

ANNOUNCEMENT OF FEDERAL FUNDING OPPORTUNITY

EXECUTIVE SUMMARY

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

Funding Opportunity Title: Bay Watershed Education and Training (B-WET) Program, Hawai`i

Announcement Type: Initial

Funding Opportunity Number: NOS-CSC-2008-2001062

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

Dates: Full proposals must be received through Grants.gov no later than 11:00 p.m. ET / 5:00 PM Hawai`i time, August 15, 2007. If applicants do not have Internet access and submit through surface mail, full proposals must be received no later than 11:00 p.m. ET / 5:00 p.m. Hawai`i time, August 15, 2007.

Funding Opportunity Description: The B-WET Hawai`i Program's Grant Opportunity is an annually awarded, competitively-based grant that provides initial funding to: 1) assist in the development of new programs; 2) encourage innovative partnerships among environmental education programs throughout Hawai`i; 3) support geographically targeted programs to advance environmental education efforts that complement appropriate school requirements. The program supports NOAA's goal of developing a well-informed citizenry involved in decision-making that positively impact our coastal, marine and watershed ecosystems. Funded projects provide meaningful science-based outdoor experiences for K-12 students and professional development opportunities for teachers in the area of environmental education as defined in this announcement.

FULL ANNOUNCEMENT TEXT

I. Funding Opportunity Description

A. Program Objective

The NOAA Bay Watershed Education and Training (B-WET) Program was established in 2002 to create environmentally literate students and teachers through education. Recognizing that an informed community is the key to sustaining the Nation's watershed, coastal and ocean environment, NOAA developed B-WET Programs in the Chesapeake Bay watershed, California (which includes San Francisco Bay, Monterey Bay, and Santa Barbara Channel) and Hawai'i.

Established in FY 2004, the B-WET Hawai'i program is administered by the NOAA Pacific Services Center based in Honolulu on behalf of the NOAA Office of Education. The B-WET Hawai'i Program Grant Opportunity annually awarded, competitively-based grant that provides initial funding to: 1) assist in the development of new programs; 2) encourage innovative partnerships among environmental education programs throughout Hawai'i; 3) support geographically targeted programs to advance environmental education efforts that complement appropriate school requirements. Funded projects provide meaningful science-based outdoor experiences in the study of earth sciences and community resilience to hazards for K-12 students and professional development opportunities for teachers in the area of environmental education, earth sciences and community resilience to hazards.

The B-WET Hawai'i Program provides opportunities to create a population that is knowledgeable about earth science and to understand the role this knowledge plays in community resilience by supporting organizations that use the environment as the context for learning. Using the watershed and the surrounding landscape as a living laboratory provides a platform that engages learners and revitalizes teachers. Students immediately grasp Earth processes and resilience linkages in the watershed and are immersed in a dynamic learning environment. The program supports NOAA's goal of developing a well-informed citizenry involved in decision-making that positively impact our coastal, marine and watershed ecosystems. Individuals that have been educated about Earth's processes can become effective problem solvers and future community leaders and decision-makers charged with managing Hawai'i's island resources.

1. DEFINITIONS: The terms used above and throughout each Section are defined as follows:

a. HAWAII: the islands of Hawai'i, Maui, Lana'i, Moloka'i, Oah'u, Kaua'i, and Ni'ihau

b. TEACHERS: formal (school-based) and non-formal (non school-based) educators for kindergarten through high school

c. STUDENTS: kindergarten through high school (K-12)

d. KUPUNA: Native Hawaiian elder

e. WATERSHED (for the intent and purpose of B-WET Hawai`i, watershed and *ahupua`a* are interchangeable): The ahupua`a is a traditional Hawaiian division of land that extended from the mountains to the sea that used culturally-based knowledge and practices to manage its resources. By definition the ahupua'a integrated the management of land and sea, the foundation of modern western integrated watershed management. The concept of a watershed can be defined as:

“an area of land that drains downslope to the lowest point. The water moves through a network of drainage pathways, both underground and on the surface. Generally, these pathways converge into streams and rivers, which become progressively larger as the water moves on downstream, eventually reaching an estuary and the ocean”

In contrast to this definition, the Hawaiians practiced a sustainable relationship with their environment for thousands of years. This unique relationship was premised on the need “to care for the earth” (malama i ka honua) and its terrestrial, marine, atmospheric, and spiritual resources. Referred to as ahupua`a, this relationship between man and his environment provides a culturally-based management tool to balance environmental, social, and economic development needs.

Each island, or “moku,” was divided into several land divisions, or ahupua'a, which ran from the mountains to the sea. The ancient management of the ahupua'a drew upon the collective knowledge of experts (i.e., botany, architecture/construction, marine resources, etc.) and its community members who were intimate with the resources of the land, sea, and sky. Within the ahupua`a, human interactions and the use of resources were strictly managed through orally communicated “laws of the land” or “kanawai,” passed from generation to generation. Although this was practiced traditionally in ancient Hawaiian culture, the knowledge is still applied to today's contemporary society affording opportunities to integrate both traditional and modern methods of resource management.

f. RESILIENCE: the capacity of a system to tolerate disturbance without collapsing into a qualitatively different state controlled by different processes. (Source: Resilience Alliance, Folke et al (2002)). Examples of hazards may include, but not be limited to tsunamis, hurricanes, flooding, earthquakes, sea level change, coastal subsidence, etc.

g. COMMUNITY RESILIENCE: The capacity of communities to survive, mitigate the effects of, and recover from the effects of natural or other hazards in order to withstand disasters and support their long-term sustainability. Resilient

communities are well informed of their vulnerability to hazards and are able to comprehend the potential environmental, social and economic impact on their community. Examples of natural hazards include tsunamis, hurricanes, floods, earthquakes, erosion, landslides, etc. Human-induced or man-made hazards include but are not limited to runoff, leaching, pollution, sewage, effects and pressure of land use in the ahupua`a, etc.

h. EARTH SCIENCES: an all-embracing term for sciences related to any of the sciences (as geology, meteorology, or oceanography) 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. Through the use of computer models and application of scientific methods, the systems approach provides scientists the ability to explain the past and possible future behaviour of the Earth system. Disciplinary studies include: geology, geodesy or geophysics, soil science, oceanography or hydrology, glaciology, and atmospheric science. Multidisciplinary studies include: meteorology, climatology, atmospheric chemistry, hydrology.

B. Program Priorities

A proposal must address one of the following priorities: 1) Meaningful science-based outdoor experiences in the study of earth sciences and community resilience to hazards for Students or 2) Professional Development for Teachers in the area of environmental education, earth sciences or community resilience to hazards. If proposals do not address one of these priorities, the application will not be considered for further review. NOTE: Multiple proposals submitted by the same organization will NOT be considered for review and will be destroyed without further review.

- NOTE: If a proposal addresses both priorities substantially (e.g., each area represents 25% or greater of the total amount requested), applicants should submit one proposal under the priority that represents the majority of funding requested. The secondary priority must constitute less than 25% of the total requested funding.

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

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

through a strong complement of outdoor and classroom experiences.

As defined in Section I.A.1.e., Hawaiians were recognized for their integrated and sustainable resource management practices and their ability to instill environmental, cultural, and spiritual values from generation to generation. The Hawaiian culture is recognized for their keen observations of Earth's processes and applying that knowledge to create sustainable practices that supported a population of nearly 1 million Hawaiians prior to western contact. The practice of ahupua`a management evolved in Hawai`i as a result of the interrelationship of man and his environment that is recorded by the "Kumulipo" (story of creation). The island perspective regards humans as connected to nature and as a part of their environment, not as a separate entity. This unique relationship was premised on the need to care for the earth and its terrestrial, marine, atmospheric and spiritual resources. This unique relationship 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 ahupua`a management focuses on knowledge of Earth's processes and fostering stewardship of the land and sea and understanding the interconnectedness of the health of our environment to the resilience of our communities. It provides opportunities to promote community-based efforts with localized knowledge to take an active part in decisions about the management of the ahupua`a to balance the use of environmental resources with social and economic needs. In applying the ahupua`a concept, communities can begin to assess the resilience of their surrounding environment by having a more in-depth understanding of Earth's processes to arrive at sustainable land and natural resource management goals.

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

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

a. Meaningful science-based outdoor experiences should make a direct connection to the ahupua`a: Experiences should demonstrate to students that local actions within an island ahupua`a can impact the greater environment and ultimately stewardship and long-term community sustainability.

As it relates to Earth sciences: Experiences should encourage and inspire student and teacher participants to engage in exploring and investigating Earth's dynamic processes. Projects and activities must have an intentional connection to the ahupua`a

and should reflect a multi-disciplinary approach in the study of earth sciences and the interaction of different ecosystems within an island ahupua`a to support appropriate resource management, long-term sustainability and resilient communities in both water-based and terrestrial-based activities.

