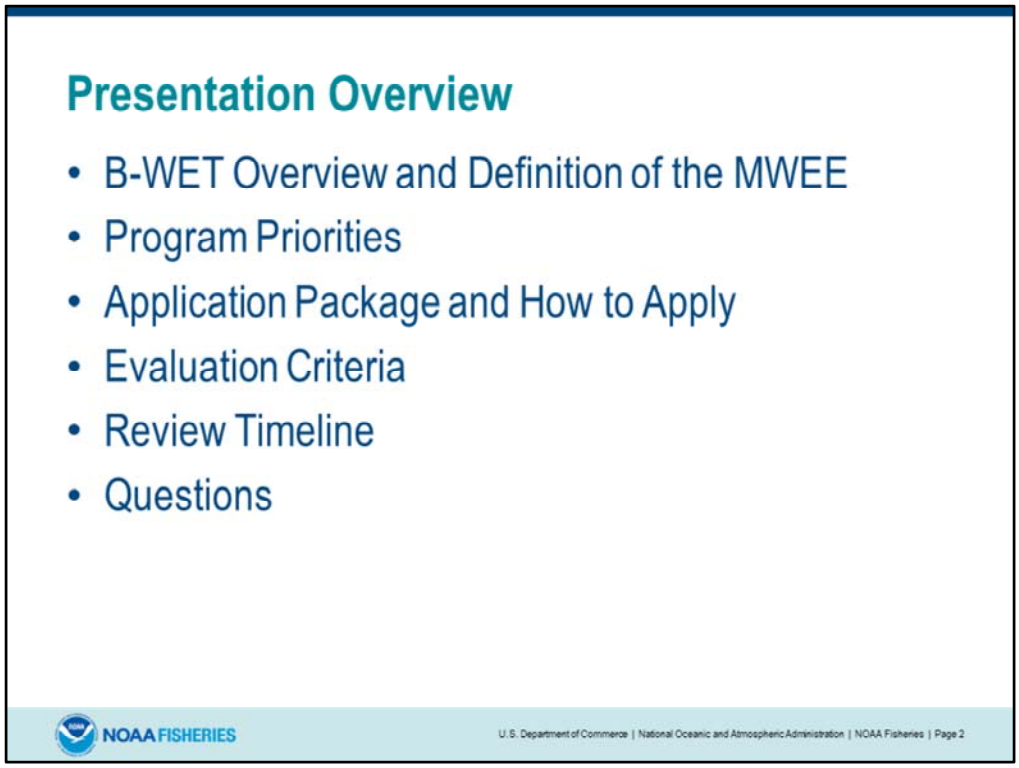
Welcome. Thank you for attending this informational webinar on the Gulf of Mexico B-WET FY20 Federal Funding Opportunity.



The 1-hour webinar will include 30 to 45 minutes of presentation, followed by 15 to 30 minutes of Q & A.

Today, we will go over:
- B-WET Overview and Definition of the MWEE
- Program Priorities
- Application Package and How to Apply
- Evaluation Criteria
- Review Timeline
- Questions

I will be available following the presentation, and by phone or email throughout the application period, to answer any questions or concerns you may have about this funding opportunity. We will provide the recording of the webinar after it has concluded.

Please note that all 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 and Definition of the MWEE

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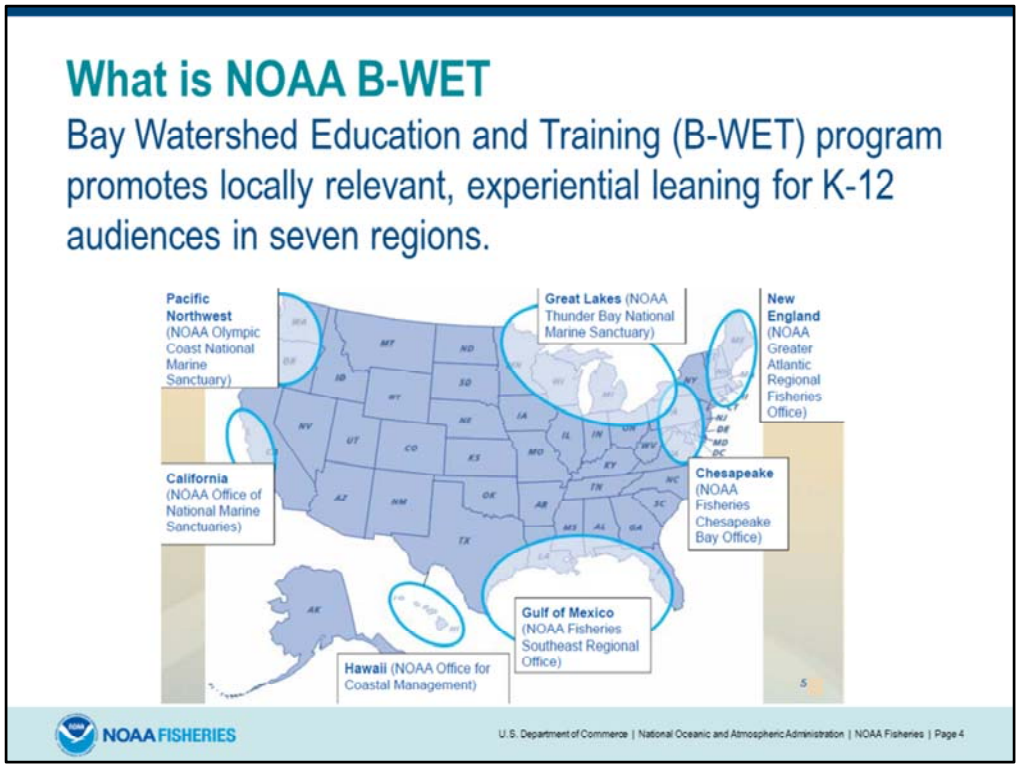

NOAA's B-WET program is an environmental education program that promotes locally relevant, experiential learning in the K-12 environment. B-WET currently serves seven areas of the country – California, Chesapeake Bay, Great Lakes, Gulf of Mexico, Hawaii and Pacific Northwest. The primary delivery of B-WET is through competitive grants that promote Meaningful Watershed Educational Experiences.

Meaningful Watershed Educational Experience (MWEE)

MWEEs are multi-stage activities that include learning both outdoors and in the classroom and aim to increase understanding and stewardship of local watersheds.

MWEE definition:

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

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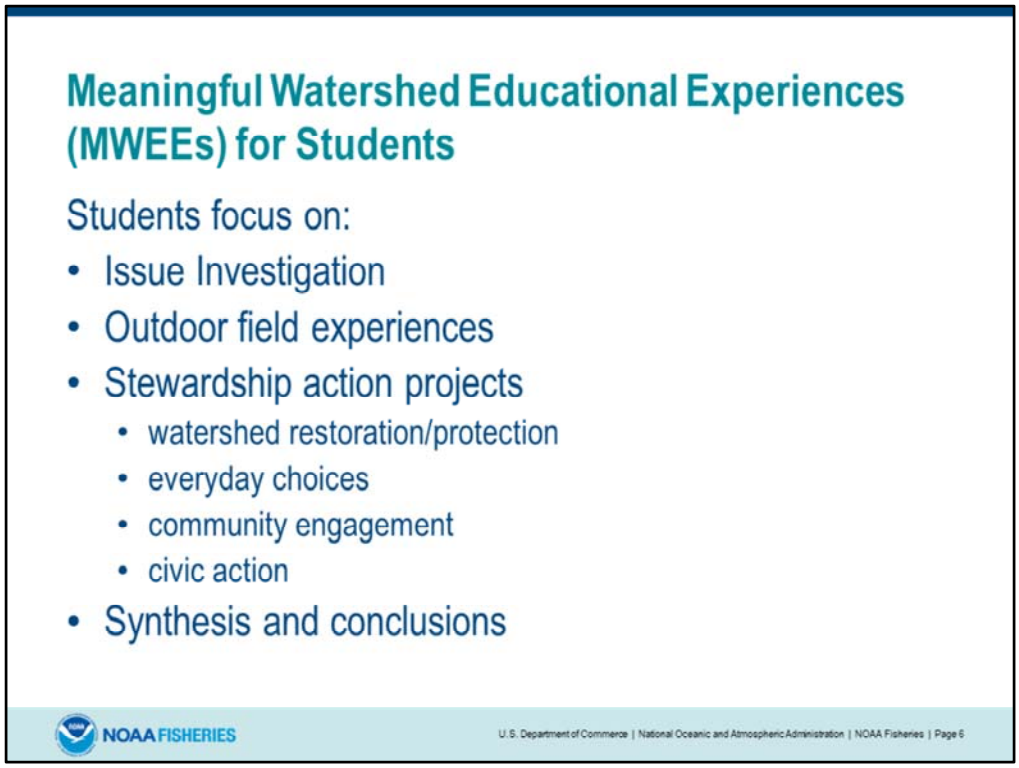
NOAA adopted the definition of the MWEE in order to assist grantees in developing effective projects founded in best practices determined through environmental education evaluation and research.. All B-WET projects support the MWEE. I will describe the elements of the MWEE in summary. There is much more detail in the FFO and here: https://www.noaa.gov/education/explainers/noaa-meaningful-watershed-educational-experience.



MWEEs for students:

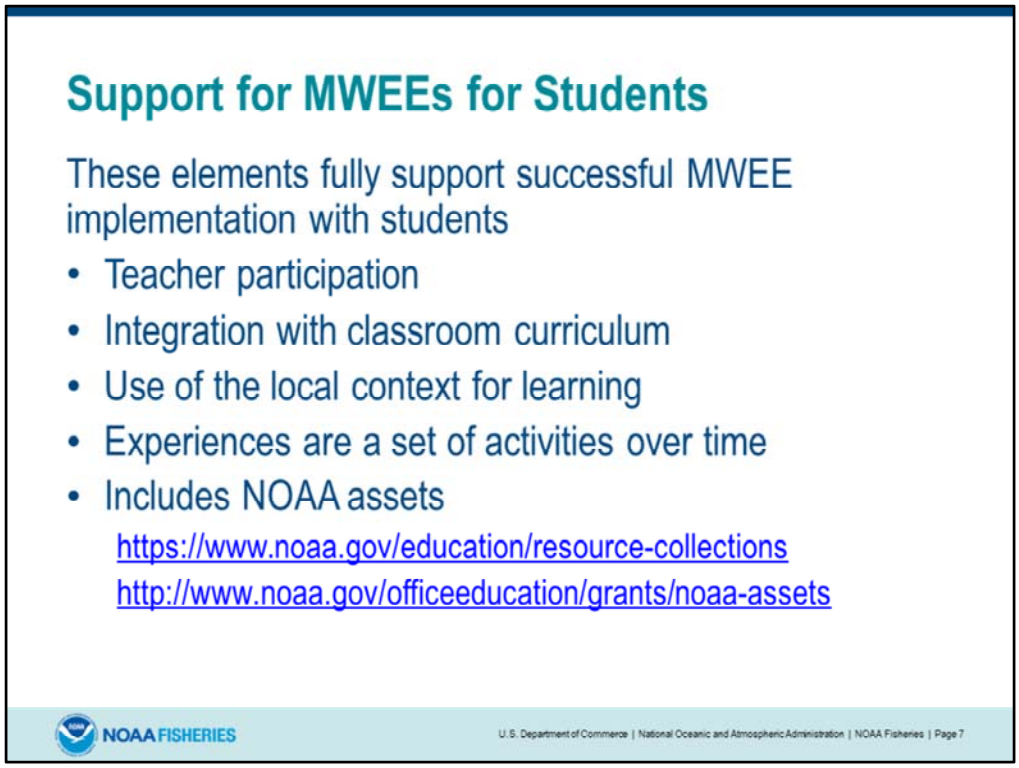
1. RESEARCH: Students should focus on an environmental question, problem, or issue requiring research and investigation. This may be done through classroom instruction, data collection, experiments, talking with experts and reviewing credible publications.

2. FIELD ACTIVITIES: Students should participate in multiple outdoor field activities sufficient to collect data or make observations required for answering the research questions and informing student actions, or as part of the issue definition and background research. **Gulf of Mexico B-WET funded projects should aim to include at least 5 hours of student activity time spent outdoors.** Applicants should clearly show total anticipated contact time with project participants, and indicate how much of this time will be spent outdoors.

3. STEWARDSHIP ACTION PROJECTS: Students should participate in age appropriate projects during which they take action to address the environmental issues. These may be personal actions or actions that focus on the community or more global audiences. Examples include:
    1. Watershed restoration or protection (creating a schoolyard habitat, planting trees, removing invasive species, a community cleanup, storm-water management)
    2. Everyday choices (reduce /reuse / recycle, composting, energy or water conservation)

3. Community engagement (presentations, social media, event organizing, messaging at community events, mentoring, Public Service Announcements, flyers or posters),
4. Civic Action (town meetings, letter writing, meeting with public officials to learn about policy aspects of watershed monitoring or habitat restoration)

1. CONCLUSIONS: Students should analyze and evaluate the results of projects and investigations. They should synthesize and communicate results to external audiences such as other classrooms, schools, parents, or the community.



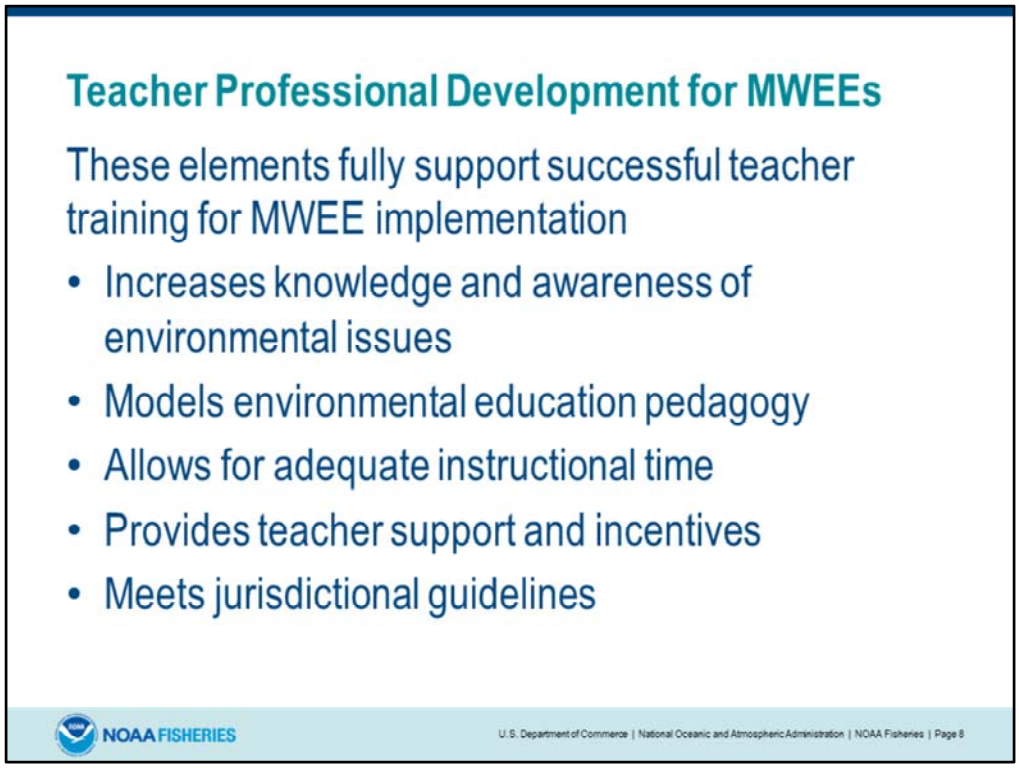
In addition to the components identified in the previous slide, NOAA recommends that the following elements are in place to fully support successful MWEE implementation with students.

