

## FY2017 NOAA Bay Watershed Education and Training (B-WET) Hawaii Program

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## 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: FY2017 NOAA Bay Watershed Education and Training (B-WET) Hawaii Program

Announcement Type: Initial

Funding Opportunity Number: NOAA-NOS-OCM-2017-2004984

Catalog of Federal Domestic Assistance (CFDA) Number: 11.473, Office for Coastal Management

Dates: Full proposals must be received by 5:59 pm Hawaii Time on November 4, 2016.

Funding Opportunity Description: The NOAA Bay Watershed Education and Training (B-WET) Hawaii Program is a federal funding opportunity which meets NOAA's mission of science, service, and stewardship. This B-WET program supports the vision 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 is to support our communities 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 plays a foundational role as 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. More information about the B-WET program is online at <http://www.noaa.gov/office-education/bwet>.

## 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 (2008), and then to the Great Lakes (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 goal of the B-WET Hawaii program is to support K-12 environmental literacy programs that provide students with Meaningful Watershed Educational Experiences in Hawaii's ahupuaa's and related professional development for in-service teachers, administrators, or other educators serving K-12 students. The Hawaiian Islands are an excellent resource for environmental education and provide a multitude of "hands-on" laboratories where students can see, touch, and learn about the Earth processes and the dynamic interactions of different ecosystems within an ahupuaa, as well as potential hazards that may impact a community. The islands' complex, diverse, and unique ecosystems can be brought to life in the classroom through a strong complement of outdoor and classroom experiences.

The B-WET Hawaii program is administered by the NOAA Office for Coastal Management-Pacific Islands based in Honolulu on behalf of the NOAA Office of Education and in partnership with the Office of National Marine Sanctuaries in Hawaii. The B-WET Hawaii Program provides opportunities to create a population that is knowledgeable about earth systems science, climate change, marine science, coastal science and relevant hazards. Once engaged with the experience and information, these educators and students are poised to understand the role this knowledge plays in developing culturally relevant 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. The NOAA Meaningful Watershed Educational Experience

Meaningful Watershed Educational Experiences are multi-stage activities that include learning both outdoors and in the classroom, and aim to increase the environmental literacy of all participants. Teachers should support students to investigate topics both locally and globally that are of interest to them, learn they have control over the outcome of environmental issues, identify actions available to address these issues, and understand the value of those actions.

#### a. Meaningful Watershed Educational Experiences for Students

Meaningful Watershed Educational Experiences for students should be learner centered and focused on questions, problems, and issues to be investigated through collecting, analyzing and sharing data; learning protocols; exploring models; and examining natural phenomena. These activities, grounded in best practices and the context of the local community and culture, help increase student interest, motivation, and attitudes toward learning, and achieve environmental stewardship. As a result of the meaningful watershed educational activities students should have an understanding of basic watershed concepts, as well as the interaction between natural systems (e.g. wildlife, plants, and water cycle) and social systems (e.g. communities, transportation systems, and schools), highlighting the connection between human activity and environmental conditions. Meaningful Watershed Educational Experiences consist of multiple components as defined below

##### i. Issue definition and background research

Students focus on an environmental question, problem, or issue requiring background research and investigation. They learn more about the issue through classroom instruction, the collection of data, conducting experiments, talking to experts and reviewing credible publications. This process should be age appropriate with practices growing in complexity and sophistication across the grades, starting with educator guided investigation and progressing to student-led inquiry.

##### ii. Outdoor field activities

Students participate in multiple outdoor field activities sufficient to collect the data or make observations required for answering the research questions and informing student actions, or as part of the issue definition and background research. Students should be actively involved in planning the investigation, taking measurements, or constructing the project within appropriate safety guidelines, with teachers providing instruction on methods and procedures, data collection protocols, and proper use of equipment as needed. These activities can take place off-site and/or on the school grounds

### iii. Stewardship action projects

Students participate in an age appropriate project during which they take action to address environmental issues at the personal or societal level. Participants in B-WET Meaningful Watershed Educational Experience activities should understand they have control over the outcome of environmental issues, be encouraged to identify actions to address these issues and understand the value of those actions. Examples of stewardship activities include:

Watershed Restoration or Protection (e.g., create schoolyard habitat, planting trees or grasses, invasive species removal, community cleanup, stormwater management)

Everyday Choices (e.g., reduce/reuse/recycle/upcycle, composting, energy conservation, water conservation)

Community Engagement (e.g., presentations, social media, event-organizing, messaging at community events/fairs/festivals, mentoring, PSAs, flyers, posters)

Civic Action (e.g., town meetings, voting, writing elected officials/decision makers, advocating for policy change)

### iv. Synthesis and conclusions

Students analyze and evaluate the results of projects and investigations. Students synthesize and communicate results and conclusions to an external audience such as other classrooms, schools, parents, or the community.

## b. Support for Meaningful Watershed Educational Experiences with Students

In addition to the components identified above, NOAA recommends that the following elements are in place to fully support successful Meaningful Watershed Educational Experience implementation with students.

### i. Teacher participation for the duration of the Meaningful Watershed Educational Experience

While external partners are entirely appropriate to support Meaningful Watershed Educational Experiences, teachers should support the experience in the classroom and in the field. Teachers are in the best position to help students make connections and draw on past lessons, serve as environmental role models, and enhance students overall outdoor education experience and should be involved in all components of the experiences detailed above. To support them in this role, teachers should have appropriate knowledge of environmental issues and watershed concepts, skill in connecting these issues to their curriculum, and competency in environmental education pedagogy, including the ability and confidence to teach outdoor lessons and to lead students in critical thinking about environmental issues.

ii. Integration with classroom curriculum

Experiences should be integrated into what is occurring in the classroom, and can provide authentic, age appropriate, engaging multi-disciplinary content to address academic standards. Specifically, elements of science and social studies standards related to questioning and investigation, evidence-based analysis and interpretation, model and theory building, knowledge of environmental processes and systems, skill for understanding and addressing environmental issues, and personal and civic responsibility align well with meaningful watershed educational experiences. Non-school activities may enrich traditional classroom curriculum when needed, though this need should be documented and supported by local education agencies.

iii. Use of local context for learning

The local community and environment should be viewed as a primary resource for student meaningful watershed educational experiences. Place-based education promotes learning that is rooted in the unique history, environment, culture, economy, literature, and art of a students' schoolyard, neighborhood, town or community, and thus offering students and teachers the opportunity to explore how individual and collective decisions impact their immediate surroundings. Once a firm connection to their local environment is made, students are better positioned to expand their thinking to recognize the far-reaching implications of the decisions they make to the larger national and global environment.

iv. Experiences are set of activities over time

The meaningful watershed educational experience includes the full duration leading up to and following the outdoor field experiences. Each component should involve a significant investment of instructional time, incorporate time for reflection, and include all students.