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

b. Meaningful science-based outdoor experiences are an integral part of the instructional program: Experiences should be clearly part of what is occurring concurrently in the classroom. The experience should be part of the instructional coursework and be aligned with relevant and current academic content and performance standards appropriate for the public, private, independent and charter school systems (i.e. The Hawai`i Department of Education Public School system is aligned with the Hawai`i Content and Performance Standards [<http://doe.k12.hi.us/standards/hcps.htm>]). Experiences should occur where and when they fit into the instructional sequence appropriate for each school system.

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

d. Meaningful science-based outdoor experiences are part of a sustained activity: Experiences are not meant to be tours, gallery visits, demonstrations, or "nature" walks. Meaningful experiences are a substantive part of a sustained activity that stimulates, engages and motivates the student from beginning to end, and that the outdoor experience contributes to student and/or teacher participant_s learning. The total duration leading up to and following the experience should involve a significant investment of instructional time. An experience should consist of three general parts - a preparation phase; an outdoor phase; and an analysis, reporting phase. Projects should provide teachers with the support, materials, resources, and information needed to conduct these three parts:

PHASE I: Preparation

PHASE II: Action

PHASE III: Reflection

Preparation: Focus on a question, problem, or issue to engage and involve students in discussions about it. Action (Outdoor Learning and Analysis) Include outdoor experiences that are sufficient to conduct the project, make the observations, collect the data required or monitor results. Reflection Refocus on the question, problem, or issue; analyze the conclusions reached; evaluate the results; assess the activity and the learning outcomes; and include sharing and communication of the results with a wide audience.

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

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

g. Projects demonstrate partnerships: Project proposals should include partnerships with Hawai`i-based communities, schools and/or school systems that will directly benefit from or contribute to the project. A partnership is a collaborative working relationship between two or more organizations. All partners should be actively involved in the project, not just supply equipment or curricula. Signed Letters of Support from each partner shall be submitted with the application package to demonstrate the level of commitment and involvement. Only letters dated in the current calendar year of this announcement will be considered. Preference will be given to applicants that partner with a Hawai`i school, school system or communities supporting a school or system.

h. Experiences are for all students: The B-WET Hawai`i 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. Preference will be given to those applicants that work with a low income or underserved student population (e.g.,

Title I school, underrepresented and minority groups, academically low-performing students, etc.).

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

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

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

a. Projects should provide teachers the understanding and essence of a meaningful science-based outdoor experience: Professional development opportunities should instruct teachers about the content and meaning of a meaningful science-based outdoor experience (for the definition of a meaningful science-based outdoor experience please refer to Section I.B.1.a-e). Professional development opportunities should be designed so that teachers not only understand what a meaningful science-based outdoor experience is, but why this type of pedagogy is important.

Projects should be designed so that teachers are capable of conducting an experience during in-class instruction, outdoor field experiences or elsewhere. For example, professional development courses could result in a lesson plan that is aligned with the appropriate school system academic standards, (i.e., Hawai`i Content and Performance Standards) or provide teachers with materials or resources needed for carrying out a meaningful science-based outdoor experience in their in-class instruction or outdoor field experience. In addition to providing the resources needed to conduct an experience, projects should also include a mechanism to encourage the teacher to implement an experience in their classroom. The goal is to ensure that professional development experiences for the teacher ultimately benefit the student.

b. Projects involve external sharing and communication: Projects should promote peer-to-peer sharing and emphasize the need for external sharing and communication. Projects should include a mechanism that encourages teachers to share their experiences with other teachers and with the community, i.e. through mentoring opportunities, presentations at local conferences, developing websites, in-school

service days, community presentations or other public forums and other venues for outreach. External communication may also include the creation of new songs, dances and other forms of expression that are consistent with the native Hawaiian oral and artistic traditions. Many of these interpretive forms convey traditional beliefs of man's direct connection with the environment and role as a steward.

c. Projects demonstrate partnerships: Project proposals should include partnerships with Hawai'i-based communities, schools and/or school systems that will directly benefit or contribute to the project. A partnership is a collaborative working relationship between two or more organizations. All partners should be actively involved in the project, not just supply equipment or curricula. Signed Letters of Support from each partner shall be submitted with the application package to demonstrate the level of commitment and involvement. Only letters dated in the current calendar year of this announcement will be considered. Preference will be given to applicants that partner with a Hawai'i school, school system or communities supporting a school or system.