1. TEACHER PARTICIPATION and INTEGRATION WITH CLASSROOM CURRICULUM: Teachers should support the experience in the classroom and in the field. To support this role, teachers should have appropriate knowledge of environmental issues and watershed concepts, skill in connecting these issues to their curriculum, including confidence to teach outdoor lessons and to lead students in critical thinking about environmental issues. Experiences should be integrated into what is occurring in the classroom.

2. LOCAL CONTEXT: The local community and environment should be viewed as the primary resource for the student MWEE. 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.

3. 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 reflections, and include all the 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.

4. NOAA ASSETS: Projects should incorporate NOAA assets, including NOAA data, personnel, facilities, curriculum and/or resources. For more on NOAA assets for education please see: http://www.noaa.gov/education or http://www.noaa.gov/officeeducation/grants/noaa-assets.



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

1. INCREASES KNOWLEDGE AND AWARENESS OF ENVIRONMENTAL ISSUES: Trainings should provide sufficient level of content specific to their grade level and discipline, including an understanding of basic watershed concepts and the human connection to the watershed. Teachers must have an understanding of the facts related to environmental issues along with an understanding of the various stakeholder values.

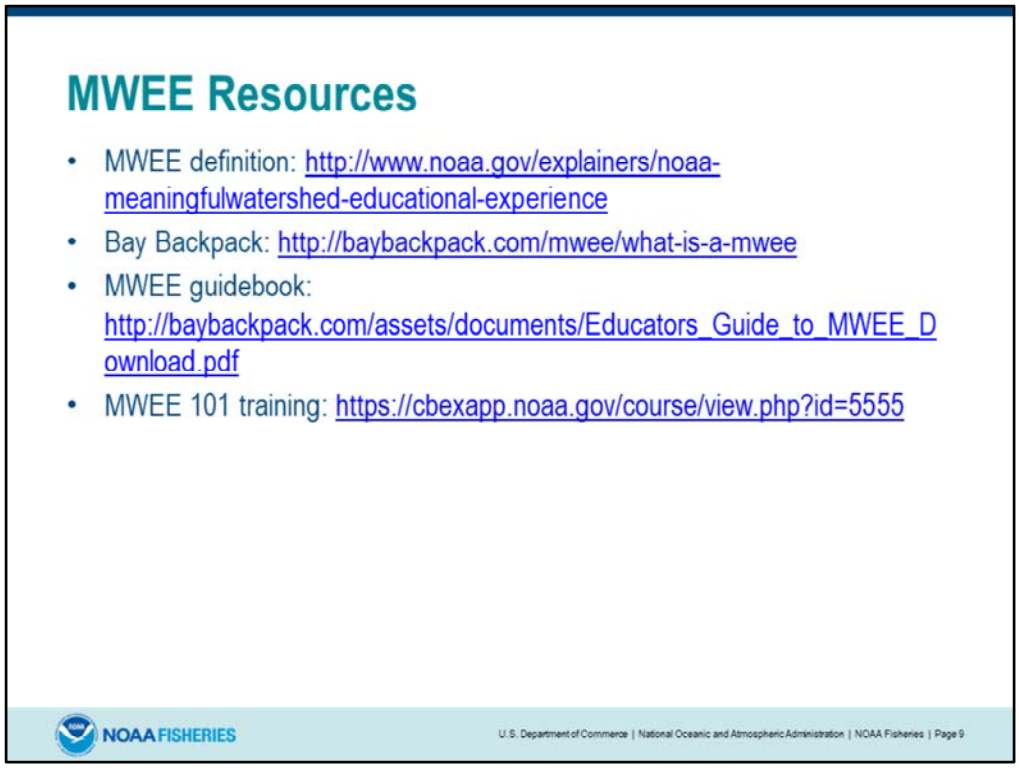
2. MODELS ENVIRONMENTAL EDUCATION PEDAGOGY: Trainers should use the same techniques and experiences in trainings that teachers are expected to use with their students. This includes hands-on, place-based, outdoor field experiences and issue investigation and action. Where appropriate, professional development should include tools for teachers to implement MWEEs on their school grounds. **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.** Applicants should clearly show total anticipated contact time with project participants, and indicate how much of this time will be spent outdoors.

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 plenty of time for teachers to reflect on their own teaching practices and include planning time / discussions on how to use the new knowledge

and skills in the classroom with their students.

4. PROVIDES TEACHER SUPPORT AND INCENTIVES: Programs should provide ongoing teacher support and incentives. Ongoing support can be meetings, web-based forums for communication and feedback, mentor teachers, etc. Continuing education credits and stipends can be used to encourage participation in on-going professional development opportunities.

5. MEETS JURISDICTIONAL GUIDELINES: When possible, professional development opportunities should support established guidance and recommendations set forth by local education agencies.



The following resources explain the 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: http://www.noaa.gov/explainers/noaa-meaningfulwatershed-educational-experience
  The full definition of the MWEE is provided online in an easy to use online format.

- Bay Backpack: 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. It has resources for developing, promoting and funding your MWEE project.

- 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.

Program Priorities

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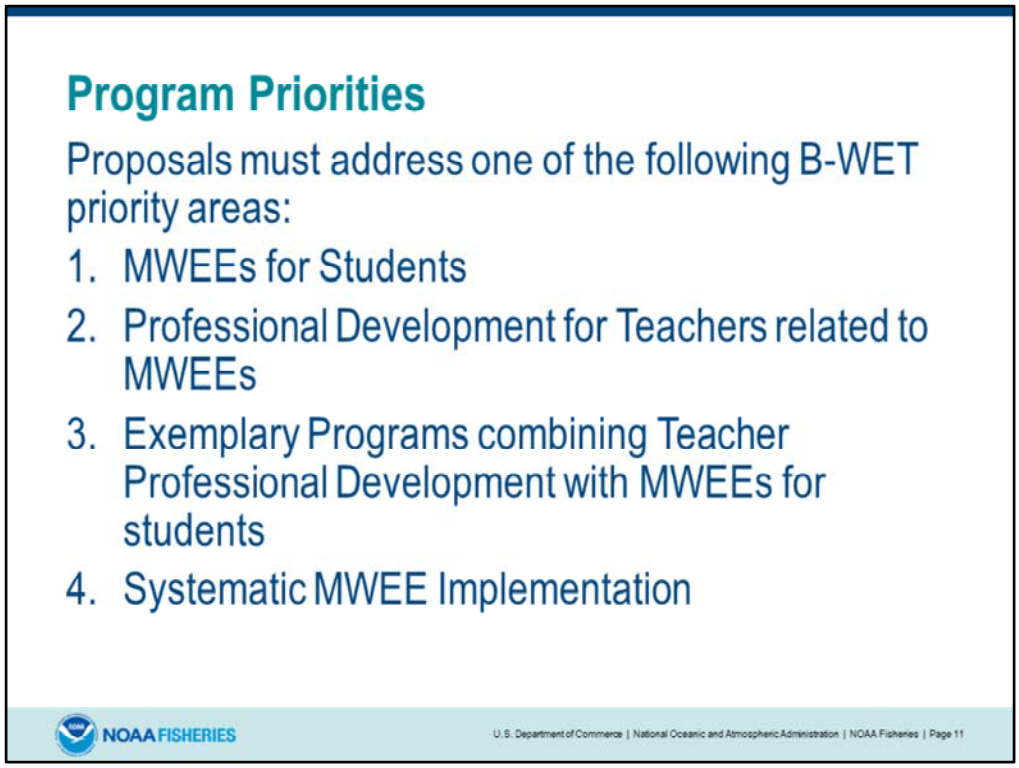


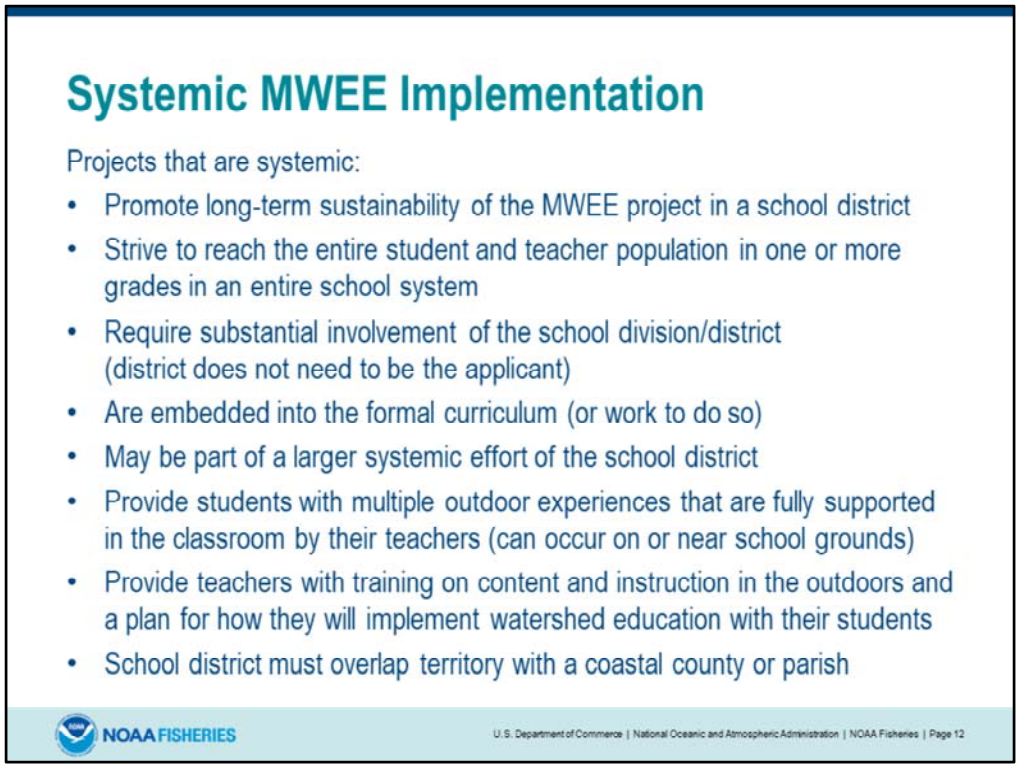
Proposals must address one of the following B-WET priority areas:

1. MWEEs for Students: Proposals submitted under this area should address the specific elements and types of activities that define MWEEs for Students

2. Professional Development for Teachers related to MWEEs: Proposals submitted under this area should address the specific elements and types of activities that define Professional Development for Teachers related MWEEs

3. Exemplary Programs combining Teacher Professional Development with MWEEs for 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.

