

Fiscal Year 2020 NOAA Gulf of Mexico Bay-Watershed Education and Training (B-WET)
Program

TABLE OF CONTENTS

- I. Funding Opportunity Description 4
 - A. Program Objective 4
 - B. Program Priorities 10
 - C. Program Authority 15
- II. Award Information 15
 - A. Funding Availability 15
 - B. Project/Award Period 16
 - C. Type of Funding Instrument 16
- III. Eligibility Information 16
 - A. Eligible Applicants 16
 - B. Cost Sharing or Matching Requirement 17
 - C. Other Criteria that Affect Eligibility 17
- IV. Application and Submission Information 17
 - A. Address to Request Application Package 17
 - B. Content and Form of Application 18
 - C. Unique Entity Identifier and System for Award Management (SAM) 25
 - D. Submission Dates and Times 25
 - E. Intergovernmental Review 26
 - F. Funding Restrictions 26
 - G. Other Submission Requirements 27
- V. Application Review Information 28
 - A. Evaluation Criteria 28
 - B. Review and Selection Process 32
 - C. Selection Factors 34
 - D. Anticipated Announcement and Award Dates 34
- VI. Award Administration Information 35
 - A. Award Notices 35
 - B. Administrative and National Policy Requirements 35
 - C. Reporting 39
- VII. Agency Contacts 40
- VIII. Other Information 40

ANNOUNCEMENT OF NOTICE OF FUNDING OPPORTUNITY

EXECUTIVE SUMMARY

Federal Agency Name(s): National Marine Fisheries Service (NMFS), National Oceanic and Atmospheric Administration (NOAA), Department of Commerce

Funding Opportunity Title: Fiscal Year 2020 NOAA Gulf of Mexico Bay-Watershed Education and Training (B-WET) Program

Announcement Type: Initial

Funding Opportunity Number: NOAA-NMFS-SE-2020-2006202

Catalog of Federal Domestic Assistance (CFDA) Number: 11.008, NOAA Mission-Related Education Awards

Dates: Applications must be received by 11:59 p.m., Eastern Time on November 29, 2019 to be considered for funding. Applicants should apply online through www.grants.gov.

When developing your submission timeline, keep in mind that it may take Grants.gov up to two business days to validate or reject the application and that an advance registration process is required that may take a few days or several weeks. If Grants.gov has technical issues that prohibit submission or is otherwise impractical, hard copy applications will be accepted. Hard copies may be submitted by postal mail, commercial delivery service, or hand-delivery, but must be received (not postmarked) by 11:59 p.m. Eastern Time on November 29, 2019. Hard copy applications arriving after the deadline given above will be accepted for review only if the applicant can document that the application was provided to a delivery service that guaranteed delivery prior to the specified closing date and time. Hard copy applications received by the National Marine Fisheries Service Southeast Regional Office later than two business days following the closing date will not be accepted.

Funding Opportunity Description: The National Marine Fisheries Service Southeast Regional Office (Southeast Regional Office) is seeking proposals under the Gulf of Mexico B-WET program (<https://www.fisheries.noaa.gov/grant/noaa-gulf-mexico-bay-watershed-education-and-training-gulf-b-wet-program>). Gulf of Mexico B-WET funds locally relevant, authentic experiential learning for K-12 audiences through Meaningful Watershed Educational Experiences (MWEEs) in Gulf of Mexico coastal communities. MWEEs involve learning both outdoors and in the classroom as students engage in issue definition, outdoor field experiences, synthesis and conclusions, and action projects. The goal is to increase understanding and stewardship of the Gulf of Mexico and its local watersheds. Projects advance the environmental education goal of the Gulf of Mexico Alliance (<https://gulfofmexicoalliance.org/>). This program

addresses NOAA's Long Term Goal of "Healthy Oceans: Marine fisheries, habitats, and biodiversity are sustained within healthy and productive ecosystems" and NOAA's Engagement Enterprise Objective for "An engaged and educated public with an improved capacity to make scientifically informed environmental decisions".

Applicants may be physically located in any U.S. state; however, education projects must target teachers and/or students in Gulf of Mexico coastal counties. For the purposes of this solicitation, the coastal counties of Gulf of Mexico states (Florida, Alabama, Mississippi, Louisiana, and Texas) are defined and listed on page 48-49 of the following document: National Ocean Service, NOAA. 2011. The Gulf of Mexico at a Glance: A Second Glance. Washington, DC: U.S. Department of Commerce, ftp://ftp.library.noaa.gov/noaa_documents.lib/NOS/state_of_coast/Gulf_of_Mexico_2011.pdf.

This year's funding announcement focuses on priority areas including: Meaningful Watershed Educational Experiences for Students, Professional Development for Teachers related to Meaningful Watershed Educational Experiences, Exemplary Programs combining Teacher Professional Development with long-term classroom-integrated Meaningful Watershed Educational Experiences for their students; and adds a new priority area: Systemic Meaningful Watershed Educational Experience Implementation.

FULL ANNOUNCEMENT TEXT

I. Funding Opportunity Description

A. Program Objective

a. OVERVIEW

NOAA recognizes that knowledge and commitment built from firsthand experience, especially in the context of one's community and culture, is essential for achieving environmental stewardship. Carefully selected experiences driven by rigorous academic learning standards, engendering discovery and wonder, and nurturing a sense of community will further connect students with their watershed, help reinforce an ethic of responsible citizenship, and promote academic achievement. Environmentally literate individuals can become effective future workers, problem solvers, and thoughtful community leaders and participants.

The NOAA Bay Watershed Education and Training (B-WET) program is an environmental education program that promotes locally relevant, experiential learning in the kindergarten through 12th grade (K-12) environment. B-WET was established in 2002 in the Chesapeake Bay watershed and currently exists in seven regions: Chesapeake Bay, Gulf of Mexico, New England, California, Pacific Northwest, Hawaii, and Great Lakes. Experiential learning techniques, such as those supported by the NOAA 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(a)).

The goal of this funding opportunity is to support K-12 education programs that provide students with Meaningful Watershed Educational Experiences (MWEEs) related to the Gulf of Mexico and/or related MWEE professional development for in-service teachers, administrators, or other educators serving K-12 students. The Gulf of Mexico and its tributaries are an excellent resource for environmental education. Its tidal and non-tidal waters and the surrounding landscape provide hands-on, place-based laboratories where students can see, touch, and learn about the Gulf of Mexico watershed and the greater environment. Information on the Gulf of Mexico B-WET program, including examples of currently supported projects, can be found on NOAA's website at <https://www.fisheries.noaa.gov/grant/noaa-gulf-mexico-bay-watershed-education-and-training-gulf-b-wet-program>.

Successful B-WET projects provide formal education that supports the priorities of the Gulf of Mexico Alliance (<https://gulfofmexicoalliance.org/>) and the goals of NOAA's Education

Strategic Plan

(https://www.noaa.gov/sites/default/files/atoms/files/2015%20Strategic%20Plan%20Full%20Text%20Web%20Final_0.pdf).

b. DEFINING THE MEANINGFUL WATERSHED EDUCATIONAL EXPERIENCE

The primary delivery of B-WET is through competitive funding that promotes Meaningful Watershed Educational Experiences (MWEEs). MWEEs 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. More information about the MWEE can be found at the following link: <https://www.noaa.gov/education/explainers/noaa-meaningful-watershed-educational-experience>.

MWEEs are defined as follows:

1. Meaningful Watershed Educational Experiences for Students

MWEEs 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.

1.1 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.

1.2 Outdoor field activities

Students participate in 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. B-WET program recommends providers aim to include at least 5 hours of student activity time spent outdoors. 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. Resources exist to support environmental learning projects that provide benefits to both students and the school environment. For example, please see the School Grounds for Learning resources available at: http://baybackpack.com/schoolyard_projects/about.

1.3 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); and Civic Action (e.g., town meetings, voting, writing or meeting with elected officials/decision makers).

1.4 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.

2. Support for Meaningful Watershed Educational Experiences with Students

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

2.1 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.

2.2 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.

2.3 Use of the 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.

2.4 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 MWEE as defined here.

2.5 Includes NOAA assets, including personnel and resources

NOAA has a wealth of applicable products and services as well as a cadre of scientific and professional experts that can heighten the impact of environmental instruction both in the classroom and in the field. Additionally, environmental professionals can serve as important

role models for career choices and stewardship. For more on NOAA assets for education please see: <http://www.noaa.gov/education> or <http://www.noaa.gov/office-education/grants/noaa-assets>.

3. 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:

3.1 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.

3.2 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. Based on educational research findings and preliminary evidence from the B-WET national evaluation system, the B-WET program recommends that facilitators/trainers offer teachers more than 30 hours of professional development time, of which more than 10 hours should be spent outdoors. These targets are expected to support teacher change and increase the likelihood that teachers will implement MWEEs. These targets include any of the following types of B-WET professional development: workshops, college-level courses, professional development provider training (training for individuals who provide teacher professional development), individual teacher coaching and support (e.g., curriculum planning, shared teaching, demonstrations and/or other forms of in-school or in-field support), and/or online support (e.g., courses, webinars, discussion forums).

Also, 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. For example, please see the School Grounds for Learning resources available at:
http://baybackpack.com/schoolyard_projects/about.

3.3 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.

3.4 Provides ongoing teacher support and appropriate incentives

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

3.5 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.

c. RESOURCES FOR IMPLEMENTING THE MEANINGFUL WATERSHED EDUCATIONAL EXPERIENCE

The following resources explain the Meaningful Watershed Education Experience (MWEE) and provide guidance on implementing a MWEE. Though some of the following resources are Chesapeake Bay-focused, the information provided is highly applicable to MWEEs implemented in the Gulf of Mexico.

> MWEE definition webpages: <http://www.noaa.gov/explainers/noaa-meaningful-watershed-educational-experience>

The full definition of the MWEE is provided online in an easy to use online format.

> Bay Backpack MWEE webpages: <http://baybackpack.com/mwee/what-is-a-mwee>

Bay Backpack is an online resource that supports hands-on environmental learning. By providing educators with information about funding opportunities, field studies, and curriculum guides and lesson plans related to the Chesapeake Bay, Bay Backpack helps educators find the tools they need to give their students MWEEs.

> MWEE guidebook:

http://baybackpack.com/assets/documents/Educators_Guide_to_MWEE_Download.pdf

This guide provides basic tools to help think, plan, and evaluate a MWEE. It has been designed for users with varying levels of familiarity with the MWEE. It defines and explains the MWEE, guides you through creating a solid plan that connects a MWEE to the curriculum, helps you identify opportunities to build on existing MWEEs and assess success, and provides guidance on communicating MWEE successes and securing funding.

> MWEE 101 training: <https://cbexapp.noaa.gov/course/view.php?id=5555>

This is an online course for the MWEE and is made up of three lessons: Why MWEEs, What Makes a MWEE, and Planning and Evaluating MWEEs. These lessons will introduce you to the MWEE, explore what MWEEs can look like, highlight the MWEE's components, and introduce the tools that support the development and implementation of MWEEs.

> School Grounds for Learning: http://baybackpack.com/schoolyard_projects/about

This resource supports 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.

B. Program Priorities

a. COASTAL COUNTIES OF THE GULF OF MEXICO

Applicants may be physically located in any U.S. state; however, education projects must target priority teachers and/or students, which are those in the Gulf of Mexico coastal counties. For the purposes of this solicitation, the coastal counties of Gulf of Mexico states (Florida, Alabama, Mississippi, Louisiana, and Texas) are defined and listed on page 48-49 of the following document: National Ocean Service, NOAA. 2011. The Gulf of Mexico at a Glance: A Second Glance. Washington, DC: U.S. Department of Commerce, ftp://ftp.library.noaa.gov/noaa_documents.lib/NOS/state_of_coast/Gulf_of_Mexico_2011.pdf.

b. GULF OF MEXICO ALLIANCE PRIORITIES

The NOAA Gulf of Mexico B-WET program responds to regional education and environmental priorities through local implementation. Therefore, applications are asked to employ MWEEs that address the priorities outlined by the major regional policy workgroup, the Gulf of Mexico Alliance. The Gulf of Mexico Alliance is a partnership of the states of Alabama, Florida, Louisiana, Mississippi, and Texas, with the goal of significantly increasing regional collaboration to enhance the ecological and economic health of the Gulf of Mexico. The five U.S. Gulf States have identified six priorities that are regionally significant and can be effectively addressed through increased collaboration at local, state, and federal levels.

Gulf of Mexico Alliance Priorities:

- Water quality for healthy beaches and shellfish beds
- Wetland and coastal conservation and restoration
- Environmental education
- Identification and characterization of Gulf habitats
- Reducing nutrient inputs to coastal ecosystems
- Coastal community resiliency

For more information about these priorities please visit the Gulf of Mexico Alliance website at: <http://www.gulfofmexicoalliance.org/>.

c. B-WET PRIORITY AREAS

Proposals must address one of the following B-WET priority areas: (1) Meaningful Watershed Educational Experiences for Students; (2) Professional Development for Teachers related to Meaningful Watershed Educational Experiences; (3) Exemplary Programs combining Teacher Professional Development with long-term classroom-integrated Meaningful Watershed Educational Experiences for their students; or (4) Systematic Meaningful Watershed Educational Experiences Implementation. Each of these four B-WET priority areas is described below.

1. Meaningful Watershed Educational Experiences for Students

The NOAA B-WET program seeks proposals for projects that provide opportunities for students to participate in a MWEE. The marine and estuarine environment and the surrounding watershed provide an excellent opportunity for environmental education. In

many cases, tidal and non-tidal waters and the landscape around them can provide "hands-on" laboratories where students can see, touch, and learn about the environment. In other cases, the environment can be brought alive to the classroom through strong complement of outdoor and classroom experiences. The watershed environment can provide a genuine, locally relevant source of knowledge that can be used to help advance student learning skills across the entire school curriculum. Proposals submitted under this area should address the specific elements and types of activities that define MWEEs for Students (see section I.A.b.).

2. Professional Development for Teachers related to Meaningful Watershed Educational Experiences

The NOAA B-WET Program seeks proposals for projects that provide teachers opportunities for professional development in the area of environmental education. As the purveyors of education, teachers can ultimately make Meaningful Watershed Education Experiences for students by weaving together classroom and field activities within the context of their curriculum and of current critical issues that impact the watershed. Long-term professional development opportunities will reinforce a teacher's ability to teach, inspire, and lead young people toward thoughtful stewardship of our natural resources. Proposals submitted under this area should be designed so that teachers not only understand what a MWEE is, but why this type of pedagogy is important. The goal is to ensure that professional development experiences for the teacher ultimately benefit the student. Projects should be designed so that teachers are capable of conducting a MWEE and provide the resources and technical support needed to implement an experience in their classroom . Proposals submitted under this area should address the specific elements and types of activities that define Professional Development for Teachers related MWEEs (see section I.A.b.).

3. Exemplary Programs combining Teacher Professional Development and Meaningful Watershed Educational Experiences for their Students

The NOAA B-WET program seeks proposals for exemplary projects that combine Teacher Professional Development with long-term classroom-integrated MWEEs for their Students. Long-term professional development for teachers coupled with multiple MWEEs for students that are fully supported in the classroom by their teachers will ensure that the concepts of watershed education are fully reinforced throughout the school year. Proposals submitted under this area should address the specific elements and types of activities that define both Teacher Professional Development and MWEEs for their Students (see section I.A.b.).

