

Great Lakes Bay Watershed Education and Training (B-WET) for Indigenous Communities

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NOTICE OF FUNDING OPPORTUNITY

EXECUTIVE SUMMARY

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

Funding Opportunity Title: Great Lakes Bay Watershed Education and Training (B-WET) for Indigenous Communities

Announcement Type: Initial

Funding Opportunity Number: NOAA-NOS-ONMS-2023-2007760

Federal Assistance Listings Number: 11.429, Marine Sanctuary Program

Dates: Electronic applications must be received by 11:59 p.m. Eastern Time on Wednesday, March 1, 2023 to be considered for funding.

Funding Opportunity Description: NOAA's Office of National Marine Sanctuaries is seeking proposals under the Great Lakes Bay Watershed Education and Training (B-WET) program (<https://sanctuaries.noaa.gov/bwet/greatlakes/>). This environmental education program supports locally relevant, authentic experiential learning in the K-12 environment. Funded projects provide Meaningful Watershed Educational Experiences (MWEEs) for students, related professional development for teachers, and help to support regional education and environmental priorities in the Great Lakes. The primary delivery is through competitive grants.

This Great Lakes B-WET region funding announcement focuses on MWEEs for K-12 students that incorporate Indigenous Traditional Ecological Knowledge and promote climate resilience. It is anticipated that approximately \$300,000 will be available to fund eligible applications. Total Federal amount that may be requested from NOAA should not exceed \$100,000. The minimum Federal amount to request from NOAA is \$50,000. Projects should be for a period between 12-24 months. No cost sharing is required under this program. For Great Lakes B-WET, applicants may be physically located in any U.S. state; however, projects must target students in the Great Lakes region. For the purposes of this solicitation, the Great Lakes region is defined as counties in the Great Lakes watershed in the states of Illinois, Indiana, Michigan, Minnesota, New York, Ohio, Pennsylvania, and Wisconsin. Applications for projects can come from any eligible applicant, however, involvement, coordination and support from an Indigenous organization or Tribal Government is required. To document the level of support and engagement from the Indigenous organization or government, official letters of collaboration from Indigenous entities are required with proposals.

This funding opportunity meets NOAA's Vision of healthy ecosystems (<http://www.noaa.gov/our-mission-and-vision>), helping to ensure that ocean, estuarine, and related ecosystems and the species that inhabit them are vibrant and sustainable in the face of challenges.

FULL ANNOUNCEMENT TEXT

I. Funding Opportunity Description

A. Program Objective

The NOAA Bay Watershed Education and Training (B-WET) program is an environmental education program that promotes locally relevant, authentic experiential learning focused on K–12 audiences. The primary delivery of B-WET is through competitive funding that promotes Meaningful Watershed Educational Experiences (MWEEs; defined below) for students, related professional development for teachers, and help to support regional education and environmental priorities in the Great Lakes.

B-WET was established in 2002 in the Chesapeake Bay watershed and currently exists in seven regions: California, Chesapeake Bay, Hawaii, Gulf of Mexico, New England, Pacific Northwest, and Great Lakes. The Great Lakes B-WET program supports grantee capacity building and connects grantees to local NOAA assets and relevant STEM (Science, Technology, Engineering, and Mathematics) expertise, while being responsive to local education and environmental priorities. For the purposes of this solicitation, the Great Lakes region is defined as counties in the Great Lakes watershed in the states of Illinois, Indiana, Michigan, Minnesota, New York, Ohio, Pennsylvania, and Wisconsin.

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, stimulating 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. Experiential learning techniques, such as those supported by the NOAA B-WET program, have been shown to increase interest in STEM, thus contributing to NOAA's obligations under the America Competes Act (33 USC 893a(a)).

1. Defining the Meaningful Watershed Educational Experience (MWEE)

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. In these experiences, the core ideas and practices of multiple disciplines are

applied to make sense of the relationships between the natural world and society. MWEEs help connect students with their local environment and equip them to make decisions and take actions that contribute to stronger, sustainable, and equitable communities.

The MWEE consists of four essential elements and four supporting practices that build upon each other to create a comprehensive, student-centered learning experience. Throughout the MWEE, teachers provide structure, support, and encouragement as students use their curiosity and creativity to investigate and take action to address a local environmental issue. To support teacher implementation of MWEEs, B-WET has also included six characteristics that are recommended to be included in teacher professional development activities.

MWEEs are appropriate for all grade levels with content and practices growing in complexity and sophistication across the grades — starting with teacher-guided investigations and progressing to student-led inquiry. Using the MWEE framework helps educators create an engaging program to achieve their learning objectives (i.e., the knowledge, skills, and attitudes that students should be able to exhibit following instruction). Learning objectives should address academic standards, but might also include other objectives, such as teamwork, social-emotional learning, civic responsibility, and Traditional Ecological Knowledge.

a. MWEE Essential Elements

The MWEE consists of four essential elements that describe “what students do:” Issue Definition, Outdoor Field Experiences, Synthesis and Conclusions, and Environmental Action Projects. These elements, together with the supporting practices, create a learner-centered framework that emphasizes the role of the student in actively constructing meaning from the learning experiences. The essential elements are not meant to be linear. In fact, some elements, such as Synthesis and Conclusions, occur repeatedly throughout the MWEE.

i. Issue Definition

During Issue Definition, students learn about an environmental issue by planning and conducting background research and investigations. An environmental issue is an environmental problem, often with observable phenomena, to which community members bring a variety of perspectives. To provide structure for their exploration of the issue, students focus on a driving question that is defined by the teacher. This question is the “big picture” question that sparks curiosity and organizes student inquiry and investigations, which ultimately informs environmental actions. It should be open-ended, relevant to

students' lived experiences, and meet learning objectives. To support youth voice and deepen the learning, students are actively involved in co-developing supporting questions with teachers to better understand the driving question and environmental issue.

To explore the driving and supporting questions, students gather information by making observations, finding and reading credible sources, talking to experts, and carrying out field investigations. Students also consider environmental policies and community practices and reflect on personal and societal values and perspectives to develop a comprehensive picture of the root causes of the environmental issue.

ii. Outdoor Field Experiences

Students participate in multiple Outdoor Field Experiences to explore the driving question and strengthen their connection to the natural world. Within appropriate safety guidelines, students are actively involved in planning and conducting the field investigations, including developing supporting questions to explore the driving question in the field. Field experiences allow students to interact with their local environment and contribute to learning in ways that traditional classroom or laboratory settings may not. During field experiences, students can use their senses, scientific equipment, and technology to make observations, collect data or measurements, and conduct experiments necessary to answer their supporting questions and inform environmental action. Students who have opportunities to learn in, thrive in, and appreciate the outdoors can become informed and engaged champions for our natural resources.

Outdoor Field Experiences can take place on school grounds or at locations close to schools, such as streams or local parks. They can also take place at off-site locations such as tribally important/significant areas, state or national parks, wildlife refuges, marine protected areas, or nature centers. A range of partners, including tribal knowledge holders or elders, environmental educators, natural resource professionals, or trained volunteers, can help facilitate field experiences; however, they should be co-developed and co-taught with teachers so that field experiences support learning objectives. Teachers and partners should ensure safe and accessible outdoor learning environment for all participants, including students with a range of physical, cognitive, emotional, and social abilities. They should also prepare students by providing information and discussing what students can expect to see, feel, or experience during their time outdoors to ensure students feel safe and comfortable during their field experiences.

iii. Synthesis and Conclusions

During Synthesis and Conclusions, students reflect on each experience and investigation in relation to the issue, and share their claims and conclusions with each other. Teachers should

plan for this to occur regularly throughout the MWEE. This learning and frequent reflection provide the foundation for the development of claims and environmental action that address the driving question and connect to the environmental issue. Throughout this process, students should demonstrate understanding of their investigations and conclusions with their peers or the school community. This could involve multiple disciplines and a variety of formats including discussion, journaling, presentations, graphing, performing skits or songs, or creating art.

iv. 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. Teachers facilitate this process by forming groups, moderating, and answering questions. Students reflect on the value of the action and determine the extent to which it successfully addressed the issue.

This essential element allows students to understand that they personally have the power to bring about change by taking action to address environmental issues at the personal, community, or societal level. Taking action instills confidence in students and can contribute to students becoming environmental stewards in their communities.

b. MWEE Supporting Practices and Professional Development Characteristics

The MWEE consists of four essential elements and four supporting practices that build upon each other to create a comprehensive, student-centered learning experience. Throughout the MWEE, teachers provide structure, support, and encouragement as students use their curiosity and creativity to investigate and take action to address a local environmental issue. To support teacher implementation of MWEEs, B-WET has also included six characteristics that are recommended to be included in teacher professional development activities. Further information about Supporting Practices and Professional Development Characteristics can be found at <https://www.noaa.gov/sites/default/files/2022-09/NOAA-MWEE-definition-2022-08.pdf>.

B. Program Priorities

All B-WET projects under this funding announcement should support the direct implementation of the MWEE and follow the MWEE definition guidance to be successful.

1. In addition, a proposal must address the following priority: Meaningful Watershed

Educational Experiences (MWEEs) for K-12 students that incorporate Indigenous Traditional Ecological Knowledge and promote climate resilience.

Supported student activities under this priority area should incorporate Indigenous Traditional Ecological Knowledge and climate resilience activities as it relates to the Tribal community(ies) and local watershed, and address all aspects of the MWEE as defined in Section I.A.1.a.

The White House Office of Science and Technology Policy and the White House Council on Environmental Quality issued a memorandum to recognize Indigenous Traditional Ecological Knowledge – also known as Indigenous Knowledge and Traditional Ecological Knowledge – as one of the many important bodies of knowledge that contributes to the scientific, technical, social, and economic advancements of the United States and to our collective understanding of the natural world in decision-making. [Executive Office of the President Memorandum for the Heads of Departments and Agencies, Indigenous Traditional Ecological Knowledge and Federal Decision Making (Nov. 2021)

<https://www.whitehouse.gov/ostp/ostps-teams/climate-and-environment/indigenous-knowledge/>]

As defined in the above-mentioned memorandum, Indigenous Traditional Ecological Knowledge (ITEK) is “a body of observations, oral and written knowledge, practices, and beliefs that promote environmental sustainability and the responsible stewardship of natural resources through relationships between humans and environmental systems. It is applied to phenomena across biological, physical, cultural and spiritual systems. ITEK has evolved over millennia, continues to evolve, and includes insights based on evidence acquired through direct contact with the environment and long-term experiences, as well as extensive observations, lessons, and skills passed from generation to generation.” ITEK is owned by Indigenous people—including, but not limited to, Tribal Nations, Native Americans, Alaska Natives, and Native Hawaiians. [U.S. Fish & Wildlife Service, Traditional Ecological Knowledge Fact Sheet (Feb. 2011) <https://www.fws.gov/nativeamerican/pdf/tek-fact-sheet.pdf>; Inuit Circumpolar Council, Indigenous Knowledge (2022) <https://www.inuitcircumpolar.com/icc-activities/environment-sustainable-development/indigenous-knowledge/>]

Further guidance in understanding ITEK in the context of the Great Lakes basin, including adaptation to climate change impacts, can be found in the Guidance Document on Traditional Ecological Knowledge Pursuant to the Great Lakes Water Quality Agreement, including the Tribal Climate Adaptation Menu. [(Feb. 2021) https://www.bia.gov/sites/default/files/dup/assets/bia/wstreg/Guidance_Document_on_TEK_Pursuant_to_the_Great_Lakes_Water_Quality_Agreement.pdf;

<https://glifwc.org/ClimateChange/TribalAdaptationMenuV1.pdf>]

Proposals should include a plan of action to show how students will participate in all MWEE elements as defined in Section I.A.1.a. Student MWEEs should be organized around a driving question that has students focus on a locally relevant environmental issue or phenomenon affecting the Tribal community(ies), local watershed, and the Great Lakes ecosystem. Proposals should include a general overