the application via the Grants.gov site. After electronic submission of the application, the person submitting the application will receive within the next 24 to 48 hours two e-mail messages from Grants.gov updating them on the progress of their application. The first e-mail will confirm receipt of the application by the Grants.gov system, and the second will indicate that the application has either been successfully validated by the system prior to transmission to the grantor agency or has been rejected due to errors. After the application has been validated, this same person will receive another e-mail when the application has been downloaded by the federal agency.

Environmental data and information, collected and/or created under NOAA grants/cooperative agreements must be made visible, accessible, and independently understandable to general users, free of charge or at minimal cost, in a timely manner (typically no later than two (2) years after the data are collected or created), except where limited by law, regulation, policy or by security requirements.

1. Unless otherwise noted in this federal funding announcement, a Data/Information Sharing Plan of no more than two pages shall be required as part of the Project Narrative. A typical plan may include the types of environmental data and information to be created during the course of the project; the tentative date by which data will be shared; the standards to be used for data/metadata format and content; policies addressing data stewardship and preservation; procedures for providing access, data, and security; and prior experience in publishing such data. The Data/Information Sharing Plan will be reviewed as part of the NOAA Standard Evaluation Criteria, Item 1 -- Importance and/or Relevance and Applicability of Proposed Project to the Mission Goals.

2. The Data/Information Sharing Plan (and any subsequent revisions or updates) will be made publicly available at time of award and, thereafter, will be posted with the published data.

3. Failing to share environmental data and information in accordance with the submitted Data/Information Sharing Plan may lead to disallowed costs and be considered by NOAA when making future award decisions.