4. Systemic Meaningful Watershed Educational Experience Implementation

The NOAA B-WET program seeks proposals that develop and implement systemic MWEEs in school districts throughout the Gulf of Mexico coastal counties. Systemic MWEE projects reach the entire student population in one or more grades within a school district, with teacher-supported MWEEs and ensure that the teachers of these students receive high quality professional development to give them the content knowledge and pedagogical skills for outdoor learning to support all aspects of the MWEE as defined in section I.A.b.

Projects that are systemic encourage ownership from a broad range of constituents and promote long-term sustainability of the MWEE project in a school district. These programs require leadership and support from the school district, however, because of the broad reach of systemic projects, partnerships with multiple partners are often required to ensure all students receive all components of a MWEE and meaningful professional development for teachers is provided.

For systemic projects, students should participate in all MWEE elements as defined in section I.A.b (issue definition, outdoor field experiences, synthesis and conclusions, and stewardship action projects). Student MWEEs should be organized around a driving question that has students focus on a locally relevant environmental issue, problem, or phenomenon.

For systemic projects, teacher professional development should be offered for all teachers whose students will be engaged in MWEEs so they can support classroom integration. It should deliver training on both content and instruction in the outdoors, include year-long support for teachers, and include a plan for how teachers will be involved in implementing watershed education with their students. This kind of in-depth professional development reinforces a teacher's ability to teach, inspire, and lead young people toward thoughtful stewardship of our natural resources. Where appropriate, teacher professional development should include tools for teachers to implement MWEEs on their school grounds. Teacher professional development under this priority area should address all aspects of the MWEE as defined in section I.A.b.

For systemic projects, proposals should include details about where the project fits in the scope and sequence of school district curriculum, and applicants should clearly understand and convey the primary learning objectives. Multi-disciplinary objectives are encouraged. Letters of support from curriculum supervisors and science, social studies, and other relevant subject coordinators at the district level can be effective in communicating such details.

Whenever possible, MWEEs should be embedded across an entire grade level or levels in a district, or be part of a broader systemic program in a school district to reach every student.

For example, projects may reach only half of a grade level's teachers and students if the application includes documentation from the school district and other partners that the proposed project is a component of a larger systemic effort that reaches the entire grade level. If this is not feasible, applicants should explain why it is not feasible and how they will build toward systemic implementation over the course of the grant and into the future.

Applications for projects can come from any eligible applicant, however, substantial coordination and support from the school district is required. To document the appropriate level of support and engagement from school districts, official letters from superintendents, school boards, and/or school district curriculum supervisors are requested with proposals.

Per the eligibility information in section III.A. projects must target teachers and/or students in Gulf of Mexico coastal counties. An applicant who elects to implement a systemic project will reach the entire student population in one or more grades within a district. Rarely do school districts and counties also share the same physical territory. Therefore, the district targeted with a systemic MWEE must overlap territory with a coastal county as defined in section III.A.

d. NOAA SPECIAL INTEREST AREA

NOAA also has an additional Special Interest Area that applicants may wish to address if they choose, which is: Gulf of Mexico Fisheries. More information on the special interest area is provided below. While applicants are not required to address a NOAA Special Interest Area, projects that do so are encouraged because they capitalize on a specific NOAA resource or issue that is important to the Southeast Regional Office.

Gulf of Mexico Fisheries Special Interest Area:

The Southeast Regional Office is an office under the National Marine Fisheries Service. We work with partners to ensure sustainable fishing opportunities, protection for endangered species and marine mammals and the conservation of the habitat needed to support marine life. Given these commitments, NOAA is interested in B-WET projects that develop student understanding around the ecological, economic, or cultural importance of Gulf of Mexico fisheries and protected resources including but not limited to shrimp, snapper, grouper, sturgeon, sawfish, sea turtles, coral, or marine mammals; and the habitats that support them. Projects addressing this special interest area have fisheries or protected resources as the main issue student's investigate, and include student action to protect or restore the species and/or its habitat.

C. Program Authority

Under 33 U.S.C. § 893a(a), the America COMPETES Act, the Administrator of the National Oceanic and Atmospheric Administration is authorized to conduct, develop, support, promote, and coordinate formal and informal educational activities at all levels to enhance public awareness and understanding of ocean, coastal, Great Lakes, and atmospheric science and stewardship by the general public and other coastal stakeholders, including underrepresented groups in ocean and atmospheric science and policy careers. In conducting those activities, the Administrator shall build upon the educational programs and activities of the agency.

II. Award Information

A. Funding Availability

It is anticipated that approximately \$600,000 will be available in FY 2020 to fund eligible applications. NOAA anticipates making approximately three to seven new awards, subject to the availability of appropriations. For applications to B-WET priority areas 1 – 3, the total Federal amount that may be requested from NOAA should not exceed \$100,000 per award. For applications to B-WET priority area 4, the total Federal amount that may be requested from NOAA should not exceed \$150,000 per award. In all cases, the minimum Federal amount to request from NOAA is \$25,000. The period of awards may be for a maximum of 24 months. The distribution of funding will depend on the Selection Factors in section V.C. of this announcement.

If there are no funds available or if funding for new projects is very limited in FY 2020, Gulf of Mexico B-WET may carry proposals recommended for funding forward until funding does become available. In that case, the results of this competition, including the results of the application review and rankings, will be carried over for FY 2021. So while we anticipate funding three to seven proposals in FY 2020, additional proposals from this competition may be selected for funding in the next fiscal year should funds be available. The possibility of carrying the results of this competition over to FY 2021 depends on determining that the project applications received under this funding opportunity for FY 2020 funds remain relevant to NOAA priorities in the Gulf of Mexico in FY 2021.

This alternative to developing another, new funding opportunity for FY 2021 acknowledges the great effort required by applicants to develop a strong proposal as well as the work required by the B-WET Program Office and reviewers to conduct panel reviews. If we select proposals from this FY 2020 competition for possible funding in FY 2021, the standard practice of considering the remaining projects from this FY 2020 solicitation in rank order

will be followed.

Future opportunities for submitting proposals to the B-WET competitive process are anticipated, but will depend on funding levels and resources available to support new projects.

B. Project/Award Period

The project start date should not begin before August 1, 2020. The period of awards may be for a maximum period of up to 24 months. Applications must include a project description and a budget for the entire award period. Applicants selected to receive funding may be asked to modify the project start date. It is recommended to include the flexibility of the requested start date in your project description.

C. Type of Funding Instrument

Proposals selected for funding will be funded through a grant or cooperative agreement depending upon the amount of collaboration, participation, or involvement of NOAA in the management of the project. A cooperative agreement will be used if the NOAA B-WET program 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 are K-12 public and independent schools and school systems, institutions of higher education, nonprofit organizations, state or local government agencies, interstate agencies, and Indian tribal governments. For profit organizations, foreign organizations, and foreign public entities are not eligible to apply; however, for-profit and foreign organizations and foreign public entities may participate with an eligible applicant as a project partner. Likewise, Federal agencies are not allowed to receive funds under this announcement but may serve as collaborative project partners and may contribute services in kind.

Applicants may be physically located in any U.S. state; however, education projects must target teachers and/or students in Gulf of Mexico coastal counties, which are listed on page 48-49 of the following document: National Ocean Service, NOAA. 2011. The Gulf of Mexico at a Glance: A Second Glance. Washington, DC: U.S. Department of Commerce, ftp://ftp.library.noaa.gov/noaa_documents.lib/NOS/state_of_coast/Gulf_of_Mexico_2011.pdf

f.

Per the system priority information in section I.B.c.4., an applicant that chooses to implement a systemic project will reach the entire student population in one or more grades within a school district. Rarely do school districts and counties also share the same physical territory. Therefore, if an applicant chooses the systemic priority, the district targeted must have overlapping territory with a coastal county as defined in this eligibility section (III.A.)

Additionally, consideration will be given to applicants who show prior experience in working in the Gulf of Mexico region, who show prior experience with Gulf of Mexico regional issues, or who demonstrate partnerships with local organizations in the Gulf of Mexico region on proposed projects.

The Department of Commerce/NOAA is strongly committed to broadening the participation of historically black colleges and universities, Hispanic serving institutions, tribal colleges and universities, and institutions that work in underserved areas. The NOAA B-WET program encourages proposals involving any of the above institutions as well as other organizations that work with underserved or underrepresented audiences.

B. Cost Sharing or Matching Requirement

No cost sharing is required under this program. Cost sharing is not considered in the evaluation criteria or selection factors.

C. Other Criteria that Affect Eligibility

No other criteria.

IV. Application and Submission Information

A. Address to Request Application Package

If it is not feasible to apply online through Grants.gov , application packages may be requested from: Amy Clark, Gulf of Mexico B-WET Program Manager, NOAA Fisheries Southeast Regional Office, 1021 Balch Blvd, Suite 1003, Stennis Space Center, MS 39529, (228) 688-1520, amy.clark@noaa.gov.

Potential applicants may contact the Gulf of Mexico B-WET Program Manager before submitting an application to discuss B-WET goals and objectives as well as the elements of the Meaningful Watershed Education Experience (MWEE).

B. Content and Form of Application

Proposals should follow the content and format described below. Applicants should not assume prior knowledge on the part of the Southeast Regional Office or the reviewers as to the relative merits of the project described in the application. Some helpful resources for applicants can be found here: <https://www.fisheries.noaa.gov/southeast/funding-and-financial-services/education-and-evaluation-resources-applicants>.

a. Format Requirements:

All pages should be single-spaced and should be composed in at least 11 point font with one-inch margins on 8 1/2 x 11 inch paper. The project description should not exceed 15 pages, exclusive of project summary, literature cited, budget information, resumes of investigators, letters of support, data sharing plan, National Environmental Policy Act questionnaire, and federal forms. Any attachment included in an electronic application should meet the above format requirement when printed out. All documents submitted as electronic application elements should be PDF (rather than MS Word, Excel, MOV, or other files types).

b. Content Requirements:

The following Federal Forms are required and must be submitted with applications with signatures of the authorized representative of the submitting institution. (Note: submission through Grants.gov results in automatic electronic signatures on these forms.):

1. Application for Federal Assistance: SF-424
2. Budget Information, Non-construction Programs: SF-424A
3. Assurances, Non-Construction Programs: SF-424B
4. Certifications Regarding Lobbying: CD-511

Additionally, the following Department of Commerce forms may be required:

5. Disclosure of Lobbying Activities: SF-LLL (if applicable, see instructions on form)

The following information shall be included:

1. Project Summary (1-page limit): It is critical that the project summary accurately describes the project being proposed and conveys all essential elements and objectives of the activities. A person unfamiliar with your project should be able to read the summary and grasp your plan. The project summary should include: Organization title; Principal Investigator(s); Address, telephone number, and email address of Principal Investigator(s); B-WET priority area to be addressed as described in section I.B.c. (Meaningful Watershed Educational Experiences for Students, Professional Development for Teachers related to

Meaningful Watershed Educational Experiences, Exemplary Programs, or Systemic Meaningful Watershed Educational Experience Implementation); the Gulf of Mexico Alliance issue to be addressed; Project title; Project duration; Project objectives; Total Federal funding requested; Cost-sharing to be provided from non-Federal sources if any; Succinct description of work to be performed during the project period including audience description information (i.e. schools/school districts, grade levels, number of teachers/students to be reached), delivery method to be used (e.g. workshops, field experiences, interactive programs, summer institutes, classroom outreach, etc.), and contact time with project participants with indication of how much of this time will be spent outdoors. Your summary should use layman's terms to provide reviewers with an understanding of the purpose and expected outcomes of your educational project. A person unfamiliar with your project should be able to read this paragraph and grasp your plan.

2. Project Description (15-page limit): The project description should describe and justify the project being proposed and address the elements of the evaluation criteria as described in section V.A.

Project descriptions should include the goals and objectives for your project. Include specific approaches to achieving those objectives, including methods, timelines, and expected outcomes. Include information about how the project contributes to greater understanding and stewardship of the Gulf of Mexico watershed and coastal systems and processes. Describe the need for your project and cite timely studies or sources, where appropriate, that verify the need for your project.

Project descriptions should define the target audience(s). Specifically, project descriptions should include a precise location of the project and area(s) to be served and the number of teachers and/or students to be reached each year of the proposed project. Demonstrate an understanding of the needs of that audience, including anything that makes your target audience unique. Applicants should clearly state total anticipated contact time with target audience (teachers in professional development and/or students), and indicate how much of this time will be spent outdoors.

Project descriptions should outline how the project proposes to implement each component of a MWEE (defined in section I.A.b.) including defining the learning objectives to be reached during the course of study; identifying the driving question that will guide inquiry for the investigation; determining the local context that will establish the relatable connections and life relevancy of the content and core ideas; defining the issue to be investigated and develop focused questions that are relevant for investigation; planning and conducting student investigations; analyzing and interpreting data from their investigations,

constructing, communicating, and refining explanations about findings from their investigations; developing a claim and identifying solutions about their investigations; designing a plan and taking informed actions to address their issue; and evaluating the effectiveness of the action taken to address their issue. In addition, describe how the project will address the factors described in the selected B-WET priority area (section I.B.c.). Lastly, note what NOAA products, services, or staff will be used in program delivery and discuss a plan for sustainability of project beyond NOAA funding.

Project descriptions should include significant external sharing, communication, and stewardship. Projects should include a mechanism that encourages students and/or teachers to share their experiences with peers and with the environmental education community, e.g., through mentoring opportunities, presentations at conferences, in-school service days, or other public forums, media, or other community stewardship activities.

Project descriptions should also identify and document the results or benefits to be derived from the proposed activities. Project descriptions should include a two-part evaluation description as explained below. Up to 10% of the budget can be spent on the evaluation component of your proposal.

(1) Project-level Evaluation: For this funding opportunity, project-level evaluation is defined as the systematic collection and documentation of information about your project's short-term outcomes in order to improve the project's effectiveness, document successes towards meeting project objectives, and inform decisions about future programming. It informs those who design, manage, and implement the project to make refinements and introduce improvements into future efforts.

Project-level evaluations should be rigorous and well planned, with a clear articulation of how the evaluation results will be used (e.g. what questions will they answer). They should be appropriate for the kind of project proposed, the capacity of applicant, and the size of project (e.g. new start up project vs. long standing program, new applicant vs. repeat applicant). They may be quantitative and/or qualitative and may include, for example, evaluation tools and surveys, observation, or outside consultation. They should result in not only data, but interpretations of the data.

Proposals should provide a project-level evaluation plan for short-term outcomes. If your medium- and long-term outcomes can also be measured within the project period, explain your plans for that evaluation as well. The evaluation plan should include:

> How will the evaluation be used and what do you hope to gain (e.g. information to determine the success of the project; information on how to improve the project's

effectiveness.)

> What will be evaluated (e.g. changes in participants' knowledge or attitudes related to watersheds)

> The type(s) of evaluation that is planned (e.g. needs assessment, formative evaluation, process evaluation, outcome evaluation, etc.)

> The methods for implementing the evaluation (e.g. what will be measured, how it will be measured, when will evaluation data be gathered, and how will results be analyzed and delivered?)

