

2020 NOAA Hawaii Bay Watershed Education and Training (B-WET) Program

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## ANNOUNCEMENT OF NOTICE OF FUNDING OPPORTUNITY

## EXECUTIVE SUMMARY

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

Funding Opportunity Title: 2020 NOAA Hawaii Bay Watershed Education and Training (B-WET) Program

Announcement Type: Initial

Funding Opportunity Number: NOAA-NOS-OCM-2020-2006197

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

Dates: Full proposals must be received by 6:59 pm Hawaii-Aleutian Standard Time (HST) on December 12, 2019.

Two informational webinars with the program officer will occur on Wednesday, October 30, 2019 from 3:00 to 4:00 pm and Tuesday, November 05, 2019 from 2:30 to 3:30 pm HST.

Webinar links and related teleconference information will be sent to interested applicants who sign-up for an information session at <https://forms.gle/BQDXtmc9jRQgtAcg7>

Funding Opportunity Description: The NOAA Hawaii Bay Watershed Education and Training (B-WET) program is a federal funding opportunity that meets NOAA's mission of science, service and stewardship. The Hawaii B-WET program supports a vision of a future where societies and 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 is a competitive opportunity for grants 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 Hawaii B-WET 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 as understanding ocean, earth and atmospheric sciences, community resilience to hazards, and place-based environmental management. 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 <https://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 environments, NOAA has developed B-WET Programs in seven regions: California, Chesapeake Bay, Hawai'i, Gulf of Mexico, New England, Pacific Northwest, and Great Lakes. The Hawaii B-WET 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 goal of the Hawaii B-WET program is to support K-12 environmental literacy programs that provide students with Meaningful Watershed Educational Experiences (MWEEs) in Hawaii's ahupuaa and related professional development for in-service teachers, administrators, or other educators serving K-12 students. Individuals that have been educated about Earth's processes, community resilience to hazards, and long-term environmental trends can become effective problem solvers and future community leaders and decision-makers charged with managing Hawaii's limited island resources. 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 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 Meaningful Watershed Educational Experiences (MWEEs).

The MWEE is the backbone of all B-WET funded projects. All projects, regardless of the priority, must incorporate the MWEE in order to be successful. The definition of the MWEE that follows was created by the NOAA B-WET National Program and is used by all seven B-WET regions throughout the country.

#### 1. Defining 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. MWEEs 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 MWEE 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. MWEEs 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 MWEE 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, meeting with elected officials to learn about policy aspects of watershed monitoring and habitat restoration)

#### 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 (e.g., through 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.

#### b. Support for MWEEs with Students

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

##### i. Teacher participation for the duration of the MWEE

While external partners are entirely appropriate to support MWEEs, 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 MWEEs. 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 MWEEs. 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 a set of activities over time

The MWEE 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:

<https://www.noaa.gov/education>

<https://coast.noaa.gov/nerrs/education/>

<https://sanctuaries.noaa.gov/education/>  
<https://www.legislative.noaa.gov/NIYS/NIYSHI.pdf>

c. Teacher Professional Development for Meaningful Watershed Educational Experiences

Teachers should be skilled in using environmental education and MWEEs 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 MWEEs and strategies for conducting them so that they will conduct MWEEs after the B-WET supported program has ended. Specifically, the following elements are recommended for professional development to support teachers implementing MWEEs:

i. Increases teachers' knowledge and awareness of environmental issues

Teachers must have an adequate level of content knowledge for their MWEE 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 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.

d. Additional required components

i. 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 encourage participants to be actively involved in stewardship behaviors and decisions that conserve, restore, and protect natural and cultural resources within the ahupuaa. Projects can focus on a specific environment within an ahupuaa (including marine environments), but applicants should demonstrate how the focus area fits within the greater ahupuaa concept.

ii. Experiences for all students/teachers

The Hawaii B-WET 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. The Hawaii B-WET Program anticipates that a substantial portion of the target audience served by funded projects will represent communities that are underrepresented or underserved.

iii. NOAA special interest area

NOAA has identified three special interest areas as a focus of the Hawaii B-WET program. I. NOAA designated place-based management areas, II. Community resilience to hazards, and III. Earth, Ocean, and Atmospheric sciences. More information on each special interest area is provided below. Projects that address one or more NOAA special interest areas are particularly encouraged because they specifically capitalize on a NOAA supported

educational program, restoration project, or national education interests.

#### I. NOAA designated priority place-based management areas

NOAA has identified several unique environments in Hawaii as special places for place-based management. 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; Heeia National Estuarine Research Reserve (NERR); Hawaii Sentinel Site Program locations; Hawaii Habitat Blueprint focus area, or West Maui or South Kohala Coral Priority Areas.

#### II. Community resilience to hazards

Hawaii residents are susceptible to impacts from sea-level rise, extended droughts, extreme weather events, coastal erosion, landslides, ocean acidification hurricanes, earthquakes, and tsunamis that pose serious threats to local communities, economic well-being, public health, natural resources and environments. Understanding the balance between long-term resource management and land-use planning also affords opportunities to learn about the impact of past hazards on a community's sustainability. Building awareness of potential vulnerabilities to hazards and increasing the ability to prepare for, withstand, 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. Earth, ocean, and atmospheric 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 NOAA related sciences and the interaction of different ecosystems within an island ahupuaa, as well as long-term trends in average environmental conditions to support appropriate resource management, long-term sustainability, and local economies in both water-based and terrestrial-based activities.

#### iv. 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 collaboration 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 area should include a letter of collaboration from a NOAA office or lead site manager associated with the location.

#### v. Academic standards

The State of Hawaii has adopted the Next Generation Science Standards and the Hawaii

Common Core standards as the benchmarks of quality and excellence in education. The Hawaii State Department of Education also has a department-wide framework to develop the skills, behaviors, and dispositions that are reminiscent of Hawaii's unique context, and to honor the qualities and values of the indigenous language and culture of Hawaii called Na Hopena Ao. In addition, the ocean literacy principles (<http://oceanliteracy.wp2.coexploration.org/>), climate literacy principles ([www.climate.gov/teaching/essential-principles-climate-literacy/essential-principles-climate-literacy](http://www.climate.gov/teaching/essential-principles-climate-literacy/essential-principles-climate-literacy)), and energy literacy principles ([www.energy.gov/eere/education/energy-literacy-essential-principles-energy-education](http://www.energy.gov/eere/education/energy-literacy-essential-principles-energy-education)) present guidelines on information individuals and communities should know to have a better understanding of these earth systems. Applications should indicate how the project will align with one or more of these benchmarks of education.