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

C. Program Authority

15 U.S.C. 1540; 33 U.S.C., 883d

D. 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 determined by reference to the Office of Management and Budget (OMB), Code of Federal Regulations (CFR), 2 CFR 230 (formerly OMB Circular A-122), "Cost Principles for Nonprofit Organizations"; Code of Federal Regulations (CFR), 2 CFR 220 (formerly OMB Circular A-21), "Cost Principles for Education Institutions"; and Code of Federal Regulations (CFR), 2 CFR 225 (formerly OMB Circular A-87), "Cost Principles for State, Local and Indian Tribal Governments." Generally, costs that are allowable include salaries, equipment, supplies, and training, as long as these are

necessary and reasonable._

II. Award Information

A. Funding Availability

This solicitation announces that approximately \$1,000,000 may be available in FY 2008 in award amounts to be determined by the proposals and available funds. The NOAA Pacific Services Center anticipates that approximately 5 to 15 grants will be awarded with these funds, pending availability of funds. Applicants are hereby given notice that funds have not yet been appropriated for this program.

It is anticipated that typical project awards for Priority 1 and 2 will range from approximately \$10,000 to \$100,000. Applications requesting Federal support from NOAA of more than \$100,000 total will not be considered for review or funding.

There is no guarantee that sufficient funds will be available to make awards for all qualified projects. The exact amount of funds that may be awarded will be determined in pre-award negotiations between the applicant and NOAA representatives.

Publication of this notice does not oblige NOAA to award any specific project or to obligate any available funds. If applicants incur any costs prior to an award being made, they do so at their own risk of not being reimbursed by the government. Notwithstanding verbal or written assurance that may have been received, there is no obligation on the part of NOAA to cover pre-award costs unless approved by the Grants Officer as part of the terms when the award is made.

B. Project/Award Period

Proposals may be considered eligible for funding beyond the first project period. Proposals may be submitted for up to 3 years for either priority area. However, funds will be made available for only a 12-month award period and any funding of the award period will depend on (1) the submission of a successful proposal subject to a review process; (2) successfully meeting individual project goals; (3) meeting NOAA Grants Management Division financial reporting guidelines; (4) providing adequate progress on previous award(s); and (5) the availability of funding to renew the award. No assurance for funding renewal exists; funding will be at the complete discretion of NOAA.

Projects that plan on multiple years must include in their first-year submission a full description of the activities and budget for the first year as described in this

announcement, and a summary description of the proposed work and estimated budget by line item (without the supporting budget detail pages) for each subsequent year.

If selected for funding, applicant will be required to submit a full proposal each subsequent year by the deadline announced in the following competitive cycle. In addition to the requirements for new proposals, projects granted multiple year funding must include the accomplishments to date on previous year_s grant in their subsequent grant submissions.

C. Type of Funding Instrument

Whether the funding instrument is a grant or a cooperative agreement will be determined by the amount of the NOAA Pacific Services Center_s involvement in the project. A cooperative agreement will be used if the NOAA Pacific Services Center shares responsibility for management, control, direction, or performance of the project with the recipient. Specific terms regarding substantial involvement will be contained in special award conditions.

III. Eligibility Information

A. Eligible Applicants

Eligible applicants for Priority 1 and 2 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. Applicants that are not eligible are individuals and Federal agencies.

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

B. Cost Sharing or Matching Requirement

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

matching funds will be taken into consideration in the review process with cash being the preferred method of contribution.

C. Other Criteria that Affect Eligibility

1. Previously Funded Projects

This is a one year funding opportunity. The NOAA Pacific Services Center may provide funding for grants that were funded in the previous application process. The length of funding for previously funded projects shall not exceed three (3) years. However, funds will be made available for only a 12-month award period. No assurance for funding renewal exists.

New grants will be awarded to fund these projects under this announcement pending (1) the submission of a successful proposal subject to a review process; (2) successfully meeting individual project goals; (3) meeting NOAA Grants Management Division financial and progress reporting guidelines; (4) providing adequate progress on previous award(s); and (5) the availability of funding to renew the award.

2. Indirect Cost Rates

Regardless of any approved indirect cost rate applicable to the award, the maximum dollar amount of allocable indirect costs for which the Department of Commerce will reimburse the recipient shall be the lesser of 25 percent of the total proposed direct costs for this program or the Federal share of the total allocable indirect costs of the award based on the indirect cost rate approved by an oversight or cognizant Federal agency and current at the time the cost was incurred, provided the rate is approved on or before the award end date. Applicants whose indirect cost rate would result in indirect costs above 25 percent of the total proposed direct costs may use the amount above the 25 percent level as cost sharing. The indirect cost rate agreement must be included with the application package. If the applicant does not have a current negotiated rate and plans to seek reimbursement for indirect costs, documentation necessary to establish a rate must be submitted within 90 days of receiving an award.