Experiences such as tours, simulations, demonstrations, or nature walks may be instructionally useful, but alone do not constitute an entire meaningful watershed educational experience as defined here.

v. Includes NOAA assets, including personnel and resources

NOAA has a wealth of applicable products and services as well as a cadre of scientific and professional experts that can heighten the impact of environmental instruction both in the classroom and in the field. Additionally, environmental professionals can serve as important role models for career choices and stewardship. For more on NOAA assets for education please see: <http://www.noaa.gov/office-education/grants/noaa-assets>

c. Teacher Professional Development for Meaningful Watershed Educational Experiences

Teachers should be skilled in using environmental education and meaningful watershed educational experiences to address multiple subjects' curriculum standards and local education agency initiatives. In order to gain and maintain environmental education competencies, teachers need access to sustained, high quality professional development that includes ongoing support and feedback. Teachers should gain confidence in the value of meaningful watershed educational experiences and strategies for conducting them so that they will conduct meaningful watershed educational experiences after the B-WET supported program has ended. Specifically, the following elements are recommended for professional development to support teachers implementing meaningful watershed educational experiences:

i. Increases teachers' knowledge and awareness of environmental issues

Teachers must have an adequate level of content knowledge for their of meaningful watershed educational experience topic area specific to their grade level and discipline, including an understanding of basic watershed concepts and the human connection to the watershed. Recognizing that environmental issues often include different perspectives and opinions, teachers must also have a deep understanding of the facts related to environmental issues along with an understanding of the various stakeholder values. In addition, teachers who demonstrate environmentally responsible attitudes and behaviors may be role models for their students and increase their ability to guide students in actions to address complex environmental issues.

ii. Models environmental education pedagogy

Facilitators/trainers should utilize the same techniques and experiences in trainings that teachers are expected to use with their students, such as hands-on, place-based, outdoor field experiences and environmental issue investigation and action.

iii. Allows for adequate instructional time

Professional Development trainings should be multi-day, occurring consecutively or over the course of several months. Trainings should include ample opportunity for teachers to reflect on their own teaching practices and planning for how to use knowledge and skills gained from professional development in the classroom.

iv. Provides ongoing teacher support and appropriate incentives

Even in cases where teachers participate in robust multi-day trainings, such as a summer or weekend courses, it is still essential that professional development providers have a structure in place for on-going teacher support and enrichment. This can take the form of follow up meetings, creating web-based forums for communication and feedback, establishing mentor teachers who can serve as points of contact, or including teams of teachers from one particular school. Continuing education credits and stipends can be used to encourage participation in on-going professional development opportunities. Outreach and training opportunities for school administrators may help increase high level support for both environmental education and continuing teacher professional development for teachers.

v. Meets jurisdictional guidelines for effective teacher professional development

Each jurisdiction has established guidance and recommendations germane to all forms of teacher professional development. When possible, professional development opportunities in environmental education should adhere to these general guidelines set forth by local education agencies.

2. 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 educators for kindergarten through high school and informal educators for all audiences.

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

- d. Kupuna: Native Hawaiian word for elder or grandparent.
- e. Watershed: Land area from which water drains toward a common watercourse in a natural basin. For the B-WET Hawaii grant program, projects should incorporate the broader ahupuaa concept.
- f. Ahupuaa: A division of land, coast and ocean where culturally-based knowledge and practices are used to manage the resources therein. The ahupuaa includes connections and interactions between the lewa (sky), honua (earth), and moana (ocean). 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.
- g. 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 in section I.A.1 of this announcement and at [www.noaa.gov/office-education/bwet-mwee.pdf](http://www.noaa.gov/office-education/bwet-mwee.pdf).
- h. 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 of land use in the ahupuaa.
- i. 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. Earth sciences 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.

j. 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, ice sheets and sea ice described by statistics, such as means and extremes.

k. 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.

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

m. Stewardship: Behaviors and decisions that conserve, restore, and protect natural and cultural resources.

n. Habitat Blueprint focus area: 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 <https://www.habitatblueprint.noaa.gov>.

o. Sentinel Site Program: 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 of the following priorities:

PRIORITY 1: Meaningful science-based outdoor experiences for students in the study of earth, ocean and climate sciences, community resilience to hazards, and/or associated with a NOAA identified focus area;

PRIORITY 2: Professional development for teachers in the area of environmental education, earth systems science, ocean science, climate sciences, community resilience to hazards, and/or associated with a NOAA identified focus area;

PRIORITY 3: Service learning and citizen science opportunities for students in activities that promote stewardship activities such as interim camps and afterschool programs.

NOTE: The numbers associated with the priorities are for reference and are not a ranking of importance. A proposal may address several priorities, however applicants must identify which priority is most represented in their proposal.

#### 1. Meaningful Science-Based Outdoor Experiences for Students (PRIORITY 1)

The NOAA B-WET Hawaii Program 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. Projects submitted under this priority should be learner centered and focused on questions, problems, and issues to be investigated through: collecting, analyzing, and sharing data; learning protocols; exploring models; and examining natural phenomena. These activities, grounded in best practices and the context of the ahupuaa, help increase student interest, motivation, and attitudes toward learning, and achieve environmental stewardship. As a result of the meaningful watershed educational activities students should have an understanding of basic watershed concepts, as well as the interaction between natural systems and social systems, highlighting the connection between human activity and environmental conditions.

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. The island perspective regards humans as connected to nature 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.

The B-WET Hawaii program provides a venue for students and teachers to incorporate traditional and modern ahupuaa management practices into meaningful science-based learning experiences. 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 build on the NOAA Meaningful Watershed Educational Experience and address the following elements and types of Meaningful science-based outdoor experiences:

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. Projects should focus on one or more of the following elements:

i. Earth, ocean and climate sciences: Experiences should encourage and inspire student and teacher participants to engage in exploring and investigating Earth's dynamic processes. Projects 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. 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.

iii. NOAA designated focus areas: NOAA has identified several unique environments in Hawaii as special places for place-based conservation. Projects should be based on, or integrally connected to, conservation at one of the following locations: Hawaiian Islands Humpback Whale National Marine Sanctuary; Papahānaumokuākea Marine National Monument; Hawaii Sentinel Site Program locations; or Hawaii Habitat Blueprint focus areas.

b. Sustained activity: Experiences are not meant to be tours, gallery visits, demonstrations, nature walks, or one-off field trips. Meaningful experiences are sustained activities that involve issue definition and background research, multiple outdoor activities, stewardship action projects, and time for reflection and synthesis of the experience. Outdoor activities can take place off-site and/or on school grounds. The total duration leading up to and following the experience should involve a significant investment of instructional time.

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 (i.e., the scientific method). Experiences should encourage observation, motivate critical thinking, develop problem-solving skills, and instill confidence in students.

d. 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.

e. Teacher support: Projects should provide teachers with the support, materials, resources, and information needed to conduct the classroom, field, and follow-up components of the experience.

f. Integrated learning: Experiences do not have to be based solely on science disciplines. Experiences should make appropriate connections between multiple subject areas and reflect

an integrated approach to learning. Experiences should also integrate knowledge of the ahupuaa that is known by local community members such as kupuna.

g. Encourage stewardship: Projects should encourage students to be actively involved in stewardship behaviors and decisions that conserve, restore, and protect natural and cultural resources within the ahupuaa.

h. Communication: Projects should include a mechanism that encourages the students to share their experiences with other students or other members of the community, (e.g., 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.

i. 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. Projects based on a NOAA designated focus areas should include a letter of support from a NOAA office associated with the location.

j. Include NOAA assets: NOAA has a wealth of applicable products and services as well as a cadre of scientific and professional experts that can heighten the impact of environmental instruction both in the classroom and in the field (<http://www.noaa.gov/office-education/grants/noaa-assets>).

k. 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 B-WET Hawaii Program 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 should ultimately provide meaningful environmental education experiences for their students by weaving together classroom and field activities, within the context of their instructional

coursework and of current critical issues that impact the Islands. 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 projects require an engagement of no less than five days which include three days of instruction, two days of an outdoor component and a reflection day. This can be in the form of a follow-up visit with the participants, remote or in-classroom implementation support efforts. Multi-day trainings may occur consecutively or over several months.

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

- a. Direct connection to the ahupuaa: Experiences should demonstrate to participants that local actions within an ahupuaa can impact the greater environment and ultimately, stewardship and long-term community sustainability. Projects should focus on one or more of the following elements: Earth, ocean and climate sciences; community resilience to hazards; and/or conservation of a NOAA identified focus area. See Priority 1.a for details.
- b. Increase teachers' knowledge and awareness of environmental issues: Professional development opportunities should increase teacher environmental knowledge of their ahupuaa specific to their grade level and discipline. Environmental issues often include different perspectives and opinions, therefore professional development should help teachers develop a deep understanding of the facts related to environmental issues along with an understanding of the various stakeholder values so that they can objectively advise students on all sides of an issue. In addition, teachers who demonstrate environmentally responsible attitudes and behaviors may be role models for their students and increase their ability to guide students in actions to address complex environmental issues.
- c. Understanding 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 or on school grounds. The goal is to ensure that professional development experiences for the teacher ultimately benefit the student.

d. Ongoing teacher support: Even in cases where teachers participate in robust multi-day trainings, such as a summer or weekend courses, it is still essential that professional development providers have a structure in place for on-going teacher support and enrichment (e.g., follow up meetings, creating web-based forums, establishing mentor teachers who can serve as points of contact, or including teams of teachers from one particular school). Continuing education credits and stipends can be used to encourage participation in on-going professional development opportunities. Outreach and training opportunities for school administrators may help increase high level support for both environmental education and continuing teacher professional development for teachers.

e. Communication: Projects should include a mechanism that encourages teachers to share their experiences with other teachers and with the community (e.g., 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 community culture, such as native Hawaiian oral and artistic traditions.

f. 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. Projects based on a NOAA focus area should include a letter of support from a NOAA office associated with the chosen location.

g. Stewardship: Projects should inspire teachers to be actively involved in encouraging their students in stewardship behaviors and decisions that conserve, restore, and protect natural and cultural resources.

h. Include NOAA assets: NOAA has a wealth of applicable products and services as well as a cadre of scientific and professional experts that can heighten the impact of environmental instruction both in the classroom and in the field (<http://www.noaa.gov/office-education/grants/noaa-assets>).

i. 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.

### 3. Service Learning Opportunities and Citizen Science for Students (PRIORITY 3)

The B-WET Hawaii Program seeks proposals for projects that provide students with opportunities for service learning projects or citizen science research as it relates to earth system 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 60 hours per student or educator of service related activities 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:

- a. Direct connection to the ahupuaa: Experiences should demonstrate to participants that local actions within an ahupuaa can impact the greater environment and ultimately, stewardship and long-term community sustainability. Projects should include one or more of the following elements: Earth, ocean and climate sciences; community resilience to hazards; and/or conservation of a NOAA identified focus area. See Priority 1.a for details.
- b. Identify problems: Ahupuaa face unique problems related to earth systems science, land use, environmental hazards, and climate change. Projects should identify and investigate local issues as part of the project.
- c. Service Learning: Involve students in service learning projects in their communities to change behavior and attitudes that support better stewardship actions for their watersheds.
- d. Citizen science: Involve students in scientific research conducted with scientists and their community to help solve a problem.
- e. Stewardship: Projects should inspire students to be actively involved in stewardship behaviors and decisions that conserve, restore, and protect natural and cultural resources.

- f. Investigation: Focus on school-required academic standards in at least one content area with science such as civics, social studies and language arts;
- g. 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.
- h. Action: Encourage student ownership and leadership at all stages of the service program.
- i. 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.
- j. Demonstration and Outreach: Communicate your findings, results or conclusions to your school, community and general public.
- k. Include NOAA assets: NOAA has a wealth of applicable products and services as well as a cadre of scientific and professional experts that can heighten the impact of environmental instruction both in the classroom and in the field (<http://www.noaa.gov/office-education/grants/noaa-assets>).

#### C. Program Authority

15 USC 1540 Cooperative Agreements; 33 USC 893a (a) AMERICA COMPETES ACT; 16 USC 1442 sec.311 National Marine Sanctuaries 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 2017 funding. Multiple awards are anticipated from this announcement. The minimum federal assistance request should be \$25,000 and maximum request is \$150,000. The anticipated number of awards ranges from five (5) to fifteen (15) and will be adjusted based on available funding. NOAA does not anticipate reviewing or considering applications requesting federal support from NOAA of more than \$150,000. The NOAA Office for Coastal Management - Pacific Islands may provide new funding for grants that were awarded in previous years, therefore existing projects are eligible to compete for new awards.

Publication of this announcement does not obligate NOAA to establish any specific partnership or to obligate available funds for partnership activities. 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 the 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 should 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 2017 funded projects cannot exceed 24 months. The start date on proposals should be no earlier than August 1, 2017; or the first day of any proceeding month after August 1, 2017 but no later than January 1, 2018.

#### C. Type of Funding Instrument

The funding instrument for these awards may be grants or cooperative agreements. Federal cooperative agreements are different from traditional grants in that they allow for 'substantial federal involvement' in the planning and implementation of funded projects. Substantial involvement on the part of NOAA may include the collaboration and participation of NOAA program officers, other NOAA staff in project development, planning and implementation; technical monitoring of award activities; and coordination of funded projects with other NOAA-funded efforts as needed. If a NOAA Office is proposed as a partner in a cooperative agreement, applicants may propose those roles and responsibilities or discuss the prospective roles in the project after notification that the proposal is successful.

### III. Eligibility Information

#### A. Eligible Applicants

Eligible funding applicants are K-12 public and independent schools and school systems, institutions of higher education, for-profit and nonprofit organizations, state or local government agencies, and Indian tribal governments conducting projects in Hawaii (Islands of Hawaii, Maui, Lanai, Molokai, Oahu, Kauai, Kahoolawe, Niihau, and/or the Northwestern Hawaiian Islands). Individual applicants and Federal agencies are not eligible.

Federal agencies and employees are not allowed to receive funds under this announcement but may serve as collaborative project partners and may contribute services in kind. Federal agencies and employees 'in-kind services cannot be considered as part of an applicant's match on shared costs. If federal agencies are collaborators, applicants must provide detail on the expected level of federal engagement in the application. Examples might include, but are not limited to partnership services; serving in a review capacity; or participating in priority task teams, working groups, or leadership teams.

#### B. Cost Sharing or Matching Requirement

No cost sharing is required under this program, however, the NOAA Office for Coastal Management - Pacific Islands encourages applicants to demonstrate cost share, in-kind matches and program leveraging to support their projects. Funds from other Federal sources may not be considered matching funds.

#### C. Other Criteria that Affect Eligibility

Construction grants will not be awarded under this announcement. A construction award is an award in which the major purpose of the project or program is construction.

### IV. Application and Submission Information

#### A. Address to Request Application Package

The Standard application package is available online at <http://www.grants.gov>. If this is not feasible, application packages may be requested from Jim Foley, B-WET Hawaii Coordinator by phone at (808) 725-5284, via e-mail at [jim.foley@noaa.gov](mailto:jim.foley@noaa.gov) or regular mail sent to: NOAA Inouye Regional Center, NOS/Office for Coastal Management, 1845 Wasp Blvd., Bldg. 176, Honolulu, HI, 96818 ATTN: Jim Foley.

#### B. Content and Form of Application

Applicants should 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 should be complete and must follow the format described in this notice. Incorrect formatting or missing application components 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, inclusive of executive summary and 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. The project description should also include a table of contents but these pages (table of contents) will not count towards the project description 15-page limit.

Project descriptions that exceed the 15-page limit will be shortened by removing pages at the end of the proposal narrative before it is forwarded to merit reviewers for evaluation. Pages excised from lengthy applications will not be reviewed or considered. Applications that are incomplete, unclear, or contain numerous typographical errors may not be understood effectively by reviewers, resulting in lower evaluation scores, so applicants are advised to review their application materials closely before they are submitted to the agency for consideration.

Appendices should be limited to materials that directly support the main body of the proposal (e.g., resumes, references, lists of relevant work products or reports, detailed methodologies, data sources, detailed budget information, letters of collaboration, letters of support, lists of data sources, and maps). Applicants should paginate their proposal and any appendices. Appendices should not total more than 20 total pages.

Federal forms, NEPA information, and required documentation to complete the federal forms can be separately submitted or combined and submitted in one PDF document.

Please keep in mind that the total electronic file size of the proposal narrative and appendices combined should not exceed five megabytes. Files that are larger than five megabytes may not be properly downloaded, uploaded, or received by the agency or the reviewers. Files that cannot be opened or downloaded will not be reviewed.

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.

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

Applicants requesting Federal funding in this program must submit a copy of Standard Form SF-424, 'Application for Federal Assistance'. If a hard copy final application is submitted, it must be signed and dated by the organization's authorized representative. An electronic

signature and date stamp will automatically be included on SF-424 forms submitted via Grants.gov.

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

Applicants are required to submit a SF-424A Budget Form to summarize the budget. Include a separate form for each year of funding and for each proposed sub-award of \$25,000 or more. All budget figures should match the funding requested on the application cover sheet and correspond with the descriptions contained in the project and budget narratives.

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

d. CD-511, Certification Regarding Lobbying, Required for all applicants

e. SF-LLL, Disclosure of Lobbying Activities, Required for organizations involved in lobbying

f. NEPA questionnaire, <http://www.nepa.noaa.gov/questionnaire.pdf>, Required questions noted in section IV.B.6 of this announcement.

2. Title Page/ Executive Summary (1 page max)

Provide a one-page summary of the proposed project. The summary must be prepared to be readable to a broad audience and should contain the following sections:

a. Project name/title

b. Recipient Institution (name, address, phone, fax, email)

c. Principal Investigator and primary financial contact (name, address, phone, fax, email)

d. Primary B-WET Hawaii program priority for which you are applying

Priority 1: Meaningful science-based outdoor experiences for students; or

Priority 2: Professional development in the area of environmental education for teachers; or

Priority 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, activities, and intended benefits (suggested 125 words or less)
  - 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 (up to 14 pages)

All project descriptions should 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: 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). Explain who will conduct the project; 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.

d. Approach/Methods: Provide a work plan that identifies specific tasks to be accomplished to meet project goals and objectives, 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. 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 and document the expected results or benefits to be derived from the proposed activities. Indicate benefits to program participants, the local community, as well as well as society as a whole. Demonstrate the need for assistance.

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).

g. Participation in B-WET National Evaluation

In addition to project evaluation, grantees will be asked to participate in data collection for the national B-WET evaluation. The B-WET national evaluation consists of two parts; part 1 is for all recipients of B-WET grants while part 2 is only for programs that conduct professional development for teachers. The B-WET national evaluation is intended to monitor program implementation and outcomes on an ongoing basis. Results of this evaluation will be used to improve the B-WET program, document its value, and better tailor it to program audiences. Grantees with teacher participants will be able to view a summary of responses from their participating teachers. Success of this effort depends on grantee participation, so applicants are strongly encouraged to review the information about the national evaluation system (available at: <http://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation>) and consider how they can support it as part of their projects.

Part 1 (for all B-WET grantees): As part of this evaluation system, one individual from each recipient organization will be asked to voluntarily complete an online questionnaire once per year of the award. The questionnaire should be able to be completed within 30-60 minutes (depending on the nature of the program) and may require some internal data compilation.

Part 2 (for programs with teacher professional development): For projects that work with teachers, the teacher-participants will be asked to complete one questionnaire at the close of their professional development and one after implementing Meaningful Watershed Educational Experiences with their students (at the end of the following school year). Each teacher questionnaire should be able to be completed within 30 minutes. Along with completing the recipient questionnaire, grantees will be asked to provide the email addresses of participating teachers (after notifying teachers that their email will be shared) and to encourage teachers to participate in the national evaluation.

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.

All applicants should provide information about how they plan to support this national evaluation system, incorporate it into the project timeline, and ensure responses from participating teachers as part of their application. Applicants may incorporate staff time required to complete the B-WET national evaluation in their budget proposal. More information, including all of the survey instruments, is available on the NOAA B-WET national website: <http://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation>. 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.

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 some program incentive.

Note that this evaluation system is not intended to replace project level evaluation. While grantees will have access to their teacher's results 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 at: <http://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation>.

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

h. Previously Funded B-WET Projects: Applicants are asked to include the accomplishments to date from previously funded projects through the B-WET Hawaii Program.

i. Milestone Schedule: Applicants should provide time lines for major tasks, target milestones for important intermediate and final products, and key project outcomes.

j. Permits and Approvals

It is the responsibility of the applicant to obtain all necessary federal, state, and local government permits and approvals for the proposed work. Applicants must provide a list of all known permits that will be required to perform the proposed work and an indication of the status of any permits needed (e.g., not yet applied, permit application submitted/pending, permit granted, etc.) or a statement indicating that no permits are necessary. You should include this required element even if permits are not required.

Failure to apply for and/or obtain federal, state, and local permits, approvals, letters of agreement, or failure to provide environmental analyses where necessary (i.e., NEPA environmental assessment) will delay or prevent the award of funds for projects that have been preliminarily selected for funding.

For work proposed within National Marine Sanctuaries, National Parks, National Seashores, and other federally designated managed areas, it is the responsibility of the applicant to request and obtain any necessary permits or letters of agreement from the appropriate government agencies prior to commencement of an award. For applicants who propose to conduct research or monitoring activities that may affect any species that are listed under the Endangered Species Act, you will likely need a Endangered Species Act Section 10(a)(1)(A) permit.

#### 4. Budget Narrative and Justification

In order to allow reviewers to evaluate the appropriateness of all costs, applications should include a detailed budget narrative and a budget justification broken out by individual task. The budget narrative submitted with the final application should match the dollar amounts included on all required forms and clearly link to the project narrative. Please provide a narrative justification to explain expenditures for each budget category. The budget narrative should describe the total funding needed to accomplish the objectives described in the project narrative for the entire award period. Please explain how categorical costs are derived in sufficient detail to enable reviewers to determine if costs are 'allowable and reasonable' according to the cost principles referenced in 2 CFR part 200, Subpart E. Budget narrative categories should correspond to the standard categories listed in Section B of the SF-424A. Please include a budget spreadsheet with the budget narrative that summarizes costs for the entire project. Applicants are encouraged to format the budget spreadsheet like the Office of Education budget table model

[http://www.oesd.noaa.gov/grants/elg/funding\\_templates/Budget\\_table\\_model\\_EL16.pdf](http://www.oesd.noaa.gov/grants/elg/funding_templates/Budget_table_model_EL16.pdf).

##### a. Personnel:

Explain how each person will contribute to the implementation of this award. Include time commitments such as hours or % of salary.

b. Fringe:

Include % per individual(s). The budget narrative must provide a description and breakdown of the benefits received by personnel when rates are higher than 35%.

c. Travel:

Include information on travel directly related to program implementation (busses, anticipated mileage, accommodations, per diem rate, etc.) along with anticipated number of trips, destination and number of travelers.

Travel indirectly related to the program such as presenting programming at conferences, training for program staff and other related travel costs should also be included. 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 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.

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.

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.

d. Equipment:

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 and a basis for the cost or price consistent with 2 CFR 200.317-.326. Note that equipment is defined as tangible personal property

(including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000. See 2 CFR 200.33 Equipment and 2 CFR 200.313. Most “equipment” for B-WET grants should actually be included as “supplies”.

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

e. Supplies:

Provide a breakdown of the supplies needed to complete the proposed project.

f. Contractual:

Include such expenses as evaluators, facilitators, subcontracts for field experience services, etc. The cost or price, purpose, and method of selection for identified and planned acquisition contracts should be thoroughly justified in the Budget Narrative. Describe products or services to be obtained and indicate the applicability or necessity of each to the project. Procurements are subject to policies described in 2 CFR 200.317-326. For “to be determined,” describe plans for selection.

g. Construction:

Construction is not allowed through the B-WET Program

h. Other:

Include information such as stipends, program fees, etc.

i. Indirect costs:

The proposed budget may include an amount for indirect or Facilities and Administrative (F&A) costs if the applicant has an established indirect cost rate with the federal government. Indirect costs are essentially overhead costs for basic operational functions (e.g., utilities, rent, and insurance) that are incurred for common or joint objectives and, therefore, cannot be identified specifically within a particular project. See 2 CFR 200.56-.57

and 200.412-.415.

A copy of the current, approved negotiated indirect cost agreement with the federal Government should be included with the application. Non-federal entities that have never established a negotiated indirect (F&A) cost rate may elect to charge a de minimis rate at 10% of modified total direct costs (MTDC) as described in 2 CFR 200.414. The de minimis indirect cost rate should be used for all federal awards. Non-federal entities may use this rate indefinitely, but may choose to negotiate an indirect (F&A) cost rate at any time. This de minimis rate option is not available to state and local governments, and Indian tribes.

If the applicant does not have a current negotiated rate and plans to establish a new negotiated indirect cost rate agreement, documentation necessary to establish a rate must be submitted within 90 days of receiving an award. See Section IV F.4 for more information on indirect cost rates and establishing a new indirect cost rate with the Department of Commerce.

For additional details, please review the budget guidance provided at:

[http://coast.noaa.gov/funding/\\_pdf/forms/budget-narrative-guidance-GMD-04.09.2015.pdf](http://coast.noaa.gov/funding/_pdf/forms/budget-narrative-guidance-GMD-04.09.2015.pdf)

j. Subawards:

Applicants should also include detailed budget information regarding all subawards, and indicate the basis for the cost estimates in the narrative. All subawards and contracts must be made consistent with the requirements of 2 CFR 200.330-200.332 for subawards, and 2 CFR 200.317-200.326 for procurements. Describe project activities to occur and indicate the applicability or necessity of each to the project. Each identified subaward should include form SF-424A. Detailed budget information includes:

- i. Name of identified qualified subrecipient, subrecipient affiliation, contact information, and method of selection. For “to be determined,” describe plans for selection.
- ii. Period of Performance. Include the dates for the performance period. If it involves a number of tasks, include the performance period for each task.
- iii. Scope of Work. List and describe the specific activities or tasks to be performed.
- iv. Criteria for Measuring Accountability: Include an itemized line item breakdown as well as total contract/award amount. If applicable, include any indirect costs paid under the contract/award and the indirect cost rate used.
- v. Itemized Budget. Include categories used in program budget.

5. Appendices (Up to 20 pages, not counting required forms such as NEPA questionnaire, Negotiated Indirect Cost Rate Agreement, and Data Management Plan)

a. Letters of Support and Commitment (may not exceed five letters)

Signed letters of support from each significant partner must be submitted with the application package to demonstrate the level of commitment and involvement. Individual letters of support should be formatted in 12-point font, one-sided and may not exceed 1 page in length. Total number of letters of support may not exceed 5 letters.

Projects based on, or integrally connected to NOAA focus areas should include a letter of support from a NOAA office associated with the location. List of NOAA focus areas in Hawaii and associated NOAA offices: Hawaiian Islands Humpback Whale National Marine Sanctuary (Office for National Marine Sanctuaries); Papahānaumokuākea Marine National Monument (Office for National Marine Sanctuaries); Hawaii Sentinel Site Program locations (Office for National Marine Sanctuaries, National Marine Fisheries Service, National Geodetic Survey, National Climatic Data Center, National Environmental Satellite, Data, and Information Service); and/or Hawaii Habitat Blueprint focus areas (Office for National Marine Sanctuaries, National Weather Service, National Marine Fisheries Service, National Environmental Satellite, Data, and Information Service).

In addition to letters of support, signed statements of commitment must be submitted from each group or individual named as a partner, advisor, or consultant in the proposal acknowledging that they will work with the recipient if B-WET funding is received. In lieu of individual statements, the applicant may have multiple partners sign a list indicating their commitment as long as the partners name, organization and title is included. Multiple statements of commitment may be submitted on a single page, but total statements of commitment may not exceed 5 pages. Letters of collaboration from partners and any letters of support shall be included in the appendices as appropriate.

b. Resumes/CV (no more than two pages for each Key Personnel)

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 (2) pages for each person.

c. Negotiated Indirect Cost Rate Agreement (NICRA) (does not count toward page limit)

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. Data Management Plan (up to two pages, does not count toward twenty page limit)

Proposals submitted in response to this announcement must include a Data Management Plan of up to two pages. The Data Management Plan should be aligned with the NOAA B-WET Data Management Guidance provided below and will be considered as part of proposal review. NOAA may, at its own discretion, make publicly visible the Data Management Plan from funded proposals, or use information from the Data Management Plan to produce a formal metadata record and include that metadata in a catalog to indicate the pending availability of new data. Proposal submitters are hereby advised that the final pre-publication manuscripts of scholarly articles produced entirely or primarily with NOAA funding will be required to be submitted to the NOAA Institutional Repository after acceptance, and no later than upon publication. Such manuscripts shall be made publicly available by NOAA one year after publication by the journal.

#### Data Management Guidance to Applicants

The NOAA B-WET program has developed this guidance to help grant applicants plan to share quality environmental data collected as part of their B-WET funded projects, where applicable. Environmental Data are defined by NOAA Administrative Order (NAO) 212-15: Management of Environmental Data and Information as recorded and derived observations and measurements of the physical, chemical, biological, geological, and geophysical properties and conditions of the oceans, atmosphere, space environment, sun, and solid earth, as well as correlative data such as socio-economic data, related documentation, and metadata. Digital audio or video recordings of environmental phenomena (such as animal sounds or undersea video) are included in this definition. Numerical model outputs are included in this definition, particularly if they are used to support the conclusion of a peer-reviewed publication. Data collected in a laboratory or other controlled environment, such as measurements of animals and chemical processes, are included in this definition.

Environmental data and information collected or created under NOAA grants or cooperative agreements must be made discoverable by and accessible to the general public, in a timely fashion (typically within two years), free of charge or at no more than the cost of reproduction, unless an exemption is granted by the NOAA Program. Data should be available in at least one machine-readable format, preferably a widely-used or open-standard format, and should also be accompanied by machine-readable documentation (metadata), preferably based on widely-used or international standards.

Proposals submitted in response to this announcement must include a Data Management Plan of up to two pages describing how these requirements apply to the proposed project and will be satisfied. The Data Management Plan will be considered as part of the proposal review. Note that the Federal Program Officer may require revisions to the applicant's Data Management Plan prior to recommending the application for funding.

Applicant Data Management Plans should be aligned with the following Data Management Guidance:

i. If environmental data collected/generated as part of the project are primarily for education and/or the practice of making observations using scientific techniques/methods (e.g. measuring pH of water with a refractometer, measuring atmospheric humidity with a sling psychrometer, measuring percent vegetative cover using a transect, etc.) and are not intended to be shared with scientists outside of the educational program, applicants may request permission not to make data publicly accessible and obtain approval from the Federal Program Officer if funded. In this case, this element of the application should consist of a paragraph (under the heading "Data Management Plan") describing the intended use of the data and that an exemption from data sharing is requested.

ii. If environmental data collected/generated as part of the project are for purposes beyond education and/or the practice of making observations using scientific techniques/methods, applicants should describe (up to 2 pages, under the heading "Data Management Plan") how data will be shared, based on the following guidance:

Contents: A typical Data Management Plan should include descriptions of the types of environmental data and information expected 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; methods for providing data access; approximate total volume of data to be collected; and prior experience in making such data accessible. The plan should describe or reference the data quality control techniques that will be used or note that the data will not be quality controlled. Data that is not quality controlled should include a description on the limitations of the data or an indication of degree of uncertainty.

Technical recommendations: The NOAA B-WET program does not offer specific technical guidance. Applicants should describe their proposed approach. Use of open-standard formats and methods is encouraged.

Data Accessibility: The NOAA B-WET program recommends that public access to grant-produced data be enabled as follows: An existing publicly accessible online data server at the

funded institution is to be used to host these data (describe in application); or Data are to be submitted to a public data repository appropriate to this scientific domain (describe in application). (e.g. The GLOBE Program - <http://www.globe.gov/>, CoCoRaHS Community - <http://www.cocorahs.org/>); or Funding recipients will establish their own data hosting capability (please describe in application's Data Management Plan).

#### Resources

Proposals are permitted to include the costs of data preparation, accessibility, or archiving in their budgets.

Please contact the NOAA Program Officer listed in section VII for questions regarding this guidance and for verifying accessibility of data produced by funding recipients.

e. Other appendices such as references, lists of data sources, and maps.

6. National Environmental Policy Act (NEPA) Questionnaire (does not count toward page limit)

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 application package, applicants are required to complete questions 1-19 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 only complete questions 1 - 19. Questions 20 - 53 are not required with the initial application because NOAA anticipates that most projects funded through this competition would not have impacts related to damage assessment and restoration or fisheries sampling and analysis. This questionnaire will not count toward the page limits described in the announcement, and reviewers will not evaluate content in the questionnaire as part of the merit review. 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 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. Some questions may not be applicable to the proposed project, but applicants should provide an answer to all questions 1-19. None or Not Applicable are satisfactory answers to questions that do not apply to the project.

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 websites: <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 at [https://www.coast.noaa.gov/funding/\\_pdf/CEQ%20Regulations%20for%20Implementing%20the%20Procedural%20Provisions%20of%20NEPA.pdf](https://www.coast.noaa.gov/funding/_pdf/CEQ%20Regulations%20for%20Implementing%20the%20Procedural%20Provisions%20of%20NEPA.pdf)

### C. Unique Entity Identifier and System for Award Management (SAM)

To enable the use of a universal identifier and to build the quality of information available to the public as required by the Federal Funding Accountability and Transparency Act, 16 U.S.C. 6106. To the extent applicable, any applicant awarded in response to this announcement will be required to use the System for Award Management (SAM), which may be accessed online at <https://www.sam.gov>.

Applicants are also required to use the Dun and Bradstreet Universal Numbering System ([www.dnb.com](http://www.dnb.com)) and will be subject to reporting requirements, as identified in OMB guidance published at 2 CFR Part 25 and 2 CFR Part 170. A recipient's DUNS number must correspond with the recipient's information in [Sam.gov](http://Sam.gov).

Each applicant (unless the applicant is an individual or Federal awarding agency that is

excepted from those requirements under 2 CFR 25.110(b) or (c), or has an exception approved by the federal awarding agency under 2 CFR 25.110(d)) is required to: (i) Be registered in SAM before submitting its application; (ii) provide a valid unique entity identifier in its application; and (iii) continue to maintain an active SAM registration with current information at all times during which it has an active federal award or an application or plan under consideration by a federal awarding agency. A federal awarding agency may not make a federal award to an applicant until the applicant has complied with all applicable unique entity identifier and SAM requirements and, if an applicant has not fully complied with the requirements by the time the federal awarding agency is ready to make a federal award, the federal awarding agency may determine that the applicant is not qualified to receive a federal award and use that determination as a basis for making a federal award to another applicant.

Applicants should allow a minimum of thirty days to receive a DUNS number and to be registered in SAM. Applicants are strongly encouraged not to wait until the application deadline date to begin the application process through [www.grants.gov](http://www.grants.gov).

#### D. Submission Dates and Times

Please be advised that potential funding applicants must register with [Grants.gov](http://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.

Applications submitted for funding under this competition must be received and validated by [Grants.gov](http://Grants.gov) on or before 5:59 p.m. Hawaii Time on November 4, 2016.

If for any reason applicants are unable to submit their application through [Grants.gov](http://Grants.gov) or are concerned about possible problems associated with the [Grants.gov](http://Grants.gov) system, they may provide a paper copy of their full application by mail. Applications submitted by mail must include all relevant application elements described above, must include a SF-424 form with original ink or valid electronic signature and date from an authorized recipient organization representative, and must be stamped with an official U.S. Postal Service postmark or provided to a commercial carrier with tracking number showing receipt on or before 5:59 p.m. Hawaii Time on Thursday, November 4, 2016; private metered postmarks are unacceptable. No email or fax copies will be accepted. Please address all mailed applications to: NOAA Inouye Regional Center, NOS/Office for Coastal Management, 1845 Wasp Blvd., Bldg. 176, Honolulu, HI, 96818, ATTN: Jim Foley. Paper applications received more than 3 business days after the deadline will not be reviewed, and applicants submitting by paper are responsible for tracking their applications.

#### E. Intergovernmental Review

Funding applications submitted under this competition 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](http://www.whitehouse.gov/omb/grants_spoc).

#### F. Funding Restrictions

Please note the following funding restrictions:

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

#### 2. Cost Principles:

Funds awarded cannot necessarily pay for all the costs that the recipient might incur in the course of carrying out the project. Allowable costs are limited to costs necessary and reasonable to achieve the approved goals and objectives and are determined by reference to relevant Office of Management and Budget (OMB) requirements.

Recipients are subject to the 2 CFR 200, Subpart E "Cost Principles" and as well as any Department of Commerce implementing regulations that may be in effect at the time of award. Generally, costs that are allowable include salaries, fringe benefits, travel, equipment, supplies, and training, as long as the costs are determined to be necessary, reasonable, and allocable to the award.

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.

#### 4. Indirect Costs

Applicants are permitted to request indirect costs if their organization has an established Negotiated Indirect Cost Rate Agreement with a federal agency that covers the period of the award. Applicants requesting indirect costs should 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 any federal agency, the recipient may request to use the de minimus rate described at 2 CFR 200.414, as described in Section IV.B.4.i of this Announcement. Alternatively, the negotiation and approval of a new 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  
Lamar.Revis@noaa.gov

Indirect-cost-rate-agreement documentation is not required for sub-awardees, however indirect cost rates at the negotiated levels should be paid by the primary awardee. Under 2 CFR 200.414 “Indirect (F&A) Costs,” any applicant that has never received a negotiated indirect cost rate may elect to charge a de minimis rate of 10% of modified total direct costs which may be used indefinitely. Costs must be consistently charged as either indirect or direct costs, but may not be double charged or inconsistently charged as both pursuant to 2 CFR 200.403 “Factors affecting allowability of costs.” If chosen, this methodology once elected must be used consistently for all Federal awards until such time as a cooperator chooses to negotiate for a rate, which the non-federal entity may apply to do at any time. The negotiation and approval of a rate is subject to the procedures required by NOAA and the Department of Commerce Standard Terms and Conditions Section B.06.

#### G. Other Submission Requirements

The standard NOAA funding application package is available at [www.grants.gov](http://www.grants.gov). Application packages, including all letters of collaboration, shall be submitted through the “Apply” function on Grants.gov. Applicants must register with Grants.gov before any application materials can be submitted. To use Grants.gov, applicant must have a Dun and Bradstreet Data Universal Number System (DUNS) number and be registered in the System for Award Management (SAM), and periodic renewals are required.

Applicants can receive a DUNS number at no cost by calling the dedicated toll-free DUNS Number request line at 1-866-705-5711 or online at <http://fedgov.dnb.com/webform>. Allow a minimum of five days to complete the SAM registration. (Note: Your organization’s

Employer Identification Number (EIN) will be needed on the application form). An organization's one time registration process may take up to three weeks to complete. In addition, it may take two days until the applicant is notified as to whether NOAA received the application, so 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. 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.

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. Only validated applications are sent to NOAA for review. After the application has been validated, this same person will receive a third email when the application has been downloaded by the federal agency.

If use of Grants.gov is not feasible, one original set of the complete application and related SF-424 with original ink signature and date by the applicant's authorized representative shall be mailed to: NOAA Inouye Regional Center, NOS/Office for Coastal Management, 1845 Wasp Blvd., Bldg. 176, Honolulu, HI, 96818, ATTN: Jim Foley. Mailed applications must include documentation to demonstrate that the application was submitted prior to the application deadline, such as an official U.S. Postal Service postmark; private metered postmarks are unacceptable. No email or fax copies will be accepted. Paper applications received more than 3 business days after the deadline will not be reviewed; applicants submitting by paper are responsible for tracking their applications. Proposal application packages, including all letters of collaboration and letters of support, shall be submitted together in one package.

## 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 clear connection to the ahupuaa? (10 points)
- b. Are there Meaningful Watershed Education Experiences for the target audience? (see definition) (12 points)
- c. Does the project have a focus on regional priorities, e.g. Earth systems sciences, community resilience to hazards, climate science, service learning, and/or incorporate a NOAA focus area? (7 points)
- d. Align with Ocean, Energy, and Climate Literacy Principles and/or National and State Education Standards (4)
- e. Does the project involve NOAA and NOAA-related resources or programs, such as experts or data? (2)

2. Technical and scientific merit (28 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 a school program? (8 points)
- b. Does the project have clearly defined, focused and realistic objectives? (5 points)
- c. Does the project have a relevant evaluation plan? (8 points)
- d. How will the project implement the national evaluation? (2 points)
- e. Did the applicant discuss the relevance of data sharing to their project? (1 point)
- f. Spelling and Grammar (4 points)

3. Overall qualifications of the funding applicants (17 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 and managing grants or contracts? (3 points)
- b. Does the applicant demonstrate knowledge of the target audience and watershed communities? (2 points)
- c. Does the applicant demonstrate knowledge of relevant education standards? (2 points)
- d. Does the applicant document past collaborations with education programs, schools or school systems in the Pacific? (3 points)
- e. Do the partnerships enhance and support the project? (5 points)
- f. Are the partners involved in the project qualified to implement activities in the proposal? (2 points)

4. Project costs (15 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. Is the budget request reasonable and does the applicant justify the proposed budget request? (7 points)
- b. Is a significant percentage of the budget directly related to bringing students and/or teachers in contact with the environment? (5 points)
- c. 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? (3 points)

5. Outreach (5 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 project involve participants in outreach or community events? (3 points)
- b. Does the project involve external sharing and communication? (2 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 specialty 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 based on the criteria. If more than one non-Federal reviewer is used, no consensus advice will be given. NOAA, in its sole discretion, may continue the review process for applications with non-substantive issues that can easily be rectified or cured.

The Selecting Official or their designee may negotiate the funding level or other major aspects of the proposal, and the Selecting Official will make the final recommendation for award based on the rank order and selection factors below to the Grants Officer, who is authorized to obligate Federal funding and execute the award. The Selecting Official will identify proposals to be recommended for funding, as described in Section V.C. below.

NOAA may select all, some, or none of the applications, or part of any application, ask applicants to work together or combine projects, defer applications to the future, or reallocate funds to different funding categories, to the extent authorized. If no proposal is funded in the current fiscal period, a proposal may be considered for funding in another fiscal period without NOAA repeating the competitive process outlined in this announcement.

Please note that not all activities submitted under a single proposal may be deemed appropriate for funding, and the Selecting Official may recommend alternate activities as appropriate or only partial funding, based on the selection factors and the merit and/or panel review written evaluations. For a proposal to be selected for funding, the applicant may be asked to modify objectives and activities, work plans, and budgets, and to provide

supplemental information required by the agency prior to the award. This may result in submission of a revised application before final funding decisions are made. The exact amount of funds to be awarded, the final scope of activities, the project duration, and other relevant application details will be determined in pre-award negotiations among the applicant, NOAA GMD, and Office for Coastal Management officials. Applicants should also note that modifications to projects may be necessary as a result of NOAA's efforts to comply with NEPA and other legislation.

The NOAA Grants Officer will review financial and grants administration aspects of a proposed award, including conducting an assessment of the risk posed by the applicant in accordance with 2 CFR 200.205. In addition to reviewing repositories of government-wide eligibility, qualifications or financial integrity information, the risk assessment conducted by NOAA may consider items such as the financial stability of an applicant, quality of the applicant's management systems, an applicant's history of performance, previous audit reports and audit findings concerning the applicant and the applicant's ability to effectively implement statutory, regulatory, or other requirements imposed on non-Federal entities. Applicants should be in compliance with the terms of any existing NOAA grants or cooperative agreements and otherwise eligible to receive Federal awards, or make arrangements satisfactory to the Grants Officer, to be considered for funding under this competition. All reports due should be received and any concerns raised by the agency should be timely addressed in order to receive a new award. Upon review of these factors, if appropriate, specific award conditions that respond to the degree of risk may be applied by the NOAA Grants Officer pursuant to 2 CFR 200.207. In addition, NOAA reserves the right to reject an application in its entirety where information is uncovered that raises a significant risk with respect to the responsibility or suitability of an applicant. The final approval of selected applications and issuance of awards will be by the NOAA Grants Officer. The award decision of the Grants Officer is final and there is no right of appeal.

When a decision has been made (whether an award or declination), anonymous copies of mail merit review comments or summaries of panel deliberations, can be made available to the applicant upon request.