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

- a. 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 humans and their 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.
- b. Citizen science: Scientific research conducted, in whole or in part, by amateur or nonprofessional scientists where the public participates in the scientific research.
- c. 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.
- d. Community Resilience: The capacity of communities to prevent, prepare for, withstand, respond to, and recover from the effects of natural or other hazards in order to 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 impacts on their community. Examples of hazards include tsunamis, hurricanes, floods,

earthquakes, extreme weather events, erosion, landslides, sea-level rise, ocean acidification, extended droughts, pollution, sewage, and effects of land use in the ahupuaa.

e. 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.

f. Habitat Blueprint focus area: Forward-looking framework which outlines how NOAA thinks and acts strategically across programs and with partner organizations to address the growing challenge of coastal and marine habitat loss and degradation. NOAA improves habitat conditions which support fisheries, coastal and marine life, and provide economic, cultural, and environmental benefits. More information about Habitat Blueprint is at <https://www.habitatblueprint.noaa.gov>.

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

h. Kupuna: Native Hawaiian word for elder or grandparent.

i. Meaningful Watershed Educational Experiences (MWEE): Details 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)

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

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

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

m. Teachers/educators: Formal educators for kindergarten through high school and informal educators for all audiences.

n. Watershed: Land area from which water drains toward a common watercourse in a natural basin. For the Hawaii B-WET program, projects should incorporate the ahupuaa concept.

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

## B. Program Priorities

Native 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 keen observations of Earth's processes and applying that knowledge to create sustainable practices that supported a population of nearly one million Hawaiians prior to western contact. The practice of ahupuaa management evolved in Hawaii as a result of the interrelationship of people and their 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, 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 Hawaii B-WET 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 MWEs while advancing student learning skills and problem-solving abilities through the introduction of culturally-based knowledge and practices with the general school curriculum.

All B-WET projects under this funding announcement should support the direct implementation of the MWEE, applying the Hawaii perspective. All proposals should follow the MWEE guidance and additional required components to be successful. In addition a proposal must address one of the following priorities (and corresponding details that follow):

PRIORITY 1: MWEEs for students

PRIORITY 2: Teacher professional development for MWEEs

PRIORITY 3: MWEEs that support the integration of nature, culture, and science

PRIORITY 4: New Applicants

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

#### 1. PRIORITY 1: MWEEs for students

The NOAA Hawaii B-WET program seeks proposals for projects that provide opportunities for K-12 students to participate in meaningful science-based outdoor experiences that empower students' learning. 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 MWEEs, 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.

Proposals submitted under this area should address the NOAA MWEE and note the following elements:

- a. 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.
- 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 include four key aspects: 1) issue definition and background research, 2) multiple outdoor activities, 3) stewardship action projects, and 4) external sharing of synthesis and conclusions of the experience. Outdoor activities can take place off-site and/or on school grounds. The total duration of the MWEE should involve a significant investment of instructional time, including time leading up to and following outdoor experiences, and at least 5 hours of outdoor student activity time.

c. Integral to the instructional program: Experiences should be clearly part of what is occurring concurrently in the classroom, and aligned with relevant and current academic content and performance standards appropriate for the public, private, independent and charter school systems. Projects occurring outside of the traditional school setting should articulate how they complement what is occurring in the classroom.

d. Integrated learning: 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.

## 2. PRIORITY 2: Teacher professional development for MWEEs

The Hawaii B-WET program seeks proposals for projects that provide teachers opportunities for professional development in implementing MWEEs. Educators should ultimately provide MWEEs for their students by weaving together classroom and field activities, within the context of their instructional coursework and 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.

Based on educational research findings and preliminary evidence from the B-WET national evaluation system, the B-WET program recommends that professional development include more than 30 hours of professional development time, of which more than 10 hours should be spent outdoors. Multi-day training may occur consecutively or over several months. These targets are expected to support teacher change and increase the likelihood that teachers will implement MWEEs.

Proposals submitted under this area should address the NOAA MWEE and note the following elements:

a. 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.

b. 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. Where appropriate, professional development should include tools for teachers to implement MWEEs on their school grounds. Resources exist to support the effective hands-on implementation of MWEEs and the development and continued use of integrated, sustainable indoor and outdoor environmental learning projects that provide substantial benefit to both students and the school environment. Please see the School Grounds for Learning resources available at: [http://baybackpack.com/schoolyard\\_projects/about](http://baybackpack.com/schoolyard_projects/about)

c. 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 ongoing 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 ongoing 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.

### 3. PRIORITY 3: MWEEs that support the integration of nature, culture, and science

The 1,350 mile stretch of islands, atolls, seamounts, banks, and shoals of the Northwestern Hawaiian Islands support an incredible diversity of coral, fish, birds, marine mammals, and other flora and fauna, many of which are unique to the Hawaiian Island chain. The Northwestern Hawaiian Islands are the backbone of Papahānaumokuākea Marine National Monument (PMNM), a natural and cultural treasure unlike any other on Earth. The PMNM offers a glimpse back in time to when the lands and waters throughout Hawaii were healthy and teeming with life. These still-wild ecosystems contain powerful lessons for those of us in the main Hawaiian Islands who are witnessing the decline of our finite island resources.

They teach us the importance of caring for the natural world on which our lives and livelihoods depend, and they give us a living model to guide local restoration efforts.