IV. Application and Submission Information

A. Address to Request Application Package

Application packages for full proposals are available through [Grants.gov/APPLY](https://www.grants.gov/APPLY). Additional assistance for Grants.gov is available at the Grants.gov Customer Support at 1-800-518-4726 or support@grants.gov. If an applicant from a rural area does not have Internet access, application packages can be requested from Sam Thomas, Federal Program Officer for Grants at NOAA Pacific

Services Center, 737 Bishop Street, Suite 1550, Honolulu, Hawai`i 96813 or by phone at (808) 532-3960, or via email at Sam.Thomas@noaa.gov. Also review section IV.F.

B. Content and Form of Application

1. The Application Package will consist of the following:

- a. All required government forms
- b. Executive Summary
- c. Project Narrative
- d. Budget Narrative
- e. Appendices (includes responses to NEPA related questions)
- f. Signed letters of support

2. Required Government Forms

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

GOVERNMENT FORM	TITLE	WHEN APPLICABLE
SF-424	Application for Federal Assistance	Required for all applicants
SF-424A	Budget Information, Nonconstruction Programs	Required for all applicants
SF-424B	Assurances, Non-Construction Programs	Required for all applicants
CD-511	Disclosure of Lobbying Activities	Required for organizations involved in lobbying
CD-346	Applicant for Federal Assistance	Required only from nonprofit or for profit organizations

NOTE: If the CD-346 is not available at Grants.gov to date, a copy may be obtained at <http://www.ago.noaa.gov/grants/pdf/>. Sign, scan and upload as an additional document.

3. Proposals

The following defines the preferred content and form of required proposal packages. Proposals must be complete and must follow the format described in this notice. Incorrect formatting will deem a proposal incomplete and not be considered for further review. Applicants should not assume prior knowledge on the part of the NOAA Pacific Services Center as to the relative merits of the project described in the application.

- Format must be in at least a 10-point font, one-sided and double-spaced throughout entire package.
- Executive Summary may not exceed one (1) page and must follow the required content as defined in section IV.B.4.
- Project and Budget Narrative combined, should be 25 pages or less, as defined in

section IV.B.5 _ IV.B.12. Brevity will assist reviewers and program staff in dealing effectively with proposals. Please note that information described in the government forms must be consistent with information on the Project and Budget Narrative and vice-a-versa. Any inconsistencies or incorrect information will deem a proposal incomplete and will not be considered for further review.

- Appendices may be included. The entire appendices section may not exceed a total of twelve (12) pages in all. Up to two (2) pages may be dedicated to respond to the required NEPA questions listed in section IV.B.12. This section may also include information such as specific coursework, lesson plans and activities, chronological schedule of events, maps, resumes of staff and partners involved.

- Signed Letters of support from each significant partner must be submitted with the application package to demonstrate the level of commitment and involvement. Total number of letters of support may not exceed 5 letters. Individual letters of support should be formatted in at least 10-point font, one-sided and may not exceed 1 page in length. Again, brevity will assist reviewers and program staff in dealing effectively with proposals. Letters must be dated in the year the proposal is submitted. Dated letters outside this requirement will deem a proposal incomplete and not be considered for further review.

4. Required Elements

Proposals should include the following information and it is recommended that they follow the format outlined below:

a. Executive summary_1 page provided in the following order:

- Organization title.
- Applicant name
- Lead Principal Investigator(s) (PI)
- Address, telephone number, and email address of applicant and Lead PI.
- Area of interest for which you are applying (i.e., Meaningful science-based outdoor experiences for Students; Professional Development in the Area of Environmental Education for Teachers).
 - Project title.
 - Project duration (1-year project period beginning to end dates, starting on the first of the month and ending on the last day of the month).
 - Project objectives.
 - Summary of work to be performed (include number of teachers and/or students that will be involved in your project)
 - Total Federal funds requested.
 - Cost-sharing to be provided from non-Federal sources, if any. Specify whether contributions are project-related cash or in-kind.
 - Total project cost.

5. The Project Narrative (Combined with the Budget Narrative may not exceed 25 pages). Applicable academic, content and performance standards may be identified

and incorporated throughout narrative. The Project Narrative section shall include the following:

- **What and Why:** Explain the purpose of your project. This should include a clear statement of the work to be undertaken and include the following: Explain which Priority area will be addressed and include responses to each element within the identified priority (Priority 1 or 2), section I.B.1 or I.B.2.

- **How and When:** Outline a detailed plan of action pertaining to the scope and detail of how the proposed work will be accomplished. Explain your strategy, objectives, activities, delivery methods, and accomplishments to establish for reviewers that you have realistic goals and objectives and that you will use effective methods to achieve them. When accomplishments cannot be quantified, list the activities in chronological order to show the schedule of accomplishments and target completion dates. Objectives should 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.

- **Who:** Explain who will conduct the project and the target audience. Include the following: List each organization, cooperator, or other key individuals who will work on the project, along with a short description of the nature of their effort or contribution; identify the target audience and demonstrate an understanding of the needs of that audience; identify specifically how many students and/or teachers are involved in your project.

- **Where:** Give a precise location of the project and area(s) to be served.

6. Accomplishments to date (if applicable):

- **New Proposal:** Applicants are asked to provide information about accomplishments with respect to any previous educational or environmental education outreach experience.

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

7. Need for government financial assistance: Demonstrate the need for assistance. Explain why other funding sources cannot fund all the proposed work.

8. Benefits or results expected: Identify and document the results or benefits to be derived from the proposed activities.

9. 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.

10. The Budget Narrative (Combined with the Budget Narrative may not exceed 25 pages). The Budget Narrative should include the following: The budget narrative

should include the total project costs that are required to accomplish what is proposed in the Project Description and includes contributions and donations. The budget narrative should provide the information needed to determine how the numbers outlined in the Budget Information form (SF-424A) were derived. The narrative should explain in detail all the specific budget categories that are outlined in the SF-424A form. The budget narrative submitted with the application should match the dollar amounts on all required Federal forms (SF-424, SF-424A). Additional cost detail may be required prior to a final analysis of overall cost allowability, allocability, and reasonableness.

11. Other forms to complete the proposal package should include appendices and letters of support.

12. National Environmental Policy Act (NEPA)

NOAA must analyze the potential environmental impacts, as required by the National Environmental Policy Act (NEPA), for applicant projects or proposals which are seeking NOAA federal funding opportunities. Detailed information on NOAA compliance with NEPA can be found at the following NOAA NEPA website: <http://www.nepa.noaa.gov/>, including our NOAA Administrative Order 216-6 for NEPA, http://www.nepa.noaa.gov/NAO216_6_TOC.pdf, and the Council on Environmental Quality implementation regulations, http://ceq.eh.doe.gov/nepa/regs/ceq/toc_ceq.htm.

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

In addition to providing specific information that will serve as the basis for any required impact analyses, applicants may also be requested to assist NOAA in drafting of an environmental assessment, if NOAA determines an assessment is required. Applicants will also be required to cooperate with NOAA in identifying feasible measures to reduce or avoid any identified adverse environmental impacts of their proposal. The failure to do so shall be grounds for the denial of an application. Applicants are required to answer the questions indicated in this Announcement of Federal Funding Opportunity.

Applicants should answer the NEPA questions to the best of their ability with as much detail as possible. If the applicant does not answer all of the questions indicated in the Announcement of Federal Funding Opportunity the application may be considered incomplete.

Some of the questions may overlap with material provided in other parts of the application. This overlap occurs because the answers to the questionnaire are provided to NOAA staff who do not review the other parts of the application. If appropriate, the applicant may copy the information from other parts of the application and paste it into the answers to the questionnaire. Many questions have

a “yes” or “no” response. If the response is “no” the applicant does not need to elaborate on their answer. If the response is “yes” the question will have a second part asking the applicant to provide more information.

Applicant NEPA questions are as follows (NOTE: Up to two (2) pages of the Appendices section will be dedicated to respond to the required NEPA questions, section IV.B.3):

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

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

Question C1. Would the proposed activity involve any other federal agency(ies) partnership, direct involvement, activity, or oversight? If yes, provide the name(s) of the agency(ies) and describe its involvement, activity, or oversight.

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

C. Submission Dates and Times

Full proposals must be received through Grants.gov no later than 11:00 p.m. ET / 5:00 PM Hawai`i time, August 15, 2007. If applicants do not have Internet access and submit through surface mail, full proposals must be received no later than 11:00 p.m. ET / 5:00 p.m. Hawai`i time, August 15, 2007. Failure to follow the guidelines as described in this announcement will deem a proposal incomplete and result in proposals not being considered for further review.

D. Intergovernmental Review

Applications under this program are not subject to Executive Order 12372, Intergovernmental Review of Federal Programs._

E. Funding Restrictions

Please Note the following funding restrictions:

- The B-WET Program should not be considered a long-term source of funds. Explain your strategy for long-term sustainability after NOAA funding ends.
- Funding may not be used to support endowments; individuals; building campaigns or capital construction; deficit financing; annual giving; or fund-raising.
- The budget may include an amount for indirect costs only if the applicant has an established indirect cost rate with the Federal government and a copy must be included with application, see Funding Restrictions, Section IV.E.1.
- 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.

F. Other Submission Requirements

Full proposal application packages should be submitted through Grants.gov/APPLY. The standard NOAA funding application package is available at www.grants.gov. Please be advised that potential funding applicants must register with Grants.gov before any application materials can be submitted. An organization's one time registration process may take up to three weeks to complete so please allow sufficient time to ensure applications are submitted before the closing date.

The Grants.gov site contains directions for submitting an application, the application package (forms), and is also where the completed application is submitted. If the applicant has difficulty downloading the required forms, the applicant should contact the Grants.gov Customer Support at 1-800-518-4726 or support@grants.gov. Additional information about registering and submitting application through Grants.gov may be found at www.Grants.gov and at the B-WET Hawai'i webpage at (<http://www.csc.noaa.gov/psc/bwet.html>).

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

To use Grants.gov, applicants must have a Dun and Bradstreet Data Universal Numbering System (DUNS) number and be registered in the Central Contractor Registry (CCR). Allow a minimum of five days to complete the CCR registration. (Note: Your organization's Employer Identification Number (EIN) will be needed on the application form.)

With regard to rural areas for an applicant who does not have Internet access, application kits may be requested from Sam Thomas, Federal Program Officer for grants at 808-532-3960. These applicants are asked to mail one (1) hard copy of the entire application package, a CD copy of the package, including all forms with original signatures to the following address: NOAA Pacific Services Center, 737 Bishop Street, Suite 1550, Honolulu, Hawai'i 96813, ATTN: Sam Thomas. The postmark will be used to determine the timeliness of the proposal. Hand-delivered, facsimile transmissions and electronic mail submissions and proposals received after the deadline will not be accepted.

V. Application Review Information

A. Evaluation Criteria that addresses all elements of this announcement (100 points)

1. Importance and/or relevance and applicability of proposal to the program goals (30 points): This criterion ascertains whether there is intrinsic value in the proposed work and/or relevance to NOAA, federal, regional, state, or local activities. For the B-WET Program this includes the following categories and questions as referenced in Section I:

<u>CRITERIA</u>	<u>POSSIBLE POINTS</u>
a. Connection to the greater ahupua'a environment	5
b. Meaningful science-based outdoor Experience	15
c. Partnerships	5
d. Target audience	5
TOTAL	30

2. Technical merit (30 points): This criterion assesses whether the approach is technically sound and/or innovative, if the methods are appropriate, and whether there are clear project goals and objectives. For the B- WET Program this includes the following categories and questions as referenced in Section I and Section IV:

<u>CRITERIA</u>	<u>POSSIBLE POINTS</u>
a. Integration with school program	10
b. Objectives: Clearly defined, focused and realistic	5
c. Earth sciences, community resilience, environmental education	10
d. Evaluation	5

e. Spell Check and Grammar	5
TOTAL	35

3. Overall qualifications of applicants (15 points): This criterion ascertains whether the applicant possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project as referenced in Section IV.

<u>CRITERIA</u>	<u>POSSIBLE POINTS</u>
Does the applicant show the capability and experience in successfully completing similar projects? Does the applicant demonstrate knowledge of the target audience? Does the applicant demonstrate knowledge of the Hawai`i Content and Performance Standards? Does the applicant document past collaborations with schools or school systems? Does the applicant show the capability and experience in successfully completing similar projects? Are the partners involved in the project qualified?	15
TOTAL	15

4. Project costs (15 points): This criterion evaluates the budget to determine if it is realistic and commensurate with the project needs and time-frame as referenced in Section IV.

<u>CRITERIA</u>	<u>POSSIBLE POINTS</u>
Does the applicant demonstrate the ability to leverage other resources? Is the nature of the cost share cash or in-kind? Is the budget request reasonable and does the applicant justify the proposed budget request? Is a significant percentage of the budget directly related to bringing students and teachers in contact with the environment? 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? Does the applicant demonstrate that the project will continue after NOAA funding has expired?	15
TOTAL	15

5. Outreach and education—External Sharing and Communication (5 points): This criterion assesses whether the project provides a focused and effective education and outreach strategy regarding NOAA’s mission to protect the Nation’s natural resources as referenced in Section I.

<u>CRITERIA</u>	<u>POSSIBLE POINTS</u>
For the B-WET Program this includes the following questions: Does the project involve external sharing and communication?	5

B. Review and Selection Process

1. Initial Evaluation of the Applications

Once the deadline has passed, Grants.gov provides the NOAA Pacific Services Center (PSC) with the application packages submitted by the deadline date. PSC conducts

an initial administrative review to determine compliance with requirements and priorities of the application. If applications do not comply, a proposal will be returned without further review.

2. Review Panel

Applications meeting the requirements of this solicitation will undergo a panel review. This review consists of at least three regional experts in the field of environmental education from NOAA and non-NOAA organizations.

Prior to the panel review, each reviewer will individually evaluate and score proposals (1-100 points) using the evaluation criteria provided in Section V.A. The scores of the reviewers will be collected and analyzed by averaging the scores and calculating the standard deviation of each proposal to measure the amount of variation about the mean. This will provide a snapshot of agreement or a disparity of disagreement among the reviewers.

During the panel meeting, each panel reviewer will be responsible for leading discussions for three (3) to six (6) applications. Each application will be thoroughly discussed by the panel. This method encourages robust and thoughtful panel deliberations. Each member of the panel will make recommendations to the B-WET Coordinator. The Coordinator will then consolidate the information and present the results to the Selecting Official. Information provided to the Selecting Official will not contain consensus advice by the review panel members.

C. Selection Factors

Based on outcomes of the reviews, the Hawai'i B-WET Coordinator will provide recommendations to the Selecting Official. The Selecting Official shall determine proposals to be awarded based upon one or more of the following factors:

1. Availability of funding
2. Balance/distribution of funds
 - a. Geographically
 - b. By type of institutions
 - c. By type of partners
 - d. By research areas
 - e. By project types
3. Whether this project duplicates other projects funded or considered for funding by NOAA/federal agencies.
4. Program priorities and policy factors as set out in Section I.B.1-2.

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 NOAA Grants Officer.

Projects that were funded in the previous year_s application process will be evaluated by the Selecting Official, in consultation with the B-WET Coordinator and other NOAA Pacific Services Center staff, to determine whether funding should be granted based upon the advice of the review panel. If there has been satisfactory prior award performance, projects considered for renewal may take priority over new proposals.

D. Anticipated Announcement and Award Dates

Subject to the availability of funds, review of proposals will occur during the two months following the date given in this announcement that the full proposals are due to the NOAA Pacific Services Center office. The start date on proposals should be on or after June 1, 2008.

VI. Award Administration Information

A. Award Notices

Successful applicants will receive notification that the application has been recommended for funding by the NOAA Grants Management Division. This notification is not an authorization to begin performance of the project. Official notification of funding, signed by a NOAA Grants Management Division Grants Officer, is the authorizing document that allows the project to begin. Notifications will be issued through postal mail to the Authorizing Official of the project. Unsuccessful applicants will be notified that their proposal was not selected for recommendation. Unsuccessful applications will be kept on file in the Program Office for a period of at least 12 months. Applications will be disposed of through recycling.

B. Administrative and National Policy Requirements

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

Administrative and national policy requirements for all Department of Commerce awards are contained in the Department of Commerce Pre-Award Notification Requirements for Grants and Cooperative Agreements contained in the Federal Register notice of December 30, 2004 (69 FR 78389). A copy of the notice may be obtained at www.gpoaccess.gov/fr/search.html.

C. Reporting

Grant recipients will be required to submit financial and performance progress reports electronically through the NOAA Grants On-Line System. Instructions for submitting financial and progress reports will be provided by NOAA Grants Management Division.

VII. Agency Contacts

For administrative issues and technical questions, please contact Sam Thomas, Federal Program Officer for Grants, NOAA Pacific Services Center office; 737 Bishop Street, Mauka Tower, Suite 1550, Honolulu, HI 96813-3212, or by phone at (808) 532-3960, or via email at Sam.Thomas@noaa.gov.

VIII. Other Information

Funding applicants may also refer to the Pacific Services Center's Web site for additional guidance on completing the proposal package at the B-WET Hawai'i webpage at (<http://www.csc.noaa.gov/psc/bwet.html>).

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