



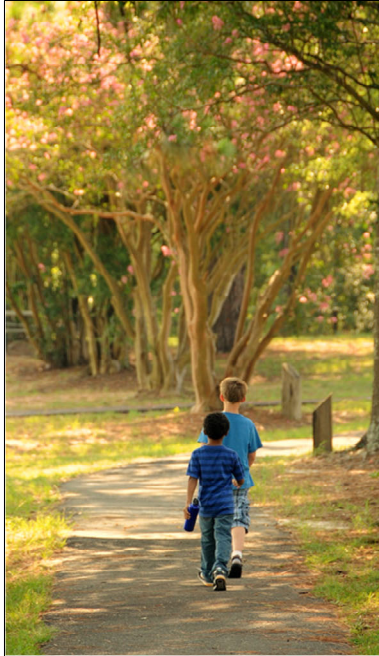
**NOAA
FISHERIES**
Greater Atlantic
Regional
Fisheries Office

NOAA New England Bay Watershed Education Training (B-WET) FY24 Funding Opportunity

Presented by Allison Rosner
New England B-WET Program Coordinator



Welcome. Thank you for attending this informational webinar on the New England B-WET Fiscal Year (FY) 2024 Notice of Federal Funding Opportunity.



What We'll Cover Today

- B-WET Overview
- New England Program Priorities
- Application and Review Process
- Questions



Today, we will go over:
B-WET Overview and Definition of the MWEE
Program Priorities
Application and Review Process
Questions

I will be available phone or email throughout the application period, to answer any questions or concerns you may have about this funding opportunity. We will post these slides and script on the New England B-WET webpage: Please note that information included in this webinar about the funding opportunity can also be found in the Federal Funding Opportunity announcement, and information regarding the resources can be found on NOAA websites.

B-WET Overview

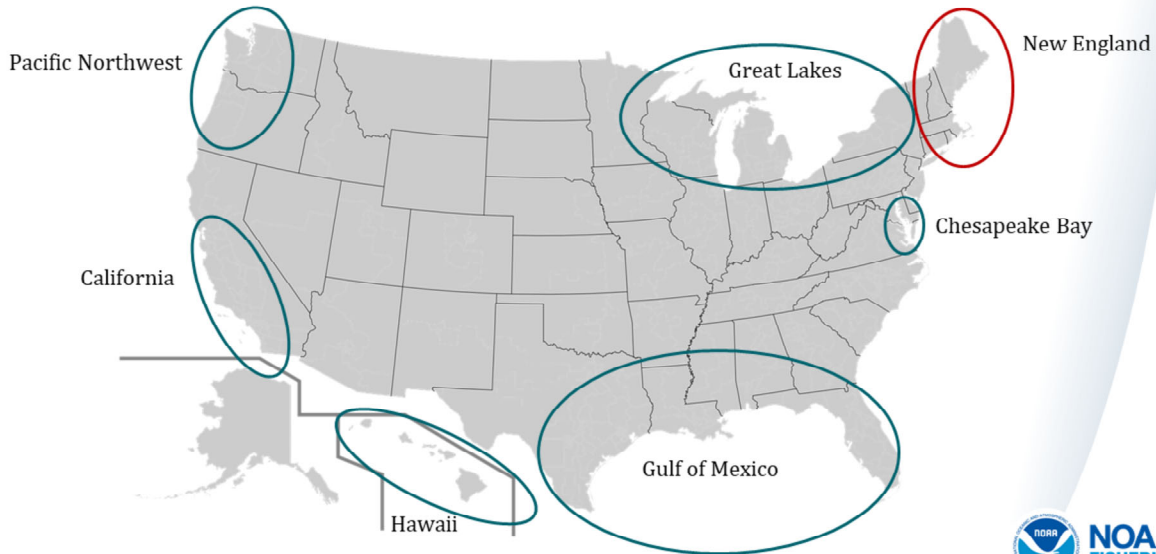


The following slides will share information about the B-WET program and the Meaningful Watershed Educational Experience (or MWEE) framework that B-WET projects must use.



Video of B-WET introduction can be found online at <https://www.noaa.gov/office-education/bwet/videos>

Where is B-WET?



The B-WET program began in 2002 in the Chesapeake Bay region. Since then, it has expanded to 7 regions across the country. In 2022, nationally BWET had reached 49,000 students and 2,800 educators. New England B-WET launched in 2008 and since then, we have funded 57 projects with a total of almost \$9 million awarded. Today's presentation will be discussing the New England funding opportunity and priorities. Just as a note—you can see from the map that there are several gap areas that B-WET does not cover—for example there is no coverage for eastern or southern NY or NJ, and other mid-Atlantic or Southeast states at this time. This is due to funding limitations. If you are located in one of the areas that is not currently covered, send me an email and I can refer you to other funding opportunities that might be helpful.

Eligible Applicants

K-12 public and independent schools

Higher education institutes

State or local government agencies

Interstate agencies

Tribal governments

Non-profit organizations



For the purposes of this federal grant opportunity, 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, federal agencies, and foreign organizations are not eligible to apply, but they can act as partners. Applicants may be physically located in any U.S. state.



Target Audiences

Projects must target K-12 school systems, teachers, or students in the six New England states: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut

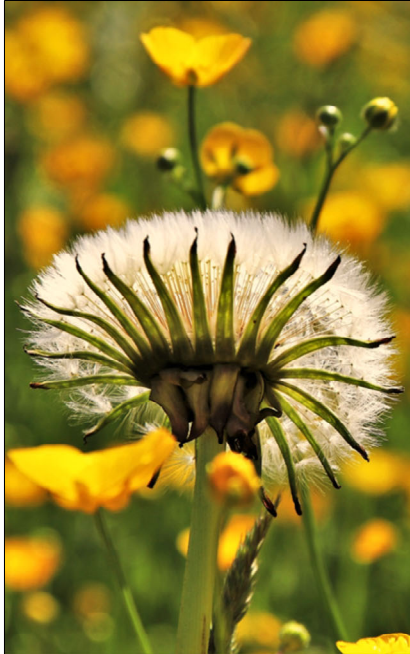


Projects must target teachers or students in at least one of the 6 New England states



The next slides will focus on the New England B-WET priorities for the 2024 funding opportunity.