The area that makes up PMNM has a long tradition as a sacred place, and a history of more modern protections worth celebrating. In 2020 and 2021, PMNM will celebrate several anniversaries, including the 10 year anniversary as a natural and cultural World Heritage Site and the 20 year anniversary of the Northwestern Hawaiian Islands Coral Reef Ecosystem Reserve, the protection designation that preceded the PMNM. The following year, 2021, will be the 15 year anniversary of designation as a Marine National Monument, and the 5 year anniversary of the Monument Expansion. To coincide with these anniversaries, the Hawaii B-WET program is interested in MWEE projects that use examples of integrating nature, culture, and science from PMNM as an inspiration to help participants make connections to local issues.

Priority 3 projects can be either student or teacher professional development focused MWEEs and should use lessons from PMNM and apply them in a local context. Many environmental issues facing our island community can find inspiration from PMNM's integration of nature, culture, and science. Some example projects include comparing local environments to locations in PMNM, STEM projects designed to study PMNM that are tested on the main islands, projects that build cultural connections between PMNM and the main Hawaiian Islands, projects that help participants experience PMNM, or projects that support stewardship in their community using PMNM as a guide. Projects that propose to take participants to PMNM will likely be awarded as cooperative agreements.

Proposals submitted under this area should address the NOAA MWEE and note the following elements:

**Malama** – To take care of, to serve and to honor, to protect. Projects should have a strong stewardship component that supports PMNM, or a location closer to home.

**Laulima** – Collaborative. PMNM is managed through the coordination of interagency partners; projects should incorporate relevant partners and engage the community in the proposed project.

**Kuleana** – Responsibility and trust. Projects should strengthen students' sense of responsibility and support student voice by providing students with ownership and leadership opportunities at all stages of the project.

**Imi ike** – Search for knowledge. Participants should investigate the root cause of the issue

identified and gain a deep understanding of all sides and aspects, both from a cultural perspective as well as from a western science perspective.

Nana i ke kumu - Look to the source. Projects should encourage participants to seek answers from kupuna as well as from nature itself to learn from the forests, streams, ocean, and related life.

#### 4. PRIORITY 4: New Applicants

The Hawaii B-WET program is actively promoting proposals from new applicants. New applicants are defined as eligible applicants who have never been the primary recipient of a NOAA B-WET award. All projects focusing on this priority area must still deliver MWEEs as defined in this announcement outlined in PRIORITY 1, 2, OR 3. Applicants submitting under PRIORITY 4 should submit under one of the following priorities:

PRIORITY 4.1: New applicant providing MWEEs for students

PRIORITY 4.2: New applicant providing teacher professional development for MWEEs

PRIORITY 4.3: New applicant proving MWEEs that support the integration of nature, culture, and science

#### C. Program Authority

15 USC 1540 Cooperative Agreements; 33 USC 893a (a) America COMPETES Act; 16 USC 1442 National Marine Sanctuaries Act

## II. Award Information

### A. Funding Availability

Grant awards are dependent on the availability of Federal funding as provided in enacted Appropriations Acts. This Notice of Funding Opportunity (NOFO) is being released prior to final appropriations due to review and award process time frames. Based on previous appropriations, total anticipated funding for all awards is approximately \$1,000,000 and is subject to the availability of Fiscal Year (FY) 2020 funding. Multiple awards are anticipated from this announcement. The anticipated number of awards ranges from five (5) to fifteen (15) and will be adjusted based on available funding. Historically, the average award amount has been approximately \$120,000. The minimum federal assistance request is \$25,000 and maximum request is \$150,000 for the entire proposed project period of up to 24 months. Applications requesting federal support from NOAA of more than \$150,000 will not be considered for review or funding. Projects up to 24 months may be funded in full or in

increments, where incremental funding within the approved award period is expected but not required, does not require further competition, and is subject to NOAA's discretion. A recipient of a previous award seeking to continue an existing project beyond the approved award period of up to 24 months must submit a new application and compete with other applications.

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 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, it does so at its own risk of not being selected or of these costs not being included in a subsequent award. NOAA or the DOC are not responsible for proposal preparation costs. In addition, NOAA and DOC will not be responsible for any incurred project costs if this program fails to receive funding.

#### B. Project/Award Period

The performance period for FY 2020 funded projects cannot exceed 24 months. The start date on proposals shall be no earlier than August 1, 2020, or the first day of any proceeding month after August 1, 2020, but no later than January 1, 2021.

#### 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. Substantial involvement will be described in a condition included in a funded award. An applicant may also propose in its project that a NOAA Office serve as a partner in a cooperative agreement. If so, applicants should clearly articulate the proposed roles and responsibilities of NOAA in the application. Successful applicants will formalize the specific roles of the federal agency during the negotiation process. NOAA will address any negotiations on NOAA staff roles in any project through the substantial involvement award term.

### III. Eligibility Information

#### A. Eligible Applicants

Eligible funding applicants are K-12 public and independent schools and school systems, institutions of higher education, commercial and nonprofit organizations, state or local government agencies, and Indian tribal governments 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.

Existing recipients selected during the FY 2018 (NOAA-NOS-OCM-2018-2005344) and FY 2019 (NOAA-NOS-OCM-2019-2005858) Hawaii B-WET competitions are eligible to apply as competitive renewal projects and are required to re-apply to receive consideration for further funding.

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 an applicant proposes a federal agencies as a collaborator, applicants should 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. NOAA employees are not permitted to assist in the preparation of applications.

#### B. Cost Sharing or Matching Requirement

Cost sharing is not required under this program. Any voluntary cost sharing or matching does not impact scoring and must be consistent with the requirements of 2 CFR 200.306.

#### C. Other Criteria that Affect Eligibility

None

### IV. Application and Submission Information

#### A. Address to Request Application Package

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

#### 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. Missing substantive application components will deem a proposal incomplete and will not be considered for further review.

Applicants should plan to upload their proposal at grants.gov as three files: 1. Title page and project narrative, 2. Budget narrative, and 3. Appendices.

Full proposal project narratives must total no more than 14 pages plus a one-page title page with abstract (no smaller than single-spaced, 12-point font, exclusive of all appendices and the required government standard forms). The project description should also include a table of contents, but the table of contents pages will not count towards the project description 14-page limit. Project descriptions that exceed the 14-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.

The budget narrative and justification are not included in the page limit, but applicants should be able to describe the budget request following the guidance outlined in section IV.B.4 of this notice in about five pages or less. The budget narrative should be limited to information that directly supports the project budget and budget justification. Any documents included in the budget that should otherwise be in the project narrative or appendices will be removed from the application before it is forwarded to merit reviewers for evaluation.

Appendices should not total more than 20 total pages and 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, lists of data sources, and maps). Appendices that exceed the 20-page limit will be shortened by removing pages at the end appendix before it is forwarded to merit reviewers for evaluation. Applicants should paginate their proposal and any appendices. Required documents such as Federal forms, the National Environmental Policy Act (NEPA) questionnaire, Data Management Plan, and Negotiated Indirect Cost Rate Agreement (NICRA) do not count towards the page limits, and could be included at the end of the appendices after all other supplemental material or uploaded as a separate file.

Diacritical marks such as the okina and kahako are important to represent Hawaiian words appropriately. However, some computer systems do not recognize diacritical marks correctly. Using diacritical marks in file names or in the required forms may result in submission errors. Applications not received on time due to submission errors will not be reviewed. To avoid any potential errors, omit diacritical marks when typing or copying information into the online forms at grants.gov. Proper spelling may be used in pdf files that are uploaded to the grants.gov workspace.

Please keep in mind that the NOAA grant system has a time limit for downloading and uploading files, so we recommend that total file size of the application package is less than 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. Required forms will be digitally signed and dated when the application is submitted through grants.gov; therefore, the Authorized Representative should be the person submitting the online application.

#### GOVERNMENT FORM NUMBER, TITLE, WHEN APPLICABLE

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

If a hard copy final application is submitted, it must be signed and dated by the organization's authorized representative.

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

Applicants requesting an award period longer than 12 months, should include a year 1 and year 2 breakdown of their budget on the SF-424A form.

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

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

Applicants may put N/A for award number on the CD-511 form.

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

2. Title Page/ Abstract (1 page max, not included in page count for Project Description)

Provide a one-page overview of the proposed project. The title page must be prepared to be readable to a broad audience and should contain the information below. Sample title page available at <https://goo.gl/fTEF7Q>

- a. Project name/title
- b. Recipient Institution (name, address, phone, fax, website)
- c. Principal Investigator and primary financial contact (name, address, phone, fax, email)
- d. Primary Hawaii B-WET program priority for which you are applying  
Priority 1: MWEEs for students; or  
Priority 2: Teacher professional development for MWEEs; or  
Priority 3: MWEEs that support the integration of nature, culture, and sciences, or  
Priority 4: New Applicants (Must indicate Priority 4.1, 4.2, or 4.3).
- 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 Abstract (suggested length: 150 words)
- i. Location and watershed identification
- j. School and community identification
- k. Number of teachers and/or students that will be involved in your project
- l. Key Partners
- m. NOAA Resources utilized in proposed project (e.g., assets, data, expertise)

3. Project Description (up to 14 pages)

Sufficient detail should be provided to enable reviewers to evaluate the relevance and applicability of proposed work to program priorities described in Section I.B of this announcement; to determine the technical/scientific merit of the proposed work; to adequately review the qualifications of the applicants; and to assess whether the proposed scope of work raises any concerns with regard to federal policy considerations, such as those related to the National Environmental Policy Act, Endangered Species Act, Historic Preservation Act, and the Marine Mammal Protection Act. All project descriptions should include the following sections:

- a. Introduction/ Overview:

Describe in the narrative the specific project goals. Explain the purpose of your project and priority focus area.

b. Background:

Provide sufficient background information for NOAA and non-NOAA reviewers to assess the significance of the proposed project. Summarize the problem to be addressed and the status of ongoing efforts to address the identified needs. Demonstrate the need for assistance.

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).

d. Objective(s):

Describe in the narrative the specific project objectives to be achieved. 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. Objectives should 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 objectives will be reported.

e. Approach/Methods:

Explain what you are going to do to meet the objectives. Provide a work plan that identifies specific tasks to be accomplished to meet project objectives and explains the technical approach (including quality assurance) needed to accomplish the tasks. This should include a clear statement of the work to be undertaken and should clearly demonstrate how target audiences will be actively engaged in project activities and identifies potential obstacles to successful completion of the goals and objectives. 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. If the project includes federal partners, the roles and responsibilities of the federal partners must be clearly identified.

f. Milestone Schedule:

Applicants should provide timelines for major tasks, target milestones for important intermediate and final products, and key project outcomes. Applicants should clearly show total anticipated contact time with project participants (teachers in professional development and students), and indicate how much of this time will be spent outdoors.

g. 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.

In your evaluation plan, please describe 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 the Hawaii B-WET program's priorities. Indicators of outcomes may be audience satisfaction with the project experience and changes in comprehension, skills, attitudes and/or behaviors. 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. Indicate 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).

h. 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 (<https://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation>) and consider how they can support it as part of their projects. All applicants should provide information about how they plan to support the national

evaluation system, incorporate it into the project timeline, and how responses from participants will be ensured as part of their application. Applicants should indicate who will coordinate the national evaluation component and may include staff time required to complete the B-WET national evaluation in their budget proposal

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 that focus on 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 MWEEs 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. 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.

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.

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 the national evaluation , including background, FAQs, survey instruments, and suggested text for communicating with your teacher participants about this project, is available at: <https://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation>

This data collection will be conducted in a manner consistent with Office of Management

and Budget guidelines (OMB Control No 0648-0658).

i. Benefits:

Identify and document the expected results or benefits to be derived from the proposed activities. Indicate benefits to program participants and the local community.

j. Previously Funded B-WET Projects:

Applicants are asked to include examples of what they accomplished or learned from previously funded projects through the Hawaii B-WET program.

k. 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 an 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 listed below. The budget narrative should describe, by category of expenditure, 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 200, Subpart E. Budget narrative categories should correspond to the standard object class categories listed in Section B of the SF-424A. For additional details, please review the NOAA Financial Assistance Budget Guidelines found on NOAA's Acquisition and Grants Office financial assistance webpage <https://www.noaa.gov/organization/acquisition-grants/how-to-apply>. Please include a budget spreadsheet with the budget narrative that summarizes costs for the entire project. The NOAA Office of Education has a budget table example online at [https://www.noaa.gov/sites/default/files/atoms/files/PDF-Budget\\_table\\_model-022018-ELP.pdf](https://www.noaa.gov/sites/default/files/atoms/files/PDF-Budget_table_model-022018-ELP.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%, unless the fringe rate is negotiated as part of the organization's Federally Negotiated Indirect Cost Rate Agreement (NICRA). A current copy of the agreement should be provided with the application.

c. Travel:

Include a description of anticipated travel 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. 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 the 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 recipients and receive relevant training.

Your budget should include funds for airfare, ground transportation (rental car, shuttle, or

taxi), per diem, and lodging in the travel category. All travel must comply with the requirements of the Fly America Act and foreign travel on non-US flag air carriers must receive prior written approval, and therefore, must be included in the proposal to avoid having to request prior approval after the project starts. See Department of Commerce Financial Assistance Standard Terms and Conditions, Sec. G.05.d., <https://go.usa.gov/xVmDj>.

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. Equipment purchases also require a lease vs. purchase assessment. 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 be categorized as “supplies.”

Applicants should indicate what they plan to do with the equipment after the award period ends, as well as 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. For “to be determined,” describe plans for selection. Procurements are subject to policies described in 2 CFR 200.317-326.

Applicants should include detailed budget information regarding all subawards, and indicate the basis for the cost estimates in the narrative. Describe project activities to occur and indicate the applicability or necessity of each to the project. Each identified subaward that is \$25,000 or more should include a separate SF-424A form. Detailed budget information includes:

Name of identified qualified subrecipient or contractor, affiliation, contact information, and method of selection. For “to be determined,” describe plans for selection. Information must include the name and location (city, state, and Congressional district) of the entity receiving the funds, and the location of the primary place of performance under the contract or sub award.).

Period of Performance. Include the dates for the performance period. If it involves a number of tasks, include the performance period for each task.

Scope of Work. List and describe the specific activities or tasks to be performed.

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.

Itemized Budget. Include categories used in program budget for subrecipients or cost-based contractors. If applicable, include any direct cost paid under the subaward or contract and the indirect cost rate used.

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.

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 a federal agency that covers the period of the award. 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. Indirect costs should be calculated on modified total direct costs (MTDC) as defined in 2 CFR 200.68. MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. All applicants requesting indirect costs should show the MTDC calculation. Applicants requesting indirect costs should submit a copy of their current and signed negotiated indirect cost rate agreement (NICRA) with their application package.

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 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, Indian tribes, or organizations that have, or have ever had, a negotiated indirect cost agreement with the federal government.

If the applicant does not have a current negotiated rate and plans to establish a new negotiated indirect cost rate agreement, 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

5. Appendices (Up to 20 pages, not counting required items such as a Data Management Plan or supporting documents such as a NICRA or a NEPA questionnaire).

a. Letters of Collaboration:

Signed letters of collaboration from each significant partner must be submitted with the application package to demonstrate the level of commitment and involvement. Total number of letters may not exceed five (5) letters. Individual letters of collaboration should be formatted in 12-point font, one-sided, and may not exceed one (1) page in length. Letters dated or received after the proposal deadline will not be considered for review with the proposal package.

Applicants may have more than five partners on a project. Any organization or individual named as a partner, advisor, or consultant to a project not covered by a letter of collaboration, should provide a statement 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 each partner's name, organization, and title is included. Multiple acknowledgement statements may be submitted on a single page, but total statements may not exceed 3 pages. Statements dated after the proposal deadline will not be considered for review with the proposal package.

Projects based on, or integrally connected to NOAA focus areas should include a letter of collaboration from a NOAA office or lead management organization associated with the location. Here is a 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); Heeia National Estuary Research Reserve (University of Hawaii - Hawaii Institute of Marine Biology); 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).

b. Resumes/CV:

Provide resumes of the Principal Investigator for the project and other key personnel critical to the success of the project. Ensure that resumes address qualifications relevant to conducting the proposed work. Please limit resumes to a maximum of two (2) pages for each person.

c. Other appendices such as references, lists of data sources, maps, syllabi, and/or agendas.

d. Data Management Plan:

Proposals submitted in response to this Announcement must include a Data Management Plan up to two pages with their appendix. Applications that do not address the Data Management Plan will not be reviewed. The Data Management Plan should be aligned with the NOAA B-WET Data Management Guidance provided below and will be considered as part of the proposal review. The Data Management Plan does not count towards the page limit.

#### 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.

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. Note that the Federal Program Officer may require revisions to the applicant's Data Management Plan prior to recommending the application for funding.

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 - <https://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).

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.

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

For questions about the Data Management Plan, refer to the contact official listed in Section VII. of this Announcement.

e. Negotiated Indirect Cost Rate Agreement (NICRA):

The NICRA with the appropriate cognizant agency must be included in the application package if indirect costs are requested. This agreement memo can be included at the end of the appendix if necessary.

6. National Environmental Policy Act (NEPA) and Environmental compliance Questionnaire

NOAA must analyze the potential environmental impacts, as required by the National Environmental Policy Act (NEPA), for applicant projects or proposals which are seeking

funding from NOAA. Applicants recommended for funding must complete the Environmental Compliance Questionnaire for National Oceanic and Atmospheric Administration Notice of Federal Funding Opportunity Applicants (OMB Approval Number: 0648-0538) accessible at <https://www.nepa.noaa.gov/docs/NOAA-Grants-Questionnaire-final.pdf> before any potential awards can be processed. The failure to do so shall be grounds for the denial of an application. If your project may trigger consideration under the National Environmental Policy Act (NEPA), you may identify any impact the proposed work will have on the quality of the environment by completing the NOAA NEPA Questionnaire and including it at the end of the appendices. 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.

Refer to Section VI.B. of this Announcement for additional information about NEPA.

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

To enable the use of a universal identifier and to enhance the quality of information available to the public as required by the Federal Funding Accountability and Transparency Act, 31 U.S.C. 6101. To the extent applicable, any proposal 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 (DUNS), as identified in OMB guidance published at 2 CFR Parts 25, which may be accessed at <http://go.usa.gov/x9PYd>. 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>.

