

## 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: FY2015 NOAA Bay Watershed Education and Training (B-WET) Hawaii Program

Announcement Type: Initial

Funding Opportunity Number: NOAA-NOS-CSC-2015-2004149

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

Dates: Full proposals must be received by 5:59 pm Hawaii Time on September 30, 2014.

Funding Opportunity Description: This federal funding opportunity meets NOAA's mission of science, service and stewardship in support of a 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 competitive 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 literacy 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 a meaningful watershed educational experience (MWEE) for students, professional development for teachers, service learning opportunities for students, and support to 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

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. Meaningful Watershed Educational Experiences: An experience(s) that involve the following aspects: investigative or project oriented; an integral part of the instructional program; part of a sustained activity; consider the watershed concept as a system; and enhanced by NOAA products, services, or personnel, where appropriate. More information can be found at <<http://www.oesd.noaa.gov/grants/docs/MWEE-National.pdf>>.

j. 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.

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

l. Habitat Blueprint: NOAA's strategy to integrate habitat conservation throughout the agency, focus efforts in priority areas, and leverage internal and external collaborations to achieve measurable benefits within key habitats such as rivers, coral reefs, and wetlands. The key outcomes of increasing the effectiveness of NOAA's efforts to improve habitat conditions are focusing on outcomes such as: sustainable and abundant fish populations; recovered threatened and endangered species; protected coastal and marine areas and habitats at risk; resilient coastal communities; and increased coastal/marine tourism, access, and recreation.

For more information about Habitat Blueprint, go to the website at <<http://www.habitat.noaa.gov/habitatblueprint/pacificislands.html>>.

m. Sentinel Site: The Hawaiian Islands Sentinel Site Cooperative is a compilation of sites that includes Midway and French Frigate Shoals in the Papahānaumokuākea Marine National Monument in the Northwestern Hawaiian Islands (NWHI), Heeia Wetland Restoration project (Heeia) on the island of Oahu, and Kona Coast on the Big Island of Hawaii. The Cooperative contains some of the most productive and unique ecological sites in US waters and is widely recognized as one of the most valuable ecological locations in the world, which is why Midway and French Frigate Shoals were included in the World Heritage Site designation of the NWHIs.

For more information about the Sentinel Site Program, go to the website at <<http://oceanservice.noaa.gov/sentinelsites/hawaii.html>>.

## B. Program Priorities

A proposal must address one or more 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 must identify which priority is the primary objective.

### 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, and a Hawaii Habitat Blueprint or Sentinel site.

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, and a Hawaii Habitat Blueprint or Sentinel site.

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 (i.e., partnering with a Title 1 school, minority groups, underserved or underrepresented communities).

### 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 USC 1540 Cooperative Agreements; 33 USC 893a (a) AMERICA COMPETES ACT

## 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 2015 funding. Multiple awards are anticipated from this announcement. The minimum federal assistance request is \$20,000 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. The NOAA Pacific Services Center may provide new funding or continuation funding for grants that were awarded in previous years, therefore renewal or supplementation of existing projects are eligible to compete with applications for new awards. The amount of federal assistance from the B-WET program shall not exceed \$300,000 of federal funds for a particular project over subsequent years. No assurance for funding renewal exists.

There is no guarantee that funds will be available to make awards for this Federal funding opportunity or that any proposal will be selected for funding. If an applicant incurs any costs prior to receiving an award agreement signed by an authorized NOAA official, the applicant do so at their own risk of these costs not being included in a subsequent award. Proposal preparation costs shall not be included within the project application budget. In addition, NOAA and DOC will not be responsible for project costs if this program fails to receive funding. Recipients and sub-recipients are subject to all Federal laws and agency policies, regulations, and procedures applicable to Federal financial assistance awards. Applicants must be in compliance with all existing NOAA grants or cooperative agreements and otherwise eligible to receive Federal awards in order to be considered for funding under this competition.

### B. Project/Award Period

The performance period for FY 2015 funded projects cannot exceed 24 months.

The start date on proposals shall be on August 1, 2015; or the first day of any proceeding month after August 1, 2015 but no later than January 1, 2016.

### C. Type of Funding Instrument

The funding instrument for these awards may be grants or cooperative agreements. If a cooperative agreement is awarded, the federal government will agree to be substantially involved by (for example) acquiring, increasing access to, and enhancing capacity to use data and tools; convening partners and building diverse teams to accomplish broad based work; providing meeting planning and facilitation; developing spatial databases, models, and analyses to address the identified management needs; and/or guiding in the development of social, economic and other human dimension information and analyses. If the NOAA Coastal Services Center, Office of Ocean and Resource Management, or Pacific Services Center is proposed as a partner in a cooperative agreement, applicants must clearly articulate those roles and responsibilities and discuss prospective roles in the project after notification that the proposal is successful.

## III. Eligibility Information

### A. Eligible Applicants

Eligible applicants may be institutions of higher education, nonprofits, commercial organizations, international or foreign organizations or governments, individuals, state, local and Indian Tribal governments, including public and independent schools and school systems. 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 (see Section V.A.4).

#### C. Other Criteria that Affect Eligibility

Applicants requesting indirect costs are required to submit a copy of their current and signed indirect cost rate agreement with their application package. If an award recipient has not previously established an indirect cost rate with a Federal agency, the negotiation and approval of a rate is subject to the procedures required by NOAA and the Department of Commerce. The U.S. Department of Commerce, Financial Assistance Standard Terms and Conditions require that recipients within 90 days of the award start date, submit to the address listed below documentation (indirect cost proposal, cost allocation plan, etc.) necessary to perform the review.

Lamar Revis, Grants Officer

NOAA Grants Management Division

1325 East West Highway

9th Floor

Silver Spring, Maryland 20910

#### IV. Application and Submission Information

##### A. Address to Request Application Package

Application packages for full proposals are available through [Grants.gov/APPLY](https://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](mailto:support@grants.gov) >. If an applicant does not have Internet access, application packages can be requested from Stephanie Bennett, Federal Program Officer at

NOAA/NOS Pacific Services Center, 1845 Wasp Blvd., Bldg 176, Honolulu, Hawaii 96818 or by phone at (808)725-5254, 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.

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 written in plain language 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, and explain how you will include the B-WET National Evaluation efforts.

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. Any outcomes you measure should correlate to your goals and objectives and the B-WET Program's definition of Meaningful Watershed Educational Experiences (MWEE). 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).

#### Participation in B-WET National Evaluation

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 MWEE with their students (at the end of the following school year).

Grantees should be able to complete their questionnaire within 30-60 minutes (depending on the nature of their program) and teachers, within 30 minutes. B-WET grantees and teachers who respond to the questionnaires will remain anonymous to B-WET and NOAA. NOAA will only view the resulting data in aggregate at the national or regional level; however grantees will receive a password-protected report link to allow them to view data from teacher participants of their project in aggregate.

Grantees are encouraged to provide information about how they plan to support this national evaluation effort, incorporate it into the project timeline, and ensure responses from participating teachers as part of their application. More information, including all of the survey instruments, is available on the NOAA B-WET national website here: [http://www.oesd.noaa.gov/grants/bwet\\_eval.php](http://www.oesd.noaa.gov/grants/bwet_eval.php). Grantees should review the information

available and take this into consideration in the planning for their project evaluations. For example:

- Grantees may not need to include questions that will be answered through the teacher instrument in their own evaluations, or grantees may wish to use another approach for data collection to avoid overburdening teacher participants with online surveys.

- Wherever possible grantees should try to incorporate participation in the evaluation system into existing requirements for professional development program completion. For example, on completion of the teacher professional development survey, teachers will receive a confirmation email thanking them for their participation. Grantees could encourage participants to forward this message in order to get credit for participation, or be eligible for some type of program incentive.

Note that this evaluation system is not intended to fully replace project level evaluation. While grantees will have access to their teacher's data from the evaluation system, the national evaluation may not provide the level of detail needed to fully understand, describe, and improve specific grant projects. Grantees are therefore encouraged to balance these needs within the 10% of their budget that is recommended for evaluation.

Additional information about this project, including background, FAQs, survey instruments, and suggested text for communicating with your teacher participants about this project, is available here: [http://www.oesd.noaa.gov/grants/bwet\\_eval.php](http://www.oesd.noaa.gov/grants/bwet_eval.php)

This data collection will be conducted in a manner consistent with the Paperwork reduction Act and the 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. Travel costs associated with this conference are allowable. Your budget must include, in the travel category, funds for airfare and transportation (rental car, shuttle, or taxi), per diem and lodging.

All travel must comply with the requirements of the Fly America Act and foreign travel must receive prior written 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.

For any equipment, a description of the item and associated costs is required, including a description of how it will be used in the project. All equipment purchases must include a lease versus purchase analysis.

Non-profit and university applicants shall identify, if this information is known when submitting the grant application, who they plan to request that NOAA transfer equipment or property ownership titles to after the project ends. The decision on grant ownership requests will be made by the Grants Officer during the grant closeout process.

Applicants must include the budgets and budget justifications 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 merit 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. See Section III.C.

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.

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 as indicated in the Announcement of Federal Funding Opportunity, 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.

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, who does 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.

After the application is submitted, NOAA may require additional information to fulfill NEPA requirements. If NOAA determines that an environmental assessment is required, applicants may also be requested to assist in drafting the assessment. Applicants may 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 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.

Detailed information on NOAA compliance with NEPA can be found at the following NOAA NEPA website: <http://www.nepa.noaa.gov/> including NOAA Administrative Order 216-6 for NEPA, [http://www.nepa.noaa.gov/NAO216\\_6.pdf](http://www.nepa.noaa.gov/NAO216_6.pdf) and the Council on Environmental Quality implementation regulations [http://ceq.hss.doe.gov/ceq\\_regulations/regulations.html](http://ceq.hss.doe.gov/ceq_regulations/regulations.html) or [http://www.csc.noaa.gov/funding/\\_pdf/CEQ%20Regulations%20for%20Implementing%20the%20Procedural%20Provisions%20of%20NEPA.pdf](http://www.csc.noaa.gov/funding/_pdf/CEQ%20Regulations%20for%20Implementing%20the%20Procedural%20Provisions%20of%20NEPA.pdf)

#### Paperwork Reduction Act Statement

Public reporting burden for this collection of information is estimated to average three 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 Steve Kokkinakis, NOAA Office of Program Planning and Integration, SSMC 3, Room 15723, 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. Data Sharing Plan. 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. A Data/Information Sharing Plan of no more than two pages shall be required as an appendix. 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.

PIs must indicate how and when they have made their data accessible and usable by the community in the past.

NOAA's Administrative Order on the Management of Environmental Data Management and Information is available under:

[http://www.corporateservices.noaa.gov/ames/administrative\\_orders/chapter\\_212/212-15.html](http://www.corporateservices.noaa.gov/ames/administrative_orders/chapter_212/212-15.html)

f. Other appendices such as detailed budget information, support letters, resumes, references, lists of data sources, and maps.

#### 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, September 30, 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, September 30, 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](http://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](http://www.grants.gov), unless an applicant does not have Internet access. In that case, application packages must be mailed to: NOAA Inouye Regional Center, NOS/Pacific Services Center, 1845 Wasp Blvd., Bldg 176, Honolulu, HI, 96818, 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 or postmarked by the funding announcement deadline (see Section IV.C.), September 30, 2014. No e-mail or fax copies will be accepted. Proposals received or postmarked after the deadline will not be accepted.

### V. Application Review Information

#### A. Evaluation Criteria

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 (including mountains, coasts and ocean areas)? (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 (30 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 an in-school program or after-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 B-WET national evaluation efforts? (5 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 and/or the national standards and literacy principles? (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 (14 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 described as a cash or in-kind contribution? (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? (3 points)

5. Outreach (9 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:

a. Does the applicant provide opportunities for external sharing with the education and at-large communities? (6 points)

b. Does the project incorporate communications skills and knowledge into the program for the target audiences? (3 points)

## 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 special 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

Funding should begin by the Fall of 2015 for approved applications, subject to the availability of funds. Project should not expect to begin prior to August 1, 2015, unless otherwise directed by the Federal Program Officer during official negotiations.

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 will be notified by the program office by email that their application was recommended for funding. The applicant must be aware that the notification by the program office is a courtesy and cannot be construed to be an official award notice. Official notification happens only when the applicant receives an award notice from the Grants Officer electronically.

Unsuccessful applicants will be notified by email that their application was not recommended for funding within 10 business days after the final program office

recommendations have been approved by the NOAA GMD. The NOAA GMD Grants Officer finalizes award selections.

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

## B. Administrative and National Policy Requirements

### 1. Department of Commerce Pre-Award Notification Requirements for Grants and Cooperative Agreements

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. <http://www.gpo.gov/fdsys/>

### 2. Limitation of Liability

In no event will NOAA or the Department of Commerce be responsible for proposal preparation costs. Publication of this announcement does not oblige NOAA to award any specific project or to obligate any available funds. 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). See the NEPA information in Section IV, B, of this announcement.

### 4. Restrictions Governing Making Grants to Corporations Convicted of Felony Criminal Violations and/or Unpaid Federal Tax Liabilities

Pursuant to sections 536 and 537 of Public Law 113-76, Consolidated Appropriations Act, 2014, execution by an applicant of the Representation by Corporations Regarding an Unpaid Delinquent Tax Liability or a Felony Conviction Under Any Federal Law (see

Appendix A) will be required in a format requested by NOAA before any award will be made under this FFO.

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.

#### 5. Uniform Administrative Requirements, Cost Principles, and Audit Requirements Effective Date.

Please note that on December 26, 2013, OMB published final guidance titled Uniform Administrative Requirements, Cost Principles, and Audit Requirements (OMB Uniform Guidance) found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>, which streamlines the language from eight existing OMB circulars, including Cost Principles (OMB Circulars A-21, A-87, A 122) and administrative requirements (OMB Circulars A-102 and A 110), into one consolidated set of guidance applicable to federal assistance awards. Once adopted, the OMB Uniform Guidance will supersede DOC's uniform administrative requirements set out at 15 C.F.R. parts 14 and 24. The DOC expects to adopt the OMB Uniform Guidance by December 26, 2014, meaning that the OMB Uniform Guidance will apply to all new awards and to additional funding to existing awards made after December 26, 2014. In addition, the audit requirements of the OMB Uniform Guidance will apply to audits of non-Federal entities beginning on or after December 26, 2014. Therefore, applicants should familiarize themselves with the OMB Uniform Guidance. Additional information on the substance of and transition to the OMB Uniform Guidance may be found at <https://cfo.gov/cofar/>.

#### C. Reporting

Grant recipients will be required to submit financial and performance (technical) progress reports electronically through the Grants Online System. Instructions for submitting financial and progress reports will be provided by the relevant Federal Program Officer and NOAA Grants Management Division.

The Federal Funding Accountability and Transparency Act of 2006 includes a requirement for awardees of applicable Federal grants to report information about first-tier subawards 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 Subaward Reporting System (FSRS) available at [www.FSRS.gov](http://www.FSRS.gov) on all subawards over \$25,000.

Successful applicants will be requested to ensure that all interim progress reports indicate whether financial reports have been submitted to NOAA's GMD and are up to date. Applicants in their final progress report will be asked to a) clearly state the resulting impact of their project and products in the coastal management community; and b) 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 or tangible property is purchased with grant funds, applicants shall submit an inventory in accordance with 15 CFR 14.34(f)(3), or 15 CFR 24.32(d)(2), as applicable, by submitting the applicable SF-428 forms annually and in the final progress report. SF-428 forms may be attached as an appendix to progress reports. The program office recommends that if the equipment is no longer needed, recipients are encouraged to request disposition instructions for equipment approximately 150 days before the project period ends to allow sufficient time to have equipment disposition requests addressed before a project ends. Equipment disposition instructions typically require that recipients complete an "other" award action request in Grants Online. NOAA will provide instructions for disposition in accordance with 15 CFR 14.34 and 15 CFR 24.32.

Recipients are required to report on real property annually and at award closeout, by completing the applicable SF-429 forms.

### 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](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.

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

## VII. Agency Contacts

For administrative and technical questions, contact Stephanie Bennett, Federal Program Officer at NOAA/NOS Pacific Services Center, 1845 Wasp Blvd., Bldg 176, Honolulu, Hawaii 96818, ATTN: Stephanie Bennett, or by phone at 808-725-5254, or via email at Stephanie.Bennett@noaa.gov.

## VIII. Other Information

Funding applicants may also refer to the Pacific Services Center's website

< <https://www.csc.noaa.gov/psc/grants/projects.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 email 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 before transmission to the grantor agency or has been rejected because of errors. After the application has been validated, this same person will receive another email when the application has been downloaded by the federal agency.

The NOAA Coastal Services Center, Office of Ocean and Coastal Resource Management, and the Pacific Services Center will not release the names of applicants submitting 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/flows/publicSearch/begin.do> > or go through the Freedom of Information Act process to request more information about grant competitions. More information about the NOAA FOI process is online at the following address: < [www.rdc.noaa.gov/~foia/](http://www.rdc.noaa.gov/~foia/) >.

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 (DUNS) number and be registered in the federal database System for Award Management (SAM). Allow a minimum of one week to complete the SAM registration, go to the website for more registration <<http://www.sam.gov>>. (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 offline, and then upload and submit the application via the Grants.gov site.

There is no guarantee that funds will be available to make awards for this federal funding opportunity or that any proposal will be selected for funding. If an applicant incurs any costs prior to receiving an award agreement signed by an authorized NOAA official, they do so at their own risk of these costs not being included in a subsequent award. In no event will NOAA or the Department of Commerce be responsible for any proposal preparation costs. Recipients and sub-recipients are subject to all federal laws and agency policies, regulations, and procedures applicable to federal financial assistance awards. Applicants must be in good standing with all existing NOAA grants and/or cooperative funding agreements in order to receive funds.

The NOAA program office reserves the right to immediately halt activity under the award if the recipient is not fulfilling the requirements of the project as outlined in the grant award. Non-compliance with a federally approved project may result in termination of the award.