Resources for Project evaluation:

> The MWEE Audit Tool in the Chesapeake Bay MWEE Planning Toolbox:

<http://baybackpack.com/assets/img/mwee/planning-toolbox.pdf>.

Use the Audit Tool to determine if your project meets the full definition of the MWEE and to identify areas that could be strengthened.

> B-WET Student Item Bank and Guidance:

[https://www.noaa.gov/sites/default/files/atoms/files/PDF%20-](https://www.noaa.gov/sites/default/files/atoms/files/PDF%20-%20Guidance4MeasuringStudentMWEE-Outcomes%20-%202008-2014%20-%20NOAA.pdf)

[%20Guidance4MeasuringStudentMWEE-Outcomes%20-%202008-2014%20-%20NOAA.pdf](https://www.noaa.gov/sites/default/files/atoms/files/PDF%20-%20Guidance4MeasuringStudentMWEE-Outcomes%20-%202008-2014%20-%20NOAA.pdf)

Use this guidance and item bank to assess students' science learning, watershed literacy, and environmental stewardship outcomes.

> California B-WET Project Evaluation Guidance:

<http://sanctuaries.noaa.gov/education/evaluation/welcome.html>

Use this guide for tools and techniques helpful in making informed decisions about B-WET programming.

and

(2) 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 work with teachers. The B-WET national evaluation is intended to monitor program implementation and outcomes on an ongoing basis. Results of this evaluation will be used to improve the B-WET program, document its value, and better tailor it to program audiences. Grantees with teacher participants will be able to view a summary of responses from their participating teachers. Success of this effort depends on grantee participation, so applicants are strongly encouraged to review the information about the national evaluation system (available here: <https://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation>) and consider how they can support it

as part of their projects.

National Evaluation 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.

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

B-WET grantees and teachers who respond to the questionnaires will remain anonymous to B-WET and NOAA. NOAA will only view the resulting data in aggregate at the national or regional level; however, grantees will receive a password-protected report link to allow them to view data from teacher participants of their project in aggregate.

All applicants should provide information about how they plan to support this national evaluation system, incorporate it into the project timeline, and ensure responses from participating teachers as part of their application. Applicants may incorporate staff time required to complete the B-WET national evaluation in their budget proposal. More information, including all of the survey instruments, is available on the NOAA B-WET National Evaluation website here: <https://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation>. Grantees should review the information available and take this into consideration in the planning for their project evaluations. For example, grantees may not need to include questions that will be answered through the teacher instrument in their own evaluations.

Wherever possible grantees should try to incorporate participation in the evaluation system into existing requirements for professional development program completion. For example, on completion of the teacher professional development survey, teachers will receive some program incentive.

Note that this evaluation system is not intended to replace project level evaluation. While

grantees will have access to their teacher's results from the evaluation system, the national evaluation may not provide the level of detail needed to fully understand, describe, and improve specific grant projects. Grantees are therefore encouraged to balance these needs within their planning and budgeting process. Additional information about this project, including background, FAQs, survey instruments, and suggested text for communicating with your teacher participants about this project, is available here:

<https://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation>.

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

3. Literature Cited: If references are cited, proposals should include a literature cited list.

4. Letters of Support/Partnerships: Letters of support from each partner that is making a significant contribution to the project should be included with the application package. Wherever reasonable, proposals should include partnerships with school divisions and/or the state department of education (if the applicant is not one of these entities). Projects are also encouraged to collaborate with NOAA entities as partners. More information about NOAA assets and educational resources can be found at: <http://www.education.noaa.gov/>.

5. Budget and Budget Justification: In addition to the SF-424A Budget Information form, applicants should include a detailed budget justification, or budget narrative. Provide justification for all budget items in sufficient detail to enable the reviewers to evaluate the appropriateness of the funding requested. For more information, please see the NOAA Grants Management Division Budget Narrative Guidance at <http://www.ago.noaa.gov/grants/training.html>. A budget template found at <https://www.fisheries.noaa.gov/grant/noaa-gulf-mexico-bay-watershed-education-and-training-gulf-b-wet-program> is offered as guidance. All budget information submitted with the application should mirror the dollar amounts on required SF-424 and SF-424A forms.

Grant recipients may be asked to attend a two to three-day B-WET conference during the award period. The conference will be an opportunity for current B-WET grant recipients to learn from each other and from NOAA experts. Your budget should include, in the travel category, estimated funds for these trips (such as meals, lodging, airfare and/or other transportation including rental car, shuttle, or taxi). Although this is considered an outreach and education opportunity, it should not be the sole justification to meet the outreach and education criteria; local, regional or national communication is required as well.

The budget may include an amount for indirect costs, which are essentially overhead costs

for basic operational functions (e.g., lights, rent, water, insurance) that are incurred for common or joint objectives and therefore cannot be identified specifically within a particular project. See 2 C.F.R. 200.56-.57 and 200.412-.415 at <http://go.usa.gov/SBYh> and <http://go.usa.gov/SBg4>. An applicant may also propose all allowable project charges as direct costs. An applicant requesting indirect costs should provide a current approved Negotiated Indirect Cost Rate Agreement established with its cognizant Federal agency or an acknowledgement letter from the cognizant agency to which the applicant has submitted a proposed rate. In addition, if an award recipient has never established an indirect cost rate with any Federal agency, the recipient may request to use the de minimus rate described at 2 C.F.R. 200.414 or it may negotiate a new rate with the Department of Commerce. The negotiation and approval of a new rate is subject to the procedures required by the NOAA and the Department of Commerce. The U.S. Department of Commerce Financial Assistance Standard Terms and Conditions, http://www.osec.doc.gov/oam/grants_management/policy/documents/Department%20of%20Commerce%20Standard%20Terms%20Conditions%2030%20April%202019.pdf, require that within 90 days of the award start date, recipients submit documentation (indirect cost proposal, cost allocation, plan, etc.) necessary to perform the review to establish a new rate to the address listed below.

Lamar Revis, Grants Officer
NOAA Grants Management Division
1325 East West Highway, 9th Floor
Silver Spring, MD 20910

6. Resumes (2 pages maximum for each major participant) and description of programmatic capabilities: In addition to resumes, provide a description of the applicant's ability to successfully implement and manage the proposed project including staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them to successfully achieve the goals of the project, and your organizational experience and past history in performing tasks similar to the proposed project.

7. Data Sharing: Please see section VI.B.8. for information on the data sharing section of the application.

8. NEPA: NOAA must analyze the potential environmental impacts, as required by the National Environmental Policy Act (NEPA), for applicant projects or proposals which are seeking NOAA federal funding opportunities. Consequently, if your project may trigger consideration under the National Environmental Policy Act (NEPA), identify any impact the proposed work will have on the quality of the environment by completing the NOAA NEPA

Questionnaire at the following link (<https://www.nepa.noaa.gov/>) and include it as an appendix to your application. This NEPA appendix does not count against the 15-page Project Description page limit

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

As required by the Federal Funding Accountability and Transparency Act, 31 U.S.C. 6101, to the extent applicable, any applicant awarded in response to this announcement will be required to use the System for Award Management (SAM), which may be accessed online at <https://www.sam.gov/SAM/>.

Applicants are also required to use the Dun and Bradstreet Universal Numbering System (www.dnb.com) and will be subject to reporting requirements, as identified in OMB guidance published at 2 CFR Part 25 (https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr25_main_02.tpl), and 2 CFR Part 170 (https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr170_main_02.tpl). A recipient's DUNS number must correspond with the recipient's information in Sam.gov.

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

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

D. Submission Dates and Times

Applications must be received by 11:59 p.m., Eastern Time on November 29, 2019 to be considered for funding. Applications received after the deadline will be rejected without further consideration.

Applications should be submitted through Grants.gov. For applications submitted through Grants.gov, a date and time receipt indication is included and will be the basis of determining timeliness.