### C. Selection Factors

The final panel ratings shall provide a rank order to the Selecting Official for final funding recommendations. The competition manager will make recommendations to the Selecting Official applying the selection factors below. The Selecting Official shall award in the 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. Whether this project duplicates other projects funded or considered for funding by NOAA or other Federal agencies.
4. Program priorities and policy factors as described in section I of this federal funding opportunity.
5. Applicant's prior award performance.
6. Partnerships and/or 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.

The Selecting Official or designee may negotiate the funding level of the proposal.

#### D. Anticipated Announcement and Award Dates

Funding should begin by the Fall of 2017 for approved applications, subject to the availability of funds. Project should not expect to begin prior to August 1, 2017, unless otherwise directed by the Federal Program Officer during official negotiations.

Unsuccessful applicants will be notified by e-mail that their application was not recommended for funding after the final section package has been approved by the NOAA Grants Management Division, which is expected to be approximately July 2017.

Unsuccessful applications submitted to this competition will be retained for three years and

then destroyed.

## 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; an award is not assured. Official notification happens only when the applicant receives an award notice from the Grants Officer electronically.

The official notice of award is the Standard Form CD-450, Financial Assistance Award, issued by the NOAA Grants Officer Electronically through NOAA's electronic grants management system, Grants Online. The CD-450 award cover page is available at <http://go.usa.gov/SNMR>.

The Department of Commerce Financial Assistance Standard Terms and Conditions will apply to awards in this program. A current version of this document is available at <http://go.usa.gov/hKbj>. These terms will be provided in the award package in Grants Online at <http://www.ago.noaa.gov>.

In addition, award documents provided by NOAA may contain special award conditions limiting the use of funds for activities that have outstanding environmental compliance requirements and may lead to modification of the project's scope of work. These special award conditions may also include other compliance requirements for the award and will be applied on a case-by-case basis. Applicants are strongly encouraged to review award documents carefully before accepting a Federal award to ensure they are fully aware of the relevant terms that have been placed on the award.

### B. Administrative and National Policy Requirements

#### 1. Pre-Award Notice

Department of Commerce Pre-Award Notification Requirements for Grants and Cooperative Agreements contained in the Federal Register notice of December 30, 2014 (79 FR 78390) are applicable to this solicitation and may be accessed online at <http://www.gpo.gov/fdsys/pkg/FR-2014-12-30/pdf/2014-30297.pdf>.

## 2. Uniform Administrative Requirements

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) at 2 CFR Part 200, adopted by the Department of Commerce through 2 CFR 1327.101, applies to awards in this program. Refer to <http://go.usa.gov/SBYh> and <http://go.usa.gov/SBg4>.

## 3. Limitation of Liability

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. Applicants are hereby given notice that funds have not yet been appropriated for the competition described in this notice and are advised that the competition described herein may be subject to cancellation due to unavailability of funding or revision of agency priorities. Publication of this announcement does not obligate NOAA to award funding for specific projects or obligate available funds.

If an applicant incurs any costs prior to receiving an award agreement signed by the NOAA, Grants Management Division, Grants Officer, it does so at its own risk of not receiving an award or 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.

Publication of this announcement does not obligate NOAA to award any specific project, obligate any available funds, or provide special fishing privileges.

Funded awards are subject to enforcement and termination provisions under 2 CFR 200.338-.342.

4. National Environmental Policy Act (NEPA). See the NEPA information in Section IV. B.6, of this announcement.

## 5. Felony and Tax Certifications

When applicable under appropriations law, NOAA will provide certain applicants a form to be completed by the applicant's authorized representative making a certification regarding Federally-assessed unpaid or delinquent tax liability or recent felony criminal convictions

under any Federal law. If a form is provided, an award may not be issued until it is returned and accepted by NOAA

## 6. Confidentiality and Access to Information

Application materials may be considered public documents and may be released to individuals outside the agency pursuant to the Freedom of Information Act. The B-WET Hawaii Program reserves the right to share application materials with relevant individuals and organizations as authorized for the purposes of improved coordination and collaboration. However, the Office for Coastal Management will not ordinarily 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 <http://www.noaa.gov/foia/>.

The Freedom of Information Act (5 U.S.C. 552) (FOIA) and DOC's implementing regulations at 15 CFR Part 4 set forth the rules and procedures to make requested material, information, and records publicly available. Unless prohibited by law and to the extent permitted under FOIA, contents of applications submitted by applicants may be released in response to FOIA requests. In the event that an application contains information or data that the applicant deems to be confidential commercial information, that information should be identified, bracketed, and marked by applicants as "Privileged, Confidential, Commercial or Financial Information." Based on these markings, the confidentiality of the contents of those pages will be protected to the extent permitted by law.

## 7. REVIEW OF RISK

After applications are proposed for funding by the selecting official, the Grants Office will perform administration reviews. These may include assessments of the financial stability of an applicant and the quality of the applicant's management systems, history of performance, and the applicant's ability to effectively implement statutory, regulatory, or other requirements imposed on non-Federal entities. Special conditions that address any risks determined to exist may be applied. Applicants may submit comments to the Federal Awardee Performance and Integrity Information System (FAPIIS) about any information included in the system about their organization for consideration by the awarding agency.

### C. Reporting

Award recipients will be required to submit financial and performance (technical) progress reports consistent with 2 CFR 200.327-.329 and Department of Commerce Standard Terms and Conditions electronically through NOAA's electronic grants management system, Grants Online. Performance reports must be submitted on a semi-annual schedule no later than 30 days following the end of each 6-month period from the start date of the award. Financial reports must be submitted every 6 months by the end of April and October during the period of the award in accordance with the Department of Commerce Financial Assistance Standard Terms and Conditions. NOAA will provide instructions for submitting financial and progress reports upon request.

A comprehensive final report is due 90 days after the award expiration date along with copies of all products developed under the award. Copies of all materials (including but not limited to brochures, posters, videos, DVDs, publications, reports, management plans, public service announcements, workshop proceedings, etc.) produced through the award, along with copies of any reports submitted by subcontractors as part of the award, must be provided to the program office within 90 days of the end of the award. Except where limited by law, regulation, policy or security, recipients are requested to include a statement on the front page of all products to indicate the material is "Approved for public release; distribution is unlimited." If the applicant has requested publication costs, resulting journal publications must be made available to the public free of charge.

Successful applicants will be requested to ensure that all interim progress reports 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)."

The Federal Funding Accountability and Transparency Act, 31 U.S.C. 6101 Note, includes a requirement for awardees of applicable Federal grants to report information about first-tier subawards and executive compensation under Federal assistance awards. 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.

If equipment or tangible personal property is purchased with grant funds, applicants will submit an inventory in accordance with relevant Federal requirements at the end of the award period. 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 2 CFR Part 200.

### 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.

### VII. Agency Contacts

For administrative and technical questions regarding this announcement, contact Jim Foley, B-WET Hawaii Coordinator by phone at (808) 725-5284, via e-mail at [jim.foley@noaa.gov](mailto:jim.foley@noaa.gov) or regular mail sent to: NOAA Inouye Regional Center, NOS/Office for Coastal Management, 1845 Wasp Blvd., Bldg. 176, Honolulu, HI, 96818 ATTN: Jim Foley. Questions may also be addressed to Stephanie Bennett by phone at 808-725-5254 or via email at [stephanie.bennett@noaa.gov](mailto:stephanie.bennett@noaa.gov).

### VIII. Other Information

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.

Funding applicants may also refer to the Office for Coastal Management - Pacific Islands' website for additional information on the B-WET Hawaii program (<http://www.coast.noaa.gov/regions/pacific/education/bwet>).