Applicants should: (1) Be registered in the federal SAM before submitting an application; (2) provide a valid DUNS number on an application; and (3) 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. The federal awarding agency may not make a federal award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements. 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 seven days to complete the SAM registration, although complete registration for SAM may take several weeks if problems arise. Registration is required only once but must be renewed once a year.

#### D. Submission Dates and Times

Please be advised that potential funding applicants must register with Grants.gov before

submitting any application materials. An organization's one-time registration process may take several 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 on or before 6:59 p.m. Hawaii-Aleutian standard time on December 12, 2019. PLEASE NOTE: for applicants that submit through Grants.gov, it may take Grants.gov up to two business days to validate or reject the application. This means that 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. To account for any potential submission errors, the program office recommends submitting complete applications well before the deadline. Please keep this in mind in developing your submission timeline. Applications received after the deadline will be rejected without further consideration. No email and/or facsimile applications will be accepted. The federal program office has a process to review for completeness. Administrative reviews generally take place after deadlines because the majority of applicants apply just before deadlines. If there are no time constraints and available resources, the federal agency may reach back to applicants who have submitted incomplete packages.

Grants.gov has maintenance scheduled from Saturday October 19, 2019 at 12:01 AM Eastern Time to Monday October 21, 2019 at 6:00 AM Eastern Time, and Saturday November 16, 2019 at 12:01 AM Eastern Time to Monday November 18, 2019 at 6:00 AM Eastern Time, so the system may be unavailable to work on applications during these times. Please plan accordingly.

If for any reason applicants are unable to submit their application through Grants.gov or are concerned about possible problems associated with the 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 and receipt on or before 6:59 p.m. Hawaii-Aleutian standard time on Thursday, December 12, 2019. 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 - Pacific Islands, 1845 Wasp Blvd., Bldg. 176, Honolulu, HI, 96818, ATTN: Jim Foley. Paper applications received more than three (3) business days after the deadline will not be reviewed, and applicants submitting by paper are responsible for tracking their applications.

#### E. Intergovernmental Review

Under Executive Order 12372, “Intergovernmental Review of Federal Programs,” some states have elected to implement processes to coordinate and review proposed Federal assistance prior to application. Hawaii has not chosen to participate, but applicants from other states applying to the Hawaii B-WET competition might be subject to such a process. Such applicants are responsible for contacting their state’s Single Point of Contact (SPOC), if applicable, to find out about and comply with any such processes. To assist the applicant, contact information for SPOCs are on an Office of Management and Budget web site at <https://www.whitehouse.gov/wp-content/uploads/2019/02/SPOC-February-2019.pdf>

#### F. 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” 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 proposed project and whose salaries and fringe benefits are directly related to specific products or outcomes of the proposed project.
4. The Hawaii B-WET program should not be considered a long-term source of funds.

#### G. Other Submission Requirements

The standard NOAA funding application package is available at [www.grants.gov](http://www.grants.gov) by searching the Funding Opportunity Number or the CFDA number (11.473). Application packages, including all letters of collaboration, shall be submitted through the “Apply” function on Grants.gov. The Grants.gov site contains directions for submitting an application, which may be updated or revised from previous instructions that applicants may

have used in the past. Applicants must register with Grants.gov before any application materials can be submitted. To use Grants.gov, applicants must have a Dun and Bradstreet Universal Numbering System (DUNS) number ([www.dnb.com](http://www.dnb.com)) and be registered in the SAM.gov, which requires periodic renewals. Refer to Section IV.C. for details on receiving a DUNS number and registering with SAM.gov.

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.

Applicants should not electronically submit packages with files embedded within files as any such files might not be reviewed or factored into the merit review process.

If an applicant submits multiple electronic versions of the proposal, the applicant should advise the federal agency of the tracking number that should be withdrawn.

If use of Grants.gov is not feasible, applicants should follow the paper copy submission guidance in section IV.D.

## V. Application Review Information

### A. Evaluation Criteria

1. Importance and/or relevance and applicability of proposed project to the program goals (33 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 Hawaii B-WET program, this includes the following categories:

- a. Does this project have significant programming with a clear connection to the ahupuaa concept? (8 points)
- b. Are there Meaningful Watershed Education Experiences for the target audience? Does the project include the four key MWEE aspects 1) issue definition and background research, 2) multiple outdoor activities, 3) stewardship action projects, and 4) external sharing of synthesis and conclusions. (12 points)
- c. Does the project focus on a NOAA special interest area (see page 8)? (7 points)
- d. Does the project align with the Next Generation Science Standards and State Education Standards, and/or Na Hopena Ao framework, and/or Ocean, Energy, or Climate Literacy

Principles? (3 points)

e. Does the project involve NOAA and NOAA-related resources or programs, such as experts or data? (3 points)

2. Technical and scientific merit (27 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 Hawaii B-WET program, this includes the following categories:

- a. Is this project integrated with a school or college program? (8 points)
- b. Does the project have clearly defined, focused, and realistic objectives? (4 points)
- c. Does the project articulate how the objectives will be achieved? (4 points)
- d. Does the project have a relevant evaluation plan? (8 points)
- e. How will the project implement the national evaluation? (2 points)
- f. Did the applicant discuss the relevance of data sharing to their project? (1 point)

3. Overall qualifications of the funding applicants (19 points): This criterion ascertains whether the funding applicant possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project.

For the Hawaii 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 ahupuaa? (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? (2 points)
- e. Do the partnerships enhance and support the project? (5 points)
- f. Do the letters of collaboration indicate how partners will support the project? If the project is tied to a NOAA place-based management area, is there a letter of collaboration from NOAA or a lead site manager (5 Points)?

4. Project costs (16 points): This criterion evaluates the budget to determine if it is realistic and commensurate with the project needs and time-frame.

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

- a. Is the budget request reasonable and does the applicant justify the proposed budget request? (10 points)
- b. Does the budget support activities that will bring students and/or teachers in contact with the environment? (4 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? (2 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. NOAA, in its sole discretion, may continue the review process for applications with non-substantive issues that may be easily rectified or cured. All proposals will be evaluated 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 that includes a technical and a panel review. Reviewers may be Federal or non-Federal, and the same reviewers participate in both parts of the review process. During the technical review, at least three reviewers will independently score each application based on the evaluation criteria in Section V.A above, and the reviewers will provide comments based on the evaluation criteria. The program manager will establish a preliminary rank order based on the average reviewer scores from the technical review. For the panel review, the reviews will convene to evaluate the ranking and comments from the technical review and discuss the proposals as a group. Discussions are based on the evaluation criteria in Section V.A. During the panel meeting, reviewers can revise their scores and comments. Reviewers must individually submit a final ranking to the Hawaii B-WET Program Manager by the end of the panel meeting. If more than one non-Federal reviewer is used, reviewers may discuss the applications, but scores and rank will be individual. The reviewer's final rankings will be averaged for each application to produce a final rank order of the proposals during a full panel review.

The competition manager will brief regional NOAA leadership on the panel results, and will include their input when making recommendations to the Selecting Official. The Selecting Official will make the final recommendations for award based on the final rank order and selection factors below to the Grants Officer, who is authorized to obligate Federal funding and execute the award.

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. Depending on availability of funding, 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 Grants Management Division, 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.

**Risk Review:** After applications are proposed for funding by the selecting official, the Grants Office will perform administration reviews under 2 CFR 200.205. These may include assessments of the financial stability of an applicant, 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. 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 made by the NOAA Grants Officer. The award decision of the Grants Officer is final.

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

### C. Selection Factors

The Selecting Official, an official within the Office for Coastal Management (or their designee), anticipates recommending applications for funding in rank order unless an application is justified to be selected out of rank order based upon one or more of the

following selection factors:

1. Availability of funding
2. Balance/distribution of funds:
  - a. By geographic area.
  - 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.

#### D. Anticipated Announcement and Award Dates

Subject to the availability of funds, review of proposals will occur during early 2020. Applicants may receive communications to negotiate a potential award in spring 2020. Projects should not expect to begin prior to August 1, 2020, 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 selection package has been approved by the NOAA Grants Management Division, which is expected to be approximately August 2020. Unsuccessful applications submitted to this competition will be retained for a period of up to three years and then destroyed.

## VI. Award Administration Information

## A. Award Notices

The Program Office will forward applications recommended for funding by the Selecting Official to the NOAA Grants Management Division (GMD). The applicant will be notified by the program office by email that their application was recommended for funding. The applicant must be aware that the notification by the program office is a courtesy and cannot be construed to be an official award notice. Official notification that an award will be offered 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.

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. Each recipient will also need to have a U.S. Treasury Automated Standard Application for Payment (ASAP) account in order to draw funds electronically. New NOAA award recipients will be provided with instructions on how to set up an ASAP account after the official notice of award has been issued.

## B. Administrative and National Policy Requirements

### 1. DEPARTMENT OF COMMERCE PRE-AWARD NOTIFICATION REQUIREMENTS

The 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. Refer to <http://go.usa.gov/cXC7A>.

### 2. UNIFORM ADMINISTRATIVE REQUIREMENTS

Uniform Administrative Requirements, Cost Principles, and Audit Requirements at 2 CFR 200, implemented by the Department of Commerce at 2 CFR 1327.101, apply to awards in this program. Refer to <http://go.usa.gov/cXCJQ>.

### 3. TERMS AND CONDITIONS

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://www.osec.doc.gov/oam/grants\\_management/policy/documents/Department%20of%20Commerce%20Standard%20Terms%20Conditions%2030%20April%202019.pdf](http://www.osec.doc.gov/oam/grants_management/policy/documents/Department%20of%20Commerce%20Standard%20Terms%20Conditions%2030%20April%202019.pdf). NOAA will also add administrative terms for which a current version is found at [https://www.ago.noaa.gov/grants/docs/noaa\\_standard\\_conditions.pdf](https://www.ago.noaa.gov/grants/docs/noaa_standard_conditions.pdf). These terms will be provided in the award package in NOAA's Grants Online grants management system at <http://www.ago.noaa.gov>. In addition, award documents provided by NOAA may contain special award conditions, including those limiting the use of funds for compliance activities such as outstanding environmental compliance requirements, which will be applied on a case-by-case basis, and requirements for submitting progress reports.

#### 4. LIMITATION OF LIABILITY

Funding for programs listed in this notice is contingent upon the availability of appropriations. Applicants are hereby given notice that funds may not have been appropriated yet for the programs listed in this notice. NOAA or the Department of Commerce are not responsible for proposal preparation costs. Publication of this announcement does not oblige NOAA to award any specific project or to obligate any available funds.

NOAA reserves the right to halt activity under the award through enforcement procedures under 2 CFR 200.338-342, Remedies for Non-compliance, if the recipient is not fulfilling the requirements of the project as outlined in the grant award. Non-compliance with a federally approved project may result in termination of the award as described in 2 CFR 200.339.

#### 5. NATIONAL ENVIRONMENTAL POLICY ACT (NEPA)

NOAA must analyze the potential environmental impacts, as required by the National Environmental Policy Act (NEPA), for applicant projects or proposals which are seeking NOAA federal funding opportunities. Detailed information on NOAA compliance with NEPA can be found at the following NOAA NEPA website: <https://www.nepa.noaa.gov>, including our NOAA Administrative Order 216-6 for NEPA, [https://www.nepa.noaa.gov/NAO216\\_6.pdf](https://www.nepa.noaa.gov/NAO216_6.pdf), and the Council on Environmental Quality implementation regulations, [https://energy.gov/sites/prod/files/NEPA-40CFR1500\\_1508.pdf](https://energy.gov/sites/prod/files/NEPA-40CFR1500_1508.pdf).