If Grants.gov has technical issues that prohibit submission or use of Grants.gov is otherwise not feasible, hard copy applications will be accepted. Hard copies may be submitted by postal mail, commercial delivery service, or hand-delivery. Mail hard copy applications to Amy Clark, NOAA Fisheries Southeast Regional Office, 1021 Balch Blvd, Suite 1003, Stennis Space Center, MS 39529. Hard copy applications must be received (not postmarked) by 11:59 p.m. Eastern Time on November 29, 2019. Hard copy applications arriving after the deadline given above will be accepted for review only if the applicant can document that the application was provided to a delivery service that guaranteed delivery prior to the specified closing date and time. Hard copy applications received by Southeast Regional Office later than two business days following the closing date will not be accepted.

E. Intergovernmental Review

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

F. Funding Restrictions

Indirect Costs - The budget may include an amount for indirect costs if your organization has an established indirect cost rate with the Federal government. If indirect costs are requested, indirect-cost-rate agreements must be included for the applicant organization and the negotiated rate must be requested. If an applicant does not have an indirect cost rate and wants to include indirect costs, the applicant has up to 90 days after the award start date to submit an indirect cost proposal or cost allocation plan. Indirect-cost-rate agreement documentation is not required for sub-awardees, however indirect cost rates at the negotiated levels should be paid by the primary awardee.

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

NOAA contact for indirect or facilities and administrative costs is: Lamar Revis, Grants Officer; NOAA Grants Management Division; 1325 East West Highway, 9th Floor; Silver Spring, Maryland 20910; lamar.revis@noaa.gov.

Construction is not an allowable activity under this program. Therefore, applications will not be accepted for construction projects.

All costs must be reasonable, allowable and allocable. 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 OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (OMB Uniform Requirements), found at 2 C.F.R. Part 200 and adopted by the Department of Commerce through 2 C.F.R. 1327.101. Refer to <http://go.usa.gov/SBYh> and <http://go.usa.gov/SBg4>. Generally, costs that are allowable include salaries, equipment, supplies, and training, as long as these are "necessary and reasonable."

G. Other Submission Requirements

Applications should be submitted through [Grants.gov](https://www.grants.gov). For applications submitted through [Grants.gov](https://www.grants.gov), a date and time receipt indication is included and will be the basis of determining timeliness.

If [Grants.gov](https://www.grants.gov) has technical issues that prohibit submission or use of [Grants.gov](https://www.grants.gov) is otherwise not feasible, hard copy applications will be accepted. Hard copies may be submitted by postal mail, commercial delivery service, or hand-delivery. Mail hard copy applications to Amy Clark, NOAA Fisheries Southeast Regional Office, 1021 Balch Blvd, Suite 1003, Stennis Space Center, MS 39529. Hard copy applications must be received (not postmarked) by 11:59 p.m. Eastern Time on November 29, 2019. Hard copy applications arriving after the deadline given above will be accepted for review only if the applicant can document that the application was provided to a delivery service that guaranteed delivery prior to the specified closing date and time. Hard copy applications received by Southeast Regional Office later than two business days following the closing date will not be accepted.

Applicants are strongly encouraged not to wait until the application deadline date to begin the application process through [Grants.gov](https://www.grants.gov). Validation or rejection of your application by [Grants.gov](https://www.grants.gov) may take up to 2 business days after submission. Because first-time registration with [Grants.gov](https://www.grants.gov) can take up to three weeks or more, it is strongly recommended that this registration process be completed as soon as possible. Also, even if an applicant has registered with [Grants.gov](https://www.grants.gov) previously, the applicant's password may have expired or their registration may need to be renewed prior to submitting to [Grants.gov](https://www.grants.gov). [Grants.gov](https://www.grants.gov) will not

accept submissions if the applicant has not been authorized or if credentials are incorrect. Authorizations and credential corrections can take several days to establish. Please consider these notes in developing your submission timeline.

If you experience Grants.gov technical problems or glitches with the Grants.gov website that you believe threatens your ability to complete a submission before an applicable funding cycle deadline, please (i) print any error message received; and (ii) call the Grants.gov Contact Center at 1-800-518-4726 for immediate assistance. Ensure that you obtain a case number regarding your communications with Grants.gov. Please note: problems with an applicant organization's computer system or equipment are not considered Grants.gov technical problems. Similarly, an applicant's failure to: (i) complete the required registration, (ii) ensure that a registered Authorized Organization Representative submits the application, or (iii) receive an email message from Grants.gov are not considered Grants.gov technical problems. A Grants.gov technical problem are those occurring in connection with the operations of Grants.gov system, such as the temporary loss of service by Grants.gov due to unexpected volume of traffic or failure of information technology systems, both of which are highly unlikely. In the event of a confirmed technical problem, NOAA may allow more time for applicant submission due to system problems at Grants.gov at the time of application submission that are beyond the control of the applicant.

V. Application Review Information

A. Evaluation Criteria

a. Technical Merit (45 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 NOAA Gulf of Mexico B-WET program, this may include the following questions:

Objectives:

Are the objectives and outcomes defined in the proposal focused on the stated outcome(s)?
Does the applicant demonstrate that the objectives can be reached within the proposed project period?

Evaluation:

Does the applicant provide an effective project-level evaluation plan, appropriate to the maturity and scale of the project, to determine the project's effectiveness, document successes towards meeting the objectives, and inform decisions about future programming?
Does the plan describe how the evaluation be used? Does the plan define what will be evaluated and the types of evaluation planned? Are the methods for implementing the

evaluation appropriate? Does the applicant discuss how the B-WET National Evaluation system will be incorporated into their plans for project evaluation?

Student MWEE best practices:

Consistent with the definition of the MWEE, if the project includes a student component, does such student programming: include definition of a local issue, aim to include at least 5 hours of student activity time spent outdoors, and analyze and evaluate results of investigations and make conclusions? Does the project include adequate teacher participation in the student MWEE? Does the proposal clearly outline how the project is an integral part of the classroom or instructional program? Does the project make connections to the local community and environment? Are the experiences a set of activities over time?

Teacher Professional Development for MWEE best practices:

Consistent with the definition of the MWEE, if the project includes a teacher training component, will such teacher professional development increase teachers' knowledge and awareness of environmental issues, model environmental education pedagogy defined under student MWEEs, allow for adequate instructional time, provide ongoing teacher support and appropriate incentives, and meet jurisdictional guidelines for effective teacher professional development? Does the project include more than 30 hours of professional development time? Is more than 10 hours of professional development time spent outdoors?

Exemplary Programs combining Teacher Professional Development and Meaningful Watershed Educational Experiences for their Students:

Consistent with the definition of the MWEE, if the project is EXEMPLARY in nature, does it implement the best practices of BOTH the Teacher Professional Development for MWEEs and MWEEs for their Students? Does the project demonstrate long-term professional development for teachers coupled with multiple MWEEs for students that are fully supported in the classroom by their teachers? Does the project ensure that the concepts of watershed education are fully reinforced throughout the school year?

Systemic MWEE Implementation best practices:

Consistent with the definition of the MWEE, if the project is SYSTEMIC in nature, does it develop and implement projects that reach the entire student population in one or more grades within a district? Is there demonstrated support from the school district leadership via official letters from superintendents, school boards, and/or school district curriculum supervisors ?

Does the applicant clearly document that the proposed project is part of building or supporting a broader systemic program in a school district? Are there demonstrated

partnerships with multiple partners to ensure all students receive all components of a MWEE and meaningful professional development for teachers is provided?

Do the student MWEEs follow the best practices of the definition of MWEEs for Students?

Is the teacher training offered for all teachers whose students will be engaged in MWEEs so they can support classroom integration? Does the teacher training follow the best practices of the definition of Teacher Professional Development for MWEEs? Does the teacher training include tools for teachers to implement MWEEs on their school grounds?

Stewardship:

Does the project include a stewardship activity for students such that they take action to address environmental issues at the personal or societal level? Or, does the project provide guidance for teachers to prepare them to offer their students stewardship activities?

Alignment with National and State Educational Guidelines:

Does the applicant demonstrate how their project is aligned and supports the goals and strategies of the NOAA Education Strategic Plan (<http://www.noaa.gov/office-education/noaa-education-council/strategic-planning-evaluation>)? Is the project aligned with environmental literacy principles (e.g. Ocean Literacy, <http://www.coexploration.org/oceanliteracy/documents/OceanLitChart.pdf> or Climate Literacy, http://oceanservice.noaa.gov/education/literacy/climate_literacy.pdf) where appropriate? Does the applicant demonstrate how their project is aligned to state learning standards?

NOAA Assets and Data Management:

Does the project use NOAA assets including products, data, services, or scientific/professional experts? Did the applicant discuss the relevance of data sharing to their project?

b. Importance, Relevance, and Applicability of Proposal to the Program Goals (20 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 NOAA Gulf of Mexico B-WET program, this may include the following questions: Does the project make a direct connection to the greater marine or estuarine environment and watershed system; and does it address how actions within that system can affect the environment? Does the applicant demonstrate a need for the project? What is the likelihood of the proposed educational and environmental activities to improve the general understanding and stewardship of the environment? Does the experience use the local

context for learning and focus around questions, problems, or issues pertaining to the Gulf of Mexico region?

c. Overall Qualification of Applicant (10 points)

This criterion ascertains whether the applicant possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project.

For the NOAA Gulf of Mexico B-WET program, this may include the following questions: Does the applicant show the capability and experience in successfully completing similar projects? Does the applicant 1) show prior experience in working in the Gulf of Mexico region, 2) show prior experience with Gulf of Mexico regional issues, or 3) demonstrate partnerships with local organizations in the Gulf of Mexico region on proposed projects? Are the partners involved in the project qualified? Does the applicant document collaborations with schools or school systems? Does the applicant demonstrate knowledge of the Content Standards for their state? Does the applicant demonstrate an understanding of the target audience? Does the project target underserved or underrepresented audiences?

d. Project Costs (20 points)

This criterion evaluates the budget to determine if it is realistic and commensurate with the project needs and time-frame.

For the NOAA Gulf of Mexico B-WET program, this may include the following questions: Does the applicant adequately justify the proposed budget request? Is the budget request reasonable for the number of students, teachers, and/or participants being reached and represent a good return on investment? Is the proposed budget suitable to the geographic area? 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 project?

e. Outreach and Education (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.

For the NOAA Gulf of Mexico B-WET program, this may include the following questions: Does the project involve significant external sharing and communication, which could include a stewardship activity in the community? Does the target audience share their

findings, experiences, or results to their peers or their community?

B. Review and Selection Process

After the application period has closed, we will screen received applications to ensure that they were received by the deadline date (see IV.D. Submission Dates and Times); include SF 424 authenticated by an authorized representative; were submitted by an eligible applicant (see III.A. Eligibility Information); address one of the B-WET priority areas (see I.B.c.); and include required content (see IV.B.). If your application does not conform to the requirements and the deadline for submission has passed, the application will be rejected without further consideration. NOAA, in its sole discretion, may continue the review process for applications with non-substantive issues that may be easily rectified or cured.

Applications responsive to this solicitation will be evaluated by a two-part review process; a technical review and a panel review. Both phases are conducted by the same set of private and/or public sector expert reviewers. Each review phase is described in detail below.

Technical Review:

The purpose of the technical review is to evaluate each proposal's technical merit via individual evaluations of the proposals. Each application will be reviewed by a minimum of 3 reviewers. Reviewers provide comments (which are shared with applicants after the competition has concluded) and assign scores to the applications based the evaluation criteria in section V.A. of this federal funding opportunity. If more than one non-Federal reviewer is used, no consensus advice will be given.

The Program Officer will use these scores to create a preliminary ranked list of proposals. This preliminary rank order will be used in the subsequent panel meeting where final funding recommendations are made.

Panel Review:

A virtual panel review will be held following the technical review process. The purpose of the panel meeting is to discuss in-depth the proposals that ranked highly in the technical review process and to get final funding recommendations from reviewers. This in-depth discussion may raise issues, answer questions, or clarify an issue. Panel members individually consider the significance of the problem addressed in the project proposal, along with technical evaluation scores, and the need for funding.

Both the ranking, and the scores from individual reviewers, inform which proposals are

discussed at the review panel meeting. If a proposal ranks in the bottom half of all proposals, and it did not rank in the top three for any individual reviewers, it is not considered for discussion or funding.

After discussing a particular proposal, the individuals on the panel will provide comments and rate each proposal as either "Recommended for Funding" or "Not Recommended for Funding". If more than one non-Federal reviewer is used, the Panel will give no consensus advice. Using the recommendation on each discussed proposal, the Program Manager will calculate a "percent recommended" for each discussed proposal. This establishes a final rank order for funding that is provided to the Selecting Official.

In the event that there are two or more projects tied in the final rank order that are competing for the final available funds, the technical review scores will determine the rank order. If a tie persists beyond this, all tied projects will be given equal consideration by the Selecting Official. The Selecting Official will resolve any ties by selecting projects based on the selection factors listed in section V.C. of this federal funding opportunity.

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. Applicants may be asked to modify objectives, work plans or budgets, and provide supplemental information required by the agency prior to the award. The exact amount of funds to be awarded, the final scope of activities, the project duration, and specific NOAA cooperative involvement with the activities of each project will be determined in pre-award negotiations between the applicant, the NOAA Grants Office, and NOAA program staff.

The NOAA Grants Officer will review financial and grants administration aspects of a proposed award, including conducting an assessment of the risk posed by the applicant in accordance with 2 C.F.R. 200.205. In addition to reviewing repositories of government-wide eligibility, qualifications or financial integrity information, the risk assessment conducted by NOAA may consider items such as the financial stability of an applicant, quality of the applicant's management systems, an applicant's history of performance, previous audit reports and audit findings concerning the applicant and the applicant's ability to effectively implement statutory, regulatory, or other requirements imposed on non-federal entities. Applicants 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. Upon review of these factors, if appropriate, specific award conditions that respond to the degree of risk may be applied by the NOAA Grants Officer pursuant to 2 C.F.R. 200.207. In addition, NOAA reserves the

right to reject an application in its entirety where information is uncovered that raises a significant risk with respect to the responsibility or suitability of an applicant. The final approval of selected applications and issuance of awards will be by the NOAA Grants Officer. The award decision of the Grants Officer is final.

C. Selection Factors

The Gulf B-WET panel ratings will be provided in rank order to the Selecting Official for final funding recommendations. The Selecting Official shall award in the rank order unless the proposal is justified to be selected out of rank order based on the following factors:

1. Availability of funding;
2. Balance/distribution of funds:
 - a. geographically
 - b. by type of institutions
 - c. by type of partners
 - d. by research areas
 - e. by project types
3. Duplication of other projects funded or considered for funding by NOAA/federal agencies;
4. Program priorities and policy factors as set out in section I.A. and I.B.;
5. Applicant's prior award performance;
6. Partnerships with/Participation of targeted groups;
7. Adequacy of information necessary for NOAA staff to make a NEPA determination and draft necessary documentation before recommendations for funding are made to the Grants Officer.

The Selecting Official may negotiate the funding level of the proposal. The Selecting Official makes final recommendations for awards to NOAA's Grants Management Division who is authorized to obligate funds.