4. Systematic MWEE Implementation – see next slides



Systemic MWEE projects reach student 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 previously.

Grants can build toward systemic implementation over the life of the project.

Projects that are systemic:

- Promote long-term sustainability of the MWEE project in a school district

- Strive to reach the entire student and teacher population in one or more grades in an entire school system

- Require substantial involvement of the school division/district (district does not need to be the applicant): These programs require leadership and support from the school district, and often partnerships with multiple partners to ensure all students receive all components of a MWEE and meaningful professional development for teachers is provided. 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.

- Are embedded into the formal curriculum (or work to do so) – Proposal should include details about where the project fits in the scope and sequence of school district

curriculum, and should define the primary learning objectives (multi-disciplinary objectives encouraged).

- May be part of a larger systemic effort of the school district

- Provide students with multiple outdoor experiences that are fully supported in the classroom by their teachers (can occur on or near school grounds) - Students should participate in all MWEE elements as defined previously

- Provide teachers with training on content and instruction in the outdoors and a plan for how they will implement watershed education with their students – Teacher training should include all MWEE elements as defined previously. Where appropriate, teacher professional development should include tools for teachers to implement MWEEs on their school grounds.

- School district must overlap territory with a coastal county or parish: Per the eligibility information discussed previously, systemic projects must target teachers and/or students in Gulf of Mexico coastal counties. 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 previously.

Special Interest Area: Gulf of Mexico Fisheries

- Gulf B-WET is administered through NOAA Fisheries (Southeast Region)
  - ensure sustainable fishing opportunities (ecological, economic, or cultural)
  - protection for endangered species and marine mammals
  - conservation of the habitat needed to support marine life
- 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.

https://www.fisheries.noaa.gov/about/southeast-regional-office

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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.

Gulf of Mexico Alliance (GOMA)

- GOMA 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
- Note which Alliance priorities the project will address
- www.gulfofmexicoalliance.org

NOAA Education Strategic Plan

- NOAA's scientific work is the foundation for the agency's educational content, which is detailed in the latest Strategic Plan.
- Note how the project is aligned with goals of the NOAA Education Strategic Plan
- https://www.noaa.gov/education/explainers/noaa-education-strategic-plan

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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.

Additionally, applicants should note how there projects address the goals of the Gulf of Mexico Alliance and the NOAA Education Strategic Plan.

Eligible Applicants

- K-12 public and independent schools and school systems
- Institutions of higher education
- Nonprofit organizations
- State or local government agencies
- Interstate agencies
- Indian tribal governments

Applicants may be physically located in any U.S. state

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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.

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.

Gulf of Mexico Coastal Communities

Florida

1 Bay
2 Calhoun
3 Charlotte
4 Citrus
5 Collier
6 DeSoto
7 Dixie
8 Escambia
9 Franklin
10 Gadsden
11 Gilchrist
12 Glades
13 Gulf
14 Hardee
15 Hendry
16 Hernando
17 Hillsborough
18 Holmes
19 Jackson
20 Jefferson
21 Lafayette
22 Lake
23 Lee
24 Leon
25 Levy
26 Liberty
27 Madison
28 Manatee
29 Marion
30 Monroe
31 Okaloosa
32 Pasco
33 Pinellas
34 Polk
35 Santa Rosa
36 Sarasota
37 Sumter
38 Suwannee
39 Taylor
40 Wakulla
41 Walton
42 Washington

Alabama

43 Baldwin
44 Clarke
45 Covington
46 Escambia
47 Geneva
48 Mobile
49 Monroe
50 Washington

Mississippi

51 Amite
52 George
53 Hancock
54 Harrison
55 Jackson
56 Lamar
57 Marion
58 Pearl River
59 Pike
60 Stone
61 Walthall
62 Wilkinson

Louisiana

63 Acadia
64 Ascension
65 Assumption
66 Avoyelles
67 Beauregard
68 Calcasieu
69 Cameron
70 East Baton Rouge
71 East Feliciana
72 Evangeline
73 Iberia
74 Iberville
75 Jefferson
76 Jefferson Davis
77 Lafayette
78 Lafourche
79 Livingston
80 Orleans
81 Plaquemines
82 Point Coupee
83 Rapides
84 Sabine
85 St. Bernard
86 St. Charles
87 St. Helena
88 St. James
89 St. John the Baptist
90 St. Landry
91 St. Martin
92 St. Mary
93 St. Tammany
94 Tangipahoa
95 Terrebonne
96 Vermilion
97 Vernon
98 Washington
99 West Baton Rouge
100 West Feliciana