Consequently, as part of an applicant's package, and under their description of their program activities, applicants are required to provide detailed information on the activities to be conducted, locations, sites, species and habitat to be affected, possible construction activities, and any environmental concerns that may exist (e.g., the use and disposal of hazardous or toxic chemicals, introduction of non- indigenous species, impacts to endangered and

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

#### 6. UNPAID OR DELINQUENT TAX LIABILITY

In accordance with Federal appropriations law, an authorized representative of the selected applicant(s) may be required to provide certain pre-award certifications regarding federal felony and federal criminal tax convictions, unpaid federal tax assessments, and delinquent federal tax returns. Applicants may view this certification at [https://www.ago.noaa.gov/grants/docs/unpaid\\_tax\\_liability\\_form.pdf](https://www.ago.noaa.gov/grants/docs/unpaid_tax_liability_form.pdf).

#### 7. FREEDOM OF INFORMATION ACT (FOIA)

In the event that an application contains information or data that you do not want disclosed prior to award for purposes other than the evaluation of the application, mark each page containing such information or data with the words "Privileged, Confidential, Commercial, or Financial Information - Limited Use" at the top of the page to assist NOAA in making disclosure determinations. DOC regulations implementing the Freedom of Information Act (FOIA), 5 U.S.C 552, are found at 15 CFR Part 4, which sets forth rules for DOC to make requested materials, information, and records publicly available under FOIA. The contents of funded applications may be subject to requests for release under the FOIA. Based on the information provided by the applicant, the confidentiality of the content of funded applications will be maintained to the maximum extent permitted by law.

#### 8. MINORITY SERVING INSTITUTIONS

The Department of Commerce/National Oceanic and Atmospheric Administration (DOC/NOAA) is strongly committed to increasing the participation of Minority Serving Institutions (MSIs), i.e., Historically Black Colleges and Universities, Hispanic-serving institutions, Tribal colleges and universities, Alaskan Native and Native Hawaiian institutions, and institutions that work in underserved communities.

## 9. DATA SHARING PLAN.

Refer to Section IV.B.5.d of this announcement for details on data sharing requirements.

### 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. 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. Performance reports must be submitted on a semi-annual schedule which will be timed to the Federal financial reports or no later than 30 days following the end of each 6-month period from the start date of the award. NOAA will provide instructions for submitting financial and progress reports upon request.

A comprehensive final report is due 90 calendar 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 calendar 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) and/or a final SF-270 request for advancement/reimbursement has been submitted to NOAA's Grants Management Division."

If equipment or tangible personal property is purchased with grant funds, applicants shall submit an inventory to the extent required by the Office of Management and Budget Uniform Guidance set out at 2 CFR Part 200.313. As necessary, SF-428 forms may be attached as an appendix to the final progress report or submitted directly to the NOAA program officer.

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 "Submit Additional Closeout Documents" award action request in Grants Online. NOAA will provide instructions for disposition in accordance with 2 CFR Part 200.

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 Sub-award Reporting System (FSRS) available at <https://www.fsrs.gov/> on all sub-awards over \$25,000. Refer to 2 CFR Parts 170.

#### 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.

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

#### VII. Agency Contacts

For administrative and technical questions regarding this announcement, contact Jim Foley, B-WET Hawaii Coordinator, at NOAA/NOS Office for Coastal Management - Pacific Islands, 1845 Wasp Blvd., Bldg. 176, Honolulu, Hawaii 96818, ATTN: Jim Foley, or by phone at (808) 725-5284, or via email at [jim.foley@noaa.gov](mailto:jim.foley@noaa.gov).

#### VIII. Other Information

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 compliant with requirements in all existing NOAA grants and/or cooperative funding agreements or make arrangements satisfactory to the NOAA Grants Officer in order to receive funds.

The applicant acknowledges and understands that information and data contained in applications for financial assistance, as well as information and data contained in financial, performance and other reports submitted by applicants, may be used by the Department of Commerce in conducting reviews and evaluations of its financial assistance programs. For this purpose, applicant information and data may be accessed, reviewed and evaluated by Department of Commerce employees, other Federal employees, Federal agents and contractors, and/or by non-Federal personnel, all of whom enter into appropriate conflicts of interest and nondisclosure agreements covering the use of such information. As may be provided in the terms and conditions of a specific financial assistance award, applicants are expected to support program reviews and evaluations by submitting required financial and performance information and data in an accurate and timely manner, and by cooperating with Department of Commerce and external program evaluators. In accordance with 2 CFR 200.303(e), applicants are reminded that they must take reasonable measures to safeguard protected personally identifiable information and other confidential or sensitive personal or business information created or obtained in connection with a Department of Commerce financial assistance award.

In addition, Department of Commerce regulations implementing the Freedom of Information Act (FOIA), 5 U.S.C. Sec. 552, are found at 15 CFR Part 4, Public Information. These regulations set forth rules for the Department regarding making requested materials, information, and records publicly available under the FOIA. Applications submitted in response to this Notice of Funding Opportunity may be subject to requests for release under the Act. In the event that an application contains information or data that the applicant deems to be confidential commercial information that should be exempt from disclosure under FOIA, that information should be identified, bracketed, and marked as Privileged, Confidential, Commercial or Financial Information. In accordance with 15 CFR § 4.9, the Department of Commerce will protect from disclosure confidential business information contained in financial assistance applications and other documentation provided by applicants to the extent permitted by law.

NOAA may implement enforcement actions, including suspending activity under the award, if the recipient is not fulfilling the requirements of the project as outlined in the grant award. Non-compliance with a federally approved award may result in enforcement action under 2 CFR 200.338-342, which may include termination of the award.

Applicants from State of Hawaii Department of Education (HIDOE) Schools should contact the Office of Strategy, Innovation, and Performance - Policy, Innovation, Planning, and Evaluation Branch by email at [grants@notes.k12.hi.us](mailto:grants@notes.k12.hi.us) or phone (808) 586-3800 to ensure

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that their application complies with HIDOE policy. More information on the HIDOE process for applying for federal grants is on the HIDOE Intranet [https://intranet.hawaiipublicschools.org/offices/osip/pipe/grants/\\_layouts/15/start.aspx#/SitePages/Home.aspx](https://intranet.hawaiipublicschools.org/offices/osip/pipe/grants/_layouts/15/start.aspx#/SitePages/Home.aspx) (HIDOE login required for access).