D. Anticipated Announcement and Award Dates

Subject to the availability of funds, successful applications are usually recommended within

240 days from the date of publication of this notice. The project start date should not begin before August 1, 2020.

The exact amount of funds awarded, the final scope of activities, the project duration, and specific NOAA cooperative involvement with the activities of each project are determined in pre-award negotiations between the applicant, the NOAA Grants Office, and the NOAA Program Office. Recipients must not initiate projects until an approved award is received from the NOAA Grants Office.

VI. Award Administration Information

A. Award Notices

Successful applicants will receive notification that the application has been approved for funding by the NOAA Grants Management Division with the issuance of an award signed by a NOAA Grants Officer. This is the authorizing document that allows the project to begin. The official notice of award is the Standard Form CD-450, Financial Assistance Award, which the NOAA Grants Officer will typically issue electronically through NOAA's Grants Online system. The authorizing document, the CD-450 award cover page, is provided to the authorized representative identified by the applicant on the SF-424, typically via an email from Grants Online, and the principal investigator may receive a copy. Unsuccessful applicants will receive notification from the Program Office indicating that their proposals were not recommended for funding and including technical reviewers' comments.

B. Administrative and National Policy Requirements

1. Pre-Award Notification - 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, Cost Principles, and Audit Requirements at 2 C.F.R. 200, implemented by the Department of Commerce at 2 C.F.R. 1327.101, apply to awards in this program. Refer to <https://www.ecfr.gov/cgi-bin/text-idx?SID=5c5a76a7e06b38b69b89477d26509cf6&mc=true&node=pt2.1.200&rgn=div5>.

3. The Department of Commerce Financial Assistance Standard Terms and Conditions will apply to awards in this program. See http://www.osec.doc.gov/oam/grants_management/policy/documents/Department%20of%20Commerce%20Standard%20Terms%20Conditions%2030%20April%202019.pdf. 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.

4. Limitation of Liability - Funding for potential projects in this notice is contingent upon the availability of funds. NOAA and the Department of Commerce are not responsible for proposal preparation costs. Publication of this announcement does not obligate NOAA to award any specific project or to obligate any available funds.

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 Web site at www.nepa.noaa.gov, including our NOAA Administrative Order 216-6 for NEPA at http://www.nepa.noaa.gov/NAO216_6.pdf and the Council on Environmental website at <https://www.whitehouse.gov/ceq>.

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

If your project may trigger consideration under the National Environmental Policy Act (NEPA), identify any impact the proposed work will have on the quality of the environment by completing the NOAA NEPA Questionnaire at the following link <https://www.nepa.noaa.gov/> and include it as an appendix to your application. This NEPA appendix does not count against the 15-page Project Description page limit.

6. Freedom of Information Act (FOIA), 5 U.S.C. 552. Department of Commerce regulations implementing FOIA are found at 15 C.F.R. 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 FFO may be subject to requests for release under FOIA. In the event that an application contains information or data that the applicant deems to be confidential commercial information which is exempt from disclosure under FOIA, that information should be identified, bracketed, and marked as Privileged, Confidential, Commercial or Financial Information. Based on these markings, the confidentiality of the contents of those pages will be protected to the extent permitted by law.

7. Certifications Regarding Tax Liability and Felony Criminal Convictions - When applicable under appropriations law, NOAA will provide certain applicants a form to be completed by the applicant's authorized representative making a certification regarding federally-assessed unpaid or delinquent tax liability or recent felony criminal convictions under any federal law.

8. Data Management –

(1) Data Management Plan: Proposals submitted in response to this announcement must include a Data Management Plan of up to two pages. This Data Management Plan does not count against the 15-page Project Description page limit. The Data Management Plan should be aligned with the NOAA B-WET Data Management Guidance provided below and will be considered as part of proposal review. NOAA may, at its own discretion, make publicly visible the Data Management Plan from funded proposals, or use information from the Data Management Plan to produce a formal metadata record and include that metadata in a Catalog to indicate the pending availability of new data. Proposal submitters are hereby advised that the final pre-publication manuscripts of scholarly articles produced entirely or primarily with NOAA funding will be required to be submitted to 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.

(2) Data Management Guidance to Applicants: The NOAA B-WET program has developed this guidance to help grant applicants plan to share quality environmental data collected as part of their B-WET funded projects, where applicable. Environmental Data are defined by NOAA Administrative Order (NAO) 212-15: Management of Environmental Data and Information as recorded and derived observations and measurements of the physical, chemical, biological, geological, and geophysical properties and conditions of the oceans, atmosphere, space environment, sun, and solid earth, as well as correlative data such as socio-economic data, related documentation, and metadata. Digital audio or video recordings

of environmental phenomena (such as animal sounds or undersea video) are included in this definition. Numerical model outputs are included in this definition, particularly if they are used to support the conclusion of a peer-reviewed publication. Data collected in a laboratory or other controlled environment, such as measurements of animals and chemical processes, are included in this definition.

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

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

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

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.

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

Contents: A typical Data Management Plan should include descriptions of the types of

environmental data and information expected to be created during the course of the project; the tentative date by which data will be shared; the standards to be used for data/metadata format and content; methods for providing data access; approximate total volume of data to be collected; and prior experience in making such data accessible. The plan should describe or reference the data quality control techniques that will be used or note that the data will not be quality controlled. Data that is not quality controlled should include a description on the limitations of the data or an indication of degree of uncertainty.

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

Data Accessibility: The NOAA B-WET program recommends that public access to grant-produced data be enabled via an existing publicly accessible online data server at the funded institution is to be used to host these data (describe in application); or a public data repository appropriate to this scientific domain (describe in application). (e.g. The GLOBE Program - <http://www.globe.gov/>, CoCoRaHS Community - <http://www.cocorahs.org/>); or recipient-established data hosting capability (please describe in application's Data Management Plan).

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

(3) Questions Regarding This Guidance: Responsible NOAA Official for questions regarding this guidance and for verifying accessibility of data produced by funding recipients: Amy Clark, Gulf of Mexico B-WET Coordinator, NOAA Fisheries, amy.clark@noaa.gov, 228-688-1520; or Bronwen Rice, B-WET National Coordinator, NOAA Office of Education, Bronwen.Rice@noaa.gov, 202-482-6797.

C. Reporting

Unless otherwise specified by terms of the award, performance and financial reports are to be submitted semi-annually in accordance with 2 C.F.R. 200.327-.329 and the Department of Commerce Financial Assistance Standard Terms and Conditions, and must be submitted no later than 30 days following the end of each 6-month period. Reports shall be submitted electronically via the NOAA Grants Online system (<https://grantsonline.rdc.noaa.gov>).

Reports include:

1. Financial Reports - Information about federal financial reports is available at: http://www.corporateservices.noaa.gov/grantsonline/Documents/Grantees/Manuals/FFR_PP

R4.13.06.pdf

2. Performance/Progress Reports - Suggested content and guidance related to B-WET performance/progress reports can be found here:

https://www.noaa.gov/sites/default/files/atoms/files/DOC-progress_report_guidance-091818-BWET.docx

3. The Federal Funding Accountability and Transparency Act, 31 U.S.C. 6101 Note, includes a requirement for awardees of applicable federal grants to report information about first-tier subawards and executive compensation under federal assistance awards. All awardees of applicable grants and cooperative agreements are required to report to the Federal Subaward Reporting System (FSRS) available at www.FSRS.gov on all subawards of \$25,000 and over.

VII. Agency Contacts

For questions regarding Gulf of Mexico B-WET program or the application process, you may contact: Amy Clark, Gulf of Mexico B-WET Program Manager, Amy.Clark@noaa.gov, (228) 688-1520, or view <https://www.fisheries.noaa.gov/grant/noaa-gulf-mexico-bay-watershed-education-and-training-gulf-b-wet-program>.

VIII. Other Information

None.