Regardless of priority or region, Meaningful Watershed Educational Experiences are the main focus of any B-WET project: Implementing them, teaching about them, getting administrative support for them, and getting them systematically incorporated into classrooms on local levels (and beyond).



Meaningful Watershed Educational Experiences (MWEE)

MWEEs are multi-stage, learner-centered experiences that focus on investigations into local environmental issues that lead to informed stewardship actions.

PLEASE BE FAMILIAR WITH MWEE DETAILS:

www.noaa.gov/education/explainers/noaa-meaningful-watershed-educational-experience



The Meaningful Watershed Educational Experience (MWEE) is a learner-centered framework that focuses on investigations into local environmental issues and leads to informed action. MWEEs are made up of multiple components that include learning both outdoors and in the classroom and are designed to increase environmental literacy by actively engaging students in building knowledge and meaning through hands-on experiences.

The MWEE framework is informed by over a decade of evaluation work across the country, and has allowed NOAA to adopt a framework that is based on best practices. Not all environmental education projects will fit under the MWEE framework, so it is very important that you understand all the elements of what needs to be incorporated into this type of planning before you apply for B-WET funding. In the following slides, I will discuss the essential elements of a student MWEE, what teacher supporting practices are necessary for MWEE implementation, and recommendations for how teacher professional development can create a sustainable MWEE classroom experience.

2024 New England B-WET Priorities

- 1) Projects combining long-term, classroom-integrated Meaningful Watershed Educational Experiences (MWEEs) through teacher professional development and student experiences.**
- 2) Capacity building for K-12 environmental literacy at the state and local level.**



Proposals must address one of the two the following B-WET priority areas:

Priority 1: Projects combining long-term, classroom-integrated Meaningful Watershed Educational Experiences (MWEEs) through teacher professional development and student experiences; or

Priority 2: Capacity building for K-12 environmental literacy at the state and local level.

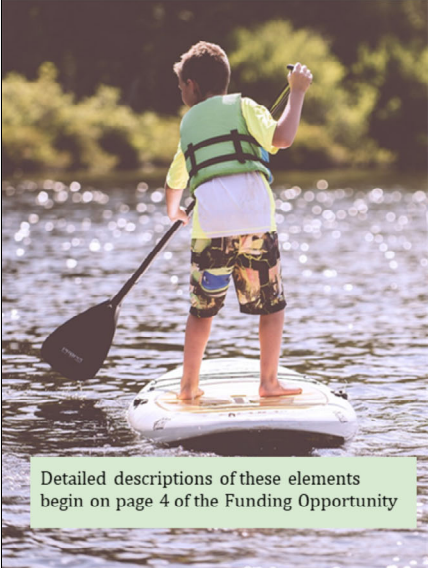
2024 New England B-WET Priority # 1

Projects combining long-term, classroom-integrated Meaningful Watershed Educational Experiences (MWEEs) through teacher professional development and student experiences.



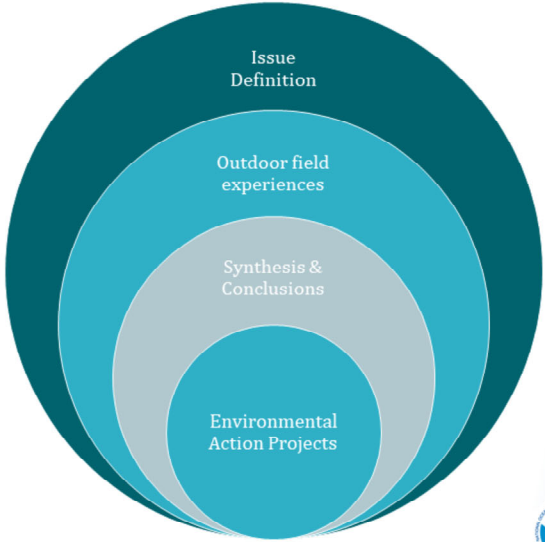
Projects under Priority one will provide teachers with long-term professional development and support, so that MWEEs can be implemented and supported in the classroom, showcasing watershed education concepts throughout the school year. Proposals submitted under this area should address the essential elements of a MWEE, teacher supportive practices, and MWEE supportive teacher professional development recommendations.


What Students Should Do



Detailed descriptions of these elements begin on page 4 of the Funding Opportunity

MWEE Essential Elements





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So how should organizations design their MWEEs? By incorporating the essential elements and supporting practices.

The MWEE Essential Elements describe “what students should do”. These elements promote a learner-centered approach in which the student actively constructs meaning from the learning experiences.

ISSUE DEFINITION: During Issue Definition, students learn about an environmental issue by planning and conducting background research and investigations. This question is the “big picture” question that sparks curiosity and organizes student inquiry and investigations, which ultimately informs environmental actions.

OUTDOOR FIELD EXPERIENCES: This is really the heart of the MWEE – is getting kids outside. Students participate in Outdoor Field Experiences to explore the driving question and strengthen their connection to the natural world. Outdoor field experiences can include field trips to the coast, visiting local parks, or even focusing on a stream on the school grounds. In urban locations this can also look like visiting or restoring green spaces or community gardens--- as long as green space experience can be linked back to the issue definition.

SYNTHESIS and CONCLUSIONS: This is where you are taking what happened in the field and bringing it back to the classroom so students can digest and reflect on the driving question and what they saw out in the field. This learning and reflection should occur frequently throughout the MWEE— meaning it doesn't just happen one time— you can circle back and make those connections through the life of the project.