Texas

101 Aransas
102 Austin
103 Bee
104 Brazoria
105 Brooks
106 Calhoun
107 Cameron
108 Chambers
109 Colorado
110 DeWitt
111 Duval
112 Fayette
113 Fort Bend
114 Galveston
115 Goliad
116 Harris
117 Hidalgo
118 Jackson
119 Jasper
120 Jefferson
121 Jim Hogg
122 Jim Wells
123 Kenedy
124 Kleberg
125 Lavaca
126 Liberty
127 Live Oak
128 Matagorda
129 Newton
130 Nueces
131 Orange
132 Refugio
133 San Patricio
134 Starr
135 Tyler
136 Victoria
137 Waller
138 Washington
139 Webb
140 Wharton
141 Wilacy

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This is page 49 of the above referenced document. It lists all the Gulf of Mexico coastal dounties and parishes in which teachers and students should be targeted.

How Coastal Watershed Counties are Determined?
To be included as a “coastal watershed county” one of the following criteria must be met: (1) at a minimum, 15% of the county’s total land area is located within a coastal watershed or (2) a portion of or an entire county accounts for at least 15% of a U.S. Geological Survey coastal cataloging unit. Coastal watersheds are determined using HUCs.

Hydrologic unit codes (HUC) - The United States is divided and sub-divided into successively smaller hydrologic units which are classified into four levels: regions, sub-regions, accounting units, and cataloging units. The hydrologic units are arranged or nested within each other, from the largest geographic area (regions) to the smallest geographic area (cataloging units). Each hydrologic unit is identified by a unique hydrologic unit code (HUC) consisting of two to eight digits based on the four levels of classification in the hydrologic unit system.

Application Package and How to Apply

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Application Elements

- Federal Forms: SF-424, SF-424A, SF-424B, CD-511, and SF-LLL (if applicable)
- Project Summary (1-page)
- Project Description (15-pages) including
  - Objectives
  - Methods (addressing the elements of the MWEE)
  - Timeline
  - Project evaluation plan and expected outcomes
- Literature Cited
- Letters of Support/Partnerships
- Budget and Budget Justification
- Resumes (2 pages maximum for each)
- Data Sharing
- NEPA questionnaire

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Each item listed here is described in more detail in the funding opportunity notice.

Evaluation

- Project evaluation:
  - 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
  - Up to 10% of the budget can be spent on the evaluation

- B-WET National Evaluation:
  - Collection of information from B-WET projects across the country to improve the B-WET program, document its value, and better tailor it to program audiences.
  - https://www.noaa.gov/office-education/bwet/grantee-resources/national-evaluation

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Project Evaluation

- Project evaluation may be quantitative and/or qualitative and may include, for example, evaluation tools, observation, or outside consultation.
- Science content and attitudinal evaluation is appropriate.

National B-WET Evaluation

- Primary purpose: to meet these program improvement goals, by providing B-WET with data to inform its grant funding strategies
- A secondary evaluation purpose is to provide B-WET with information to help meet program accountability needs, given B-WET must provide evidence of program benefits
- Evaluation is conducted via online surveys to grantees and teachers

Funding Request Levels

- MWEEs for Students, Teacher PD for MWEEs, and Exemplary Programs Implementation
  - Min request: $25,000
  - Max request: $100,000

Systematic MWEE
  - Min request: $25,000
  - Max request: $150,000

- NOAA does not operate in cents
- Ensure dollars are parallel across application documents
- Anticipate three to seven new awards

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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. Applications should not include cents. Round to the nearest dollar. Ensure numbers are parallel across application documents.

Budget tips

- Common Cost Categories include:
  - Personnel: Salary for staff **directly** involved in project. Provide # of hours or % of time.
  - Fringe benefits: Benefits for staff requested in Personnel category.
  - Travel: Mileage, busses, overnight accommodations, etc.
  - Equipment: item priced over $5000 per unit (not cumulative)
  - Supplies: All other "equipment" and supplies
  - Contractual: Any contracted services (Example: outside evaluator)
  - Indirect charges: "The cost of doing business" – phones, facilities, internet, etc. [You must have a Negotiated Indirect Cost Rate Agreement (NICRA) in place or use the 10% de minimis allowance]
- B-WET budget template: https://www.fisheries.noaa.gov/webdam/download/80873093

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Cost categories help think through actual costs. If you cannot break request down into this level of detail, you probably need to think more about the project!

Project Period

- Earliest possible project start date: August 1, 2020
- Project period: up to 24 months
- Projects should begin and end on first or last day of a month

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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.

Where/When to Apply

Submit online at Grant.gov

- Due 11:59 p.m. ET on November 29, 2019
- Look for confirmation emails

Submit by mail

- Must be received (not postmarked) by 11:59 p.m. ET on November 29, 2019
- Address is on last slide

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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. Use of Grants.gov requires an advance registration process that may take a few days or several weeks. Keep in mind that it may take Grants.gov up to two business days to validate or reject a submitted application.

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.

Finding Federal Grants

Grants.gov FFO #: NOAA-NMFS-SE-2020-2006202

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

Applying for Gulf of Mexico B-WET

- ✓ Dun & Bradstreet (DUNS) number
  - Need one (http://fedgov.dnb.com/webform)
- ✓ System for Award Management (SAM)
  - Requires registrations and annual renewal (www.sam.gov)
- ✓ Registration of organization in Grants.gov
  - Do this now! (www.grants.gov)

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Applicants are strongly encouraged not to wait until the application deadline date to begin the application process. Several items, per this slide, must be in place in order to apply. In addition, validation or rejection of your application by Grants.gov may take up to 2 business days after submission. Because first-time registration with Grants.gov can take up to three weeks or more, it is strongly recommended that this registration process be completed as soon as possible. If needed, call the Grants.gov Contact Center at 1-800-518-4726 for immediate assistance.

Evaluation Criteria

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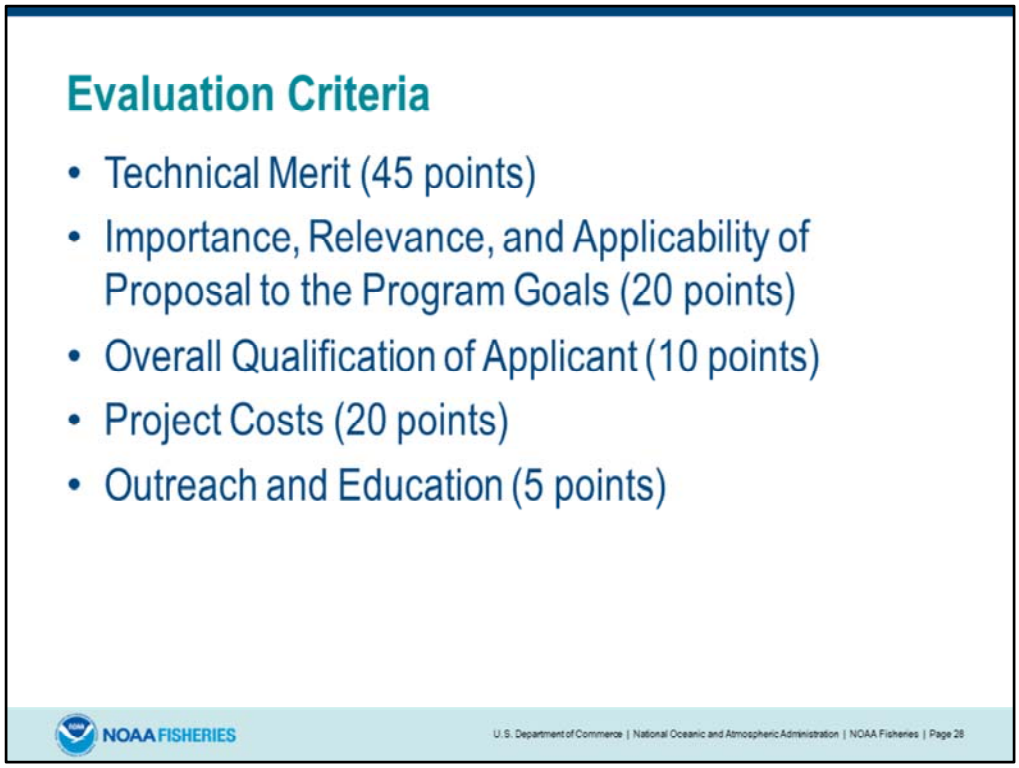

1. Technical Merit (45 points)

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 Gulf B-WET, this includes (among others) review of the methods against the elements of the MWEE.

2. 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.

3. 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.

4. Project Costs (20 points)

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

5. 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.

Review Timeline

NOAA FISHERIES

Review Timeline

1. Minimum requirements review (Dec 2-6, 2019)
   - ❑ Application received by deadline
   - ❑ Eligible applicant
   - ❑ Addresses one of the B-WET priority areas
   - ❑ Complete application
2. Technical review (Dec 6, 2019 – Jan 10, 2020)
3. Panel review (Jan – Feb 2020)
4. Notify applicants/negotiations (Spring 2020)
5. Awards finalized (Summer 2020)

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- 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 the federal funding opportunity announcement. From this, we will determine a preliminary rank order based on reviewers ratings.

- 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. An virtual panel review to evaluate the rankings and comments from the Technical Review and discuss the proposals as a group. During the panel meeting, reviewers can revise their scores and comments. Reviewers must individually submit final ranking to NOAA when the panel review concludes.

- 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.

- We can not move forward with finalizing grants until the final federal budget has passed and is made available to the program office.

Recenmt Key Changes

- Added "Systemic" priority
- Added Fisheries Special Interest Area
- Specified contact time with audiences including outdoor contact time
- Stewardship action project is now required

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- Please excuse the typo in the title
- These are new additions or recent foci for Gulf B-WET competition. All are detailed in the funding opportunity.

More Information and Questions

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- Funding Opportunity #: NOAA-NMFS-SE-2020-2006202
- Link to Funding Opportunity in Grants.gov: https://www.grants.gov/web/grants/view-opportunity.html?oppId=321074
- NOAA BWET: https://www.noaa.gov/office-education/bwet
- Gulf of Mexico B-WET: https://www.fisheries.noaa.gov/grant/noaa-gulf-mexico-bay-watershed-education-and-training-gulf-b-wet-program