ENVIRONMENTAL ACTION PROJECTS: As a result of their investigations, students identify solutions and develop Environmental Action Projects that directly address the issue within their school, neighborhood, or community. Students are actively engaged in and, to the extent possible, drive the decision-making, planning, and implementation of the action project.

Detailed descriptions of these elements begin on page 4 of the Funding Opportunity.

What Students Should Do

Why Action?

Environmental Action Projects

- Restoration or Protection
- Everyday Choices
- Community Engagement
- Civic Engagement

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NOAA FISHERIES

Wanted to highlight the importance of the environmental action project because this is really the conclusion, the wrap up, the way to really bring it home for the students. Why take that time? This is the essential element that allows students to understand that they personally have the power to bring about change by taking action to address an environmental issue at the personal, community or societal level. Taking action instills confidence in students and can contribute to students becoming environmental stewards in their own communities.

Environmental Action projects can include -

- Restoration/protection– projects where kids are going out and assisting in the recovery or preservation of a watershed or related ecosystem;
- Everyday choices– students take on an action project to do recycling in their schools, reduce single use plastics– something that directly reduces their impact on an ecosystem; or
- Community engagement and civic action where kids are actively working with others campaigning, and advocating for a locally relevant issue. This can include making presentations to their community and encouraging some kind of change that is tangible and that they will be able to see.

What Teachers Should Do

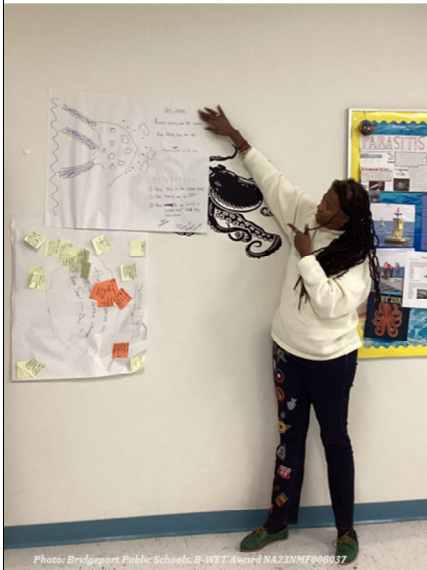
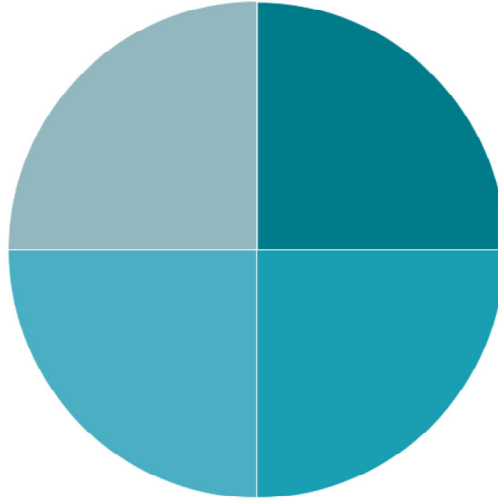


Photo: Bridgeport Public Schools, B-WET Award NA22NMF00037

MWEE Supporting Practices



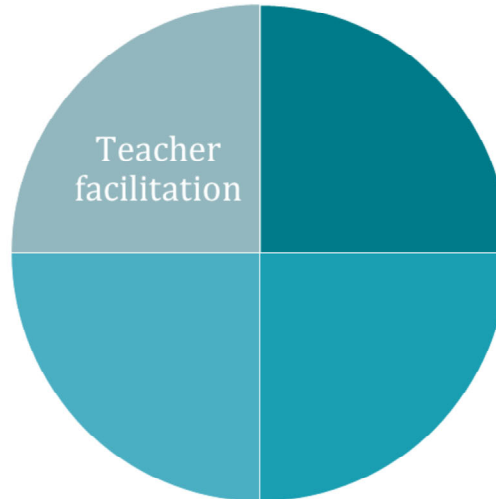
For student MWEEs to be successful, there are several supporting practices that describe “what teachers do” to ensure successful implementation with students. These supporting practices include teacher facilitation, learning integration, sustained experience, and local context. If teachers aren’t already proficient in these things, that is where the professional development comes in.

What Teachers Should Do



Photo: Save the Bay B-WET Award NA19NMF080067

MWEE Supporting Practices

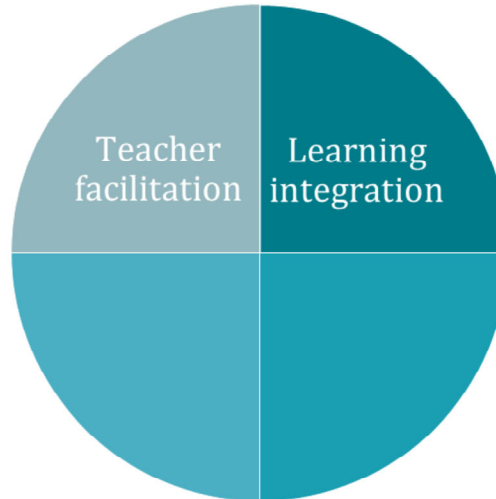


TEACHER FACILITATION: MWEEs require that teachers support student learning for the duration of the MWEE -- both inside and outside the classroom-- through facilitation, instruction, and coaching to create a student centered learning experience. Professional development is essential for teachers to gain the confidence and content knowledge to fully implement the MWEE framework independently.

What Teachers Should Do



MWEE Supporting Practices

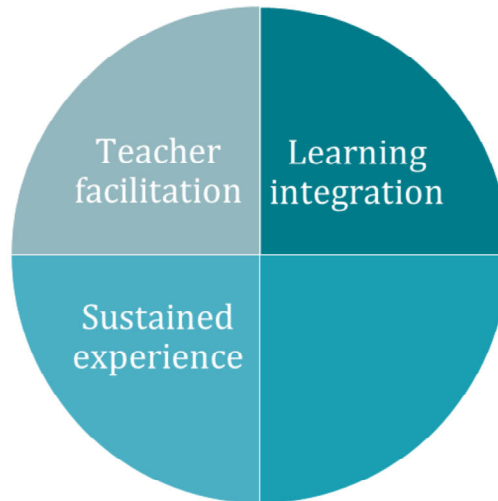


LEARNING INTEGRATION: The MWEE is an educational framework that integrates learning objectives in an engaging, and sometimes interdisciplinary, way. MWEEs are not meant to be something “extra”, but rather a means of enriching lessons for deeper student learning while meeting academic standards. To achieve this vision, MWEEs should be embedded into the school curriculum to support goals for learning and student achievement.



Photo: Bridgeport Public Schools, B-WET Award NA23NMF08637

MWEE Supporting Practices



SUSTAINED EXPERIENCE: MWEEs are spread over the course of a unit or multiple units, where learning happens both in and out of the classroom. A Sustained Experience provides adequate time for students to not only reflect on the individual lessons and experiences, but also on how all of the elements cohesively come together. While an individual lesson may occur in one class period or field experience, that lesson or experience should be explicitly connected to the larger learning sequence of the MWEE.

What Teachers Should Do


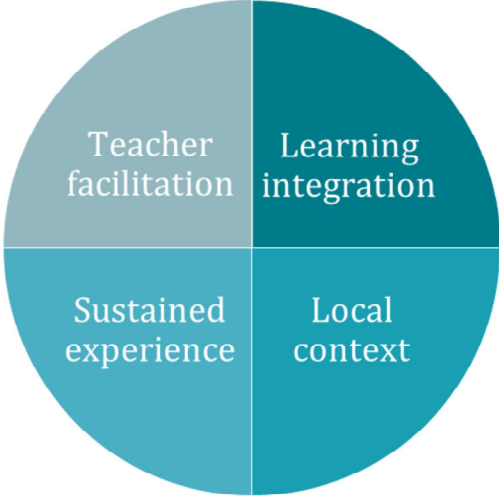



Photo: Save the Bay B-WET Award NA19NMFD080087

MWEE Supporting Practices



- Teacher facilitation
- Learning integration
- Sustained experience
- Local context



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And finally, we have LOCAL CONTEXT: MWEEs have teachers use the local environment and community as a context for learning that is relevant to students' lives. This allows both students and teachers to develop stronger connections to, and appreciation for, their local environments and communities and explore how their individual and collective decisions affect their immediate surroundings and in turn affect larger ecosystems and watersheds.

What You Should Do For Teachers



Photo: Bridgeport Public Schools, RIWET Award NA23NMF008037

MWEE Teacher Professional Development

- Increases knowledge and awareness of environmental issues
- Models MWEE Framework
- Includes collaboration, feedback, and high quality instruction
- Offers appropriate incentives
- Allows adequate instructional time and ongoing support
- Meets jurisdictional guidelines/restrictions and engages leadership



From NOAA's research, we've found that these practices really help facilitate and ensure that the ultimate audience of the MWEE is the student, so that teachers feel comfortable implementing a MWEE in their classroom.

To prepare teachers to effectively implement MWEEs, it is recommended that teacher professional development include these elements.

INCREASES TEACHERS' KNOWLEDGE AND AWARENESS OF ENVIRONMENTAL ISSUES:

Professional development facilitators should ensure that teachers have an adequate level of content knowledge in science and specific to their grade level and discipline to support their MWEE. The content knowledge should also be connected to the interactions between natural systems and social systems, including human impacts on local watersheds and larger Earth systems. Recognizing that environmental issues often include different perspectives and opinions about the environment, teachers must also experience and build skills that enable them to address these traditionally non-academic factors in their classrooms.

MODELS MWEE FRAMEWORK: Professional development should also provide opportunities for teachers to understand the goals and rationale behind the MWEE as a

framework for fostering learning and environmental stewardship. Facilitators of teacher professional development should utilize the same techniques and experiences that teachers are expected to use with their students, such as hands-on Outdoor Field Experiences, critical thinking about environmental issues, and Environmental Action Projects.

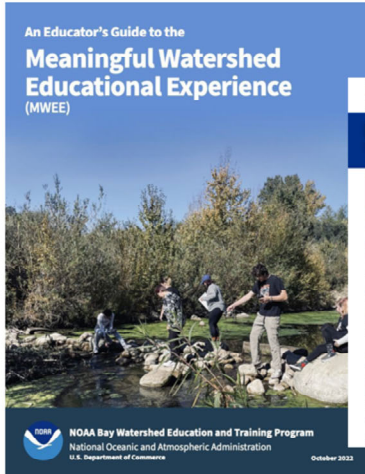
INCLUDES COLLABORATION, FEEDBACK, AND MODELS HIGH-QUALITY INSTRUCTION: Effective professional development includes peer collaboration, time for teachers to experience, plan for, and practice model activities and lesson plans, and opportunities for reflection and feedback. Collaborative opportunities that include observing effective teaching practices and replicating these practices with expert instruction and feedback, can result in higher likelihood that teachers will apply these practices when implementing MWEEs.

OFFERS APPROPRIATE INCENTIVES: Having appropriate incentives can increase participation in professional development programs. While a variety of incentives can be offered to professional development program participants, continuing education credits and stipends can enable participation in ways that other incentives might not.

ALLOWS FOR ADEQUATE INSTRUCTIONAL TIME AND ONGOING SUPPORT: Professional development should be multi-day, occurring consecutively or over the course of several weeks or months and include time for ongoing support for teachers. Professional development facilitators should build in adequate time for the types of experience described above, including time to learn, practice, reflect upon, and design practices they learn during the professional development. 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.

MEETS JURISDICTIONAL GUIDELINES AND ENGAGES LEADERSHIP: Each jurisdiction has established guidance and requirements for what constitutes teacher professional development. When possible, professional development guidelines set forth by local education agencies. Outreach and training opportunities for school administrators will also help ensure jurisdictional alignment and increase high level support for both environmental education and continuing teacher professional development for teachers.

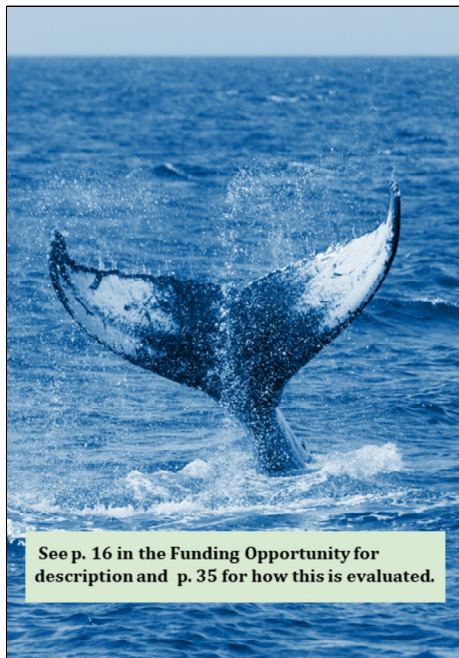
MWEE Resources



www.noaa.gov/office-education/bwet/resources/mwee-resources



MWEE resources can be found online at www.noaa.gov/office-education/bwet/resources/mwee-resources



See p. 16 in the Funding Opportunity for description and p. 35 for how this is evaluated.

Priority 1 Special Interest Areas

Not required, but increases project competitiveness.

- New England fisheries and protected species and/or
- Climate change science, resilience, and justice



For Priority 1, there are also 2 special interest areas. While framing your project within a special interest area is not required, incorporating these topics can increase your application's competitiveness.

The Greater Atlantic Regional Fisheries 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. Therefore, NOAA is interested in B-WET projects that develop MWEEs that foster student understanding around the ecological, economic, or cultural importance of New England fisheries and protected species. We also have a special interest in climate change science, resilience, and justice. The MWEE educational framework can directly foster students' climate knowledge, skills, and competencies to address climate change, climate impacts, and the opportunities to contribute to climate solutions in their own communities. A quick note about Climate Education– if you choose this special interest area, please make sure that you demonstrate an understanding of age appropriate messaging and effective climate education strategies– as there is quite a bit of research out there documenting what builds a successful climate education program.

See p. 16 in the Funding Opportunity for description and p. 35 for how this is evaluated.

Community-Based Organizations

- Partner with organizations experienced in engaging members of diverse cultures and communities.
- Partnership should include:
 - shared goals and share resources
 - clear and effective communication
 - collaboration on decision-making
 - adequate compensation



Under Priority 1 we will also be looking at an applicant's Partnerships, such as those with local community-based organizations. These partnerships allow students to engage with members of their community of diverse cultures, values, and expertise for a more equitable and inclusive experience. These partnerships help to address a watershed challenge, problem, or phenomenon by bringing in local expertise on existing environmental issues and creating innovative solutions and can enhance the local context, cultural relevance, and cultural competence in professional development for all teachers. NOAA's B-WET Program supports projects that partner specifically with organizations and institutions that serve communities that have historically or systemically faced barriers to accessing outdoor education or NOAA resources. Projects are strongly encouraged to develop meaningful and mutually-beneficial partnerships that honor the strengths of community organizations. In successful partnerships, organizations have shared goals and work together to share resources, communicate effectively, collaborate on decision-making, and competently engage members of diverse cultures and expertise. Such expertise in reaching marginalized groups should be reflected on the project planning team. Adequate compensation should be provided for community-based organization partners and community members for the effort they are contributing to the project.

2024 New England B-WET Priority # 2

Capacity building for K-12 environmental literacy at the state and local level.



Projects under Priority one will provide teachers with long-term professional development and support, so that MWEEs can be implemented and supported in the classroom, showcasing watershed education concepts throughout the school year. Proposals submitted under this area should address the essential elements of a MWEE, teacher supportive practices, and MWEE supportive teacher professional development recommendations.

Priority 2 Requirements

- Engage educational administrators, leaders, and networks to build support for implementing state environmental literacy plans in K-12 learning.
- Build organizational capacity for long-term environmental education networking, planning, and policy engagement.



Projects funded under Priority 2 will engage educational administrators, leaders, and networks to build support for implementing state environmental literacy plans in K-12 learning and build organizational capacity for long-term environmental education networking, planning, and policy engagement.

Approaches to capacity building may include (BUT ARE NOT LIMITED TO)...

- Managing state-wide mini-grants to K-12 schools, non-profits, tribal governments or community based organizations to build school capacity for MWEs on school grounds.
- Creating state-level environmental literacy advisory group.
- Funding STEM Coordinators who work with school district teachers to integrate MWEs into year-long curriculum.
- Developing a Community of Practice to increase MWE accessibility .



Approaches to capacity building may include (BUT ARE NOT LIMITED TO)...

- Managing state-wide mini-grants to K-12 schools, non-profits, tribal governments or community based organizations to build school capacity for MWEs on school grounds;
- Creating state-level environmental literacy advisory group;
- Developing a Community of Practice to increase MWE accessibility .

Applying Under Priority 2

- Demonstrate strong understanding of your state's current environmental literacy policies;
- If proposing a mini-grant system, demonstrate prior experience administering grant funding and/or capacity to administer such a program.



Applicants who apply under Priority 2 must demonstrate a strong understanding of their state's current environmental literacy policies. If proposing a mini-grant system, demonstrate prior experience administering grant funding and/or capacity to administer such a program. Please note: these projects will not fund MWEEs directly, though they can support the development of school or administrative structures that WILL support long-term MWEE integration into school curriculum.



The following slides will provide an overview of the application and review processes. Please remember: this is just a brief synopsis– more detailed descriptions can be found in the funding announcement.

Step 1: Review the Funding Opportunity

**1. On Grants.gov search funding opportunity #:
NOAA-NMFS-GARFO-2024-2008240**

2. Click on Related Documents and download PDF

3. Ready to start application, click Apply

Navigate directly to funding opportunity from New England B-WET Website

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Step 1 will be to visit Grants.gov to look at the funding announcement. It's a very long opportunity, but there's a lot of stuff in there and a lot of good information regarding if you are applying— is this a good match for you , does it fit, and how to actually develop your proposal narrative.

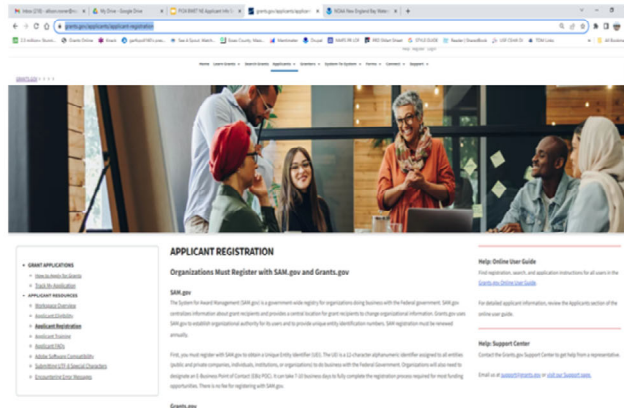
When you get to Grants.gov, search for the funding opportunity # NOAA-NMFS-GARFO-2024-2008240. To view the entire funding announcement, click on the tab that says "Related Documents" and download the PDF. This is the document that will tell you everything that you need to include in your application.

You can also navigate to the funding opportunity page directly from our B-WET website. Once you are on the page, click the apply button. <https://www.fisheries.noaa.gov/grant/noaa-new-england-bay-watershed-education-and-training-new-england-b-wet-program>). There are also some resources on this homepage that may help you with your application.

Step 2: Register

Register with System for Award Management (SAM) AND Grants.Gov

- Do this right away.
- Allow up to 7-10 business days for SAM.gov registration to process and additional 24 hours for Grants.gov to recognize your information
- Contact the Grants.gov helpdesk (available 24/7 for applicants)
 - 1-800-518-4726 (U.S.)
 - 1-606-545-5035 (International)
 - support@grants.gov



<https://www.grants.gov/applicants/applicant-registration>



Step 2. Register.

There will be several registration processes you have to go through before you can actually submit your application. Right after you look at the funding opportunity and decide that it is a good fit for your project, make sure you register with these two websites:

www.SAM.gov and www.grants.gov.

SAM.gov is the financial arm of www.grants.gov that will provide you with a Unique Entity Identifier. This number helps the government maintain accountability and transparency when making federal awards. You need to complete these registrations right away because they can take a 7-10 business days to process, plus another 24 hours for Grants.gov to recognize your info. **DO NOT WAIT UNTIL THE LAST MINUTE.** Applications will not be accepted late.

Grants.gov is not intuitive, so once you can access it, look around the site and visit some of the tutorials that they offer. While I can answer questions about what needs to be included in your application, if you run into issues with Grants.gov itself, you will need to contact their helpdesk. Contact the Grants.gov helpdesk (available 24/7 for applicants). 1-800-518-4726 (U.S.) 1-606-545-5035 (International) or email: support@grants.gov

Step 3: Prepare Your Application Package

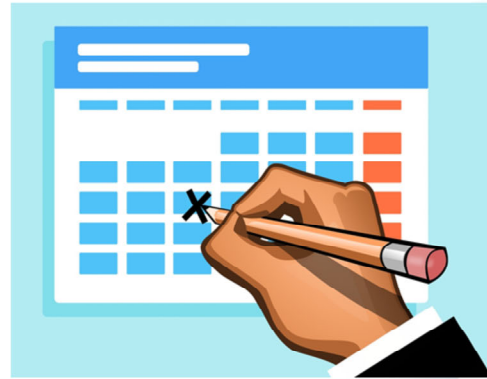
- **Federal Forms:** SF-424, SF-424A, SF-424B, CD-511, and SF-LLL (if applicable)
- **Project Summary** (2-page)
- **Project Description** (15-pages)
 - Methods, Objectives, Audiences, Evaluation
 - Show how your project will meet the needs of the priority you are applying under
- **Appendices**
 - Literature Cited
 - Letters of Commitment
 - Resumes
 - NEPA questionnaire
 - Budget narrative and justification
 - Project timeline
 - Diversity, Equity, Inclusion, and Justice statement
 - Results from previous NOAA funding



Like I mentioned before, this is a Federal grant opportunity and as such, the process is somewhat complicated— though we try to make it as easy as possible for you working within the limitations that we have as the federal government. We are required to provide this funding opportunity through the Grants.gov system— which is where you will find the funding announcement and application. Each one of these are detailed in the Funding Opportunity.

Project Period

- Earliest possible project start date: September 1, 2024
- Projects should begin and end on first or last day of a month



On your documents, make sure the project start date should not begin before September 1, 2024. This means that any work done before September 1 will not be eligible for compensation.



Funding Request Levels

Priority 1: Between \$25,000-\$100,000 in total requested funding for 2 year projects.

Priority 2: Between \$50,000-\$150,000 total funding for 3 year projects.

Funds can cover staff time, travel, bus transportation, equipment, external evaluation.

MATCHING NOT REQUIRED. Including a match will legally obligate you to making this match. Matches do not increase competitiveness.



New England is one of the smaller B-WET grant programs, but we are hoping to fund 3-5 new projects this year (subject to the availability of appropriations).

On your application, make sure that the funding request matches the priority you are applying for. The amount that may be requested may be between \$25-100,000 for a 2 year project under Priority 1, or between \$50-150,000 for a 3 year project under Priority 2.

There is no matching requirement and matches will not be considered during the review. If you include a match and you are recommended for funding, you will be legally bound to fulfill that match should your project be recommended for funding.

*Budget Example

Cost Category	Year 1	Year 1 Match	Year 2	Year 2 Match	Total
Personnel					
- Staff salaries					
- Fringe benefits					
Supplies					
Travel					
- Direct staff travel					
- Transportation for teachers or students					
Equipment					
Contractual					
Other					
Total Direct Costs					
Total Indirect Charges					
TOTAL					

Please make sure....

Totals from SF-424 =
 Totals SF-424A=
 Totals Budget
 Narrative =
 Totals Budget Table



Budget is critical. Often times we will see that the budget and the project narrative don't match very well. Make sure these line up and the numbers/actions are coordinated. Take a look on our website for an example budget template. It lists categories such as those listed on this slide. These cost categories help you think through actual costs. If you cannot break request down into this level of detail, you may need to think more about the project. Funds cannot pay for construction. Make sure your budget is done in whole dollars. NOAA does not work in cents. Also, having a match is not required nor does it make your application more competitive. If you commit to a match— you will be legally bound to make that match. Remember, receiving a federal grant is entering into a legal agreement with the federal government. Whatever you propose, you should be able to deliver.

A Budget Template example can be found here: www.fisheries.noaa.gov/grant/noaa-new-england-bay-watershed-education-and-training-new-england-b-wet-program

*Projection Evaluation

- Explain your plans for meeting the goals and objectives of your project and for tracking measuring progress on your outputs and your short-term outcomes. Also consider how you will use that data to adapt overtime.
- Plans may be quantitative and/or qualitative and may include, for example, evaluation tools, observation, or outside consultation
- Up to 10% of the budget can be spent on the evaluation.



Project Evaluation Plans may be quantitative and/or qualitative and may include, for example, evaluation tools, observation, or outside consultation. Up to 10% of the budget can be spent on the evaluation.

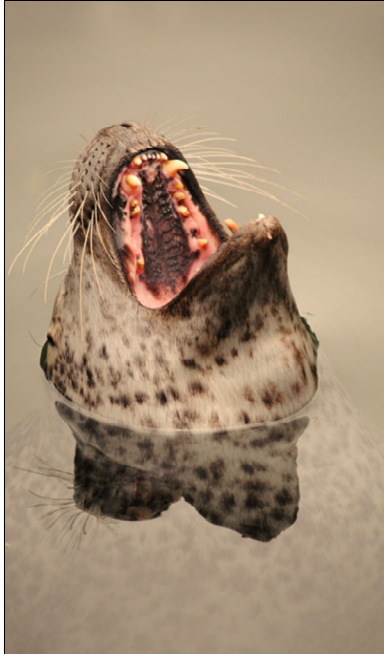


*Sustainability (Looking Ahead)

- Discuss a plan for sustainability of project beyond NOAA funding
- How will project elements continue without NOAA funding?
 - School division support
 - Private donors
 - In-kind support
 - School ground utilization
- B-WET funding is not intended to be a long-term funding solution.



B-WET Funding is not intended to act as a long-term funding solution. Though there may be future opportunities to re-compete for funds, there is never a guarantee. B-WET is intended to give projects a boost to get them off the ground and set the framework for longer term integration into curriculum and school systems. In your application, you will be asked to describe what your project's "sustainability plan" is.



Evaluation Criteria

1. Importance, relevance, and applicability of proposal to the program goals
2. Technical Merit
3. Overall Qualification of Applicant
4. Project Costs
5. Outreach and Education

Detailed descriptions of each category are found in the Notice of Funding Opportunity starting on page 35.

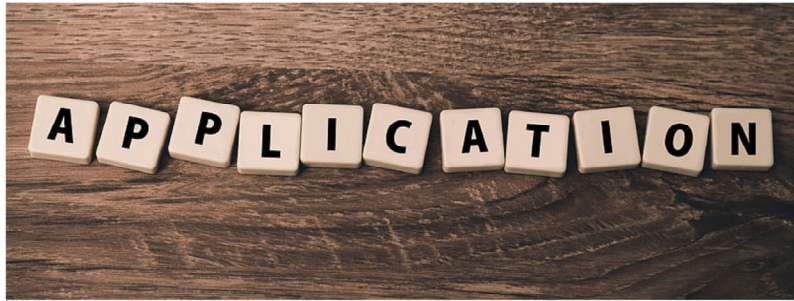
There are different evaluation criteria for EACH priority.



The Notice of Funding Opportunity is very transparent about how each proposal will be evaluated and scored by our technical reviewers. Really important here— Make sure you take some time to look through those evaluation criteria and make sure these questions are clearly answered/described in your application. Detailed descriptions of each category are found in the Notice of Funding Opportunity starting on page 35. There are different evaluation criteria for EACH priority.

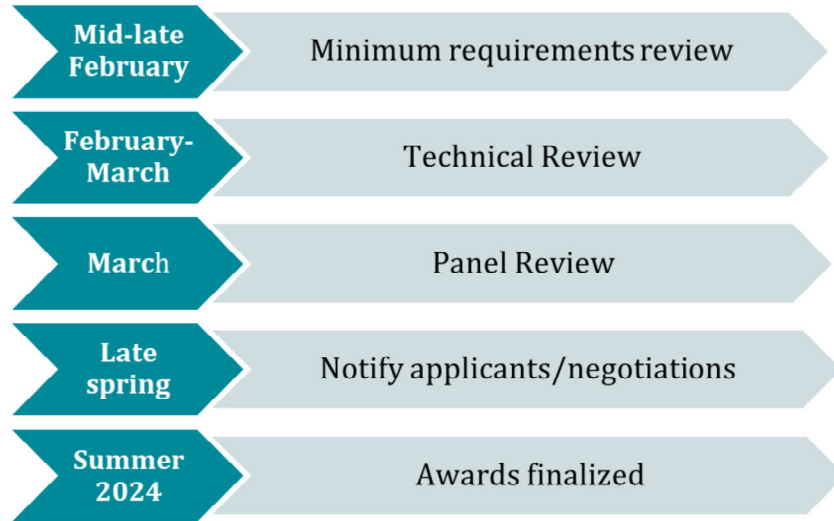
Final Step: Submit Application Package

- Submit online at [Grant.gov](https://www.Grants.gov)
- Due 11:59 p.m. ET on February 20, 2024
- Look for confirmation emails from [Grants.gov](https://www.Grants.gov)
- Paper applications will not be accepted



Applications must be received by 11:59 p.m., EST, February 20, 2024 to be considered for funding. The portal for application will automatically shut down after this time. We can only accept applications through the [grants.gov](https://www.Grants.gov) portal so paper or emailed applications will not be accepted. Again please keep in mind do not wait until the last minute to submit your application package. There are often many issues that prevent you from uploading, from completing the application process. I strongly recommend that you start the application process of uploading all of your documents 2-3 days before the closing date. Many people wait until the very end and then its not uploading correctly, or they get the spinning wheel and they are left trying to figure out how to get their application submitted. We will not be accepting hard copies this year due to staff and office restrictions, so the [Grants.gov](https://www.Grants.gov) platform is really your only option for submission.

Review Timeline



The following is the rough schedule we will follow in completing the review and awarding process. The first part of the review is the preliminary review that looks at if your application meets the minimum requirements—

Was your application received on time? Are you eligible? Does your project address a B-WET priority area? And is your application complete.

Between late February and early March, the applications are forwarded to our reviewers, who are experts in the regional environmental education field, who understand the B-WET priorities and the needs of local New England educational communities. The technical reviewers then score each application based on the evaluation criteria (described starting on page 35 of the funding opportunity).

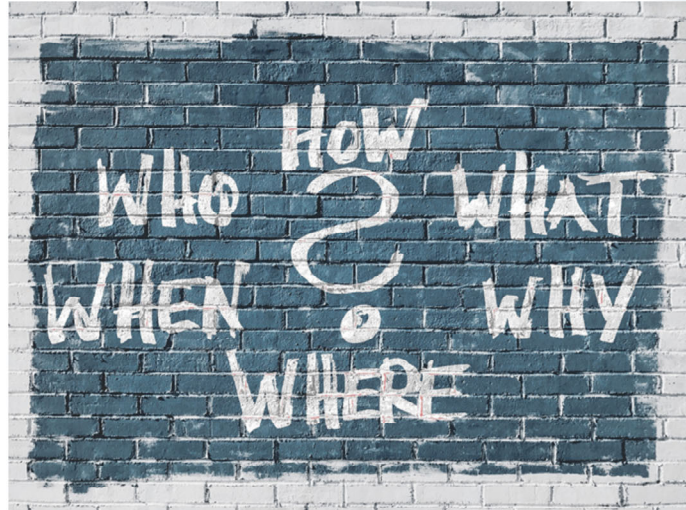
The reviewers will then gather in a virtual panel and discuss the strengths of the proposals, and then provide the agency with a final ranking.

Final recommendations are then sent to our Selecting Official.

By late spring, we will be able to notify applicants if their application was recommended for funding or not. If recommended, we then work with applicants to make sure all of their documentation is accurate and up to date, and work with them to negotiate if any additional information is needed or if changes need to be made to the project. Awards will be finalized by the end of the summer.

General Tips

- Is the project a good match?
- Is there a need for the project?
- How well do you understand your intended audiences?
- Will your work duplicate others' efforts?
- Are there partnership opportunities?
- How will you use NOAA assets?
- Do you have the capacity to manage a federal grant?



Just a few tips for applying:

- Make sure it's a good match and that your project meets the goals of the B-WET program.
- Demonstrate that you know your audiences and that your partnerships are authentic.
- Letters of commitment should be from school or organizational leaders so that we know there is a true commitment and understanding of the project from all parties.
- Are there organizations already doing similar work in similar areas? Maybe you partner with them, maybe you work in a new geographic area. We are limited in funding so we encourage you to make sure you are not duplicating efforts in your area. You can contact me if you have any questions.
- Think about how you will incorporate NOAA assets— either data, centers, educational resources, or personnel expertise.
- Before applying, consider if your organization has the capacity to manage a federal grant. There is a high degree of accountability. We require bi-annual progress reports and financial reporting, plus you must acquaint yourself with the regulations applying to how federal funds are to be managed. While we are doing our best to make grants more accessible to smaller organizations, we recognize that there are still significant barriers. If you have a great project idea but don't have this capacity, is there an organization that has more experience managing large grants that you might be able to partner with?

Other questions?

Allison Rosner
978-282-8462

Allison.rosner@noaa.gov

Office hours: 6am-2:30PM
Monday-Friday



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Website Resources

New England B-WET:

- <https://www.fisheries.noaa.gov/grant/noaa-new-england-bay-watershed-education-and-training-new-england-b-wet-program>

MWEEs:

- <https://www.noaa.gov/education/explainers/noaa-meaningful-watershed-educational-experience>
- www.noaa.gov/office-education/bwet/resources/mwee-resource

Grants.gov and SAM.gov registration

- <http://www.grants.gov/web/grants/applicants/organization-registration.html>

Special Interest Areas, Education, and Evaluation Resources

- <https://www.fisheries.noaa.gov/new-england-mid-atlantic/outreach-and-education/noaa-new-england-b-wet-special-interest-education-and-evaluation-resources>

NOAA Assets and Resources

- <https://www.noaa.gov/education/noaa-in-your-backyard>



Additional Resources can be found online:

New England B-WET:

- <https://www.fisheries.noaa.gov/grant/noaa-new-england-bay-watershed-education-and-training-new-england-b-wet-program>

MWEEs:

- <https://www.noaa.gov/education/explainers/noaa-meaningful-watershed-educational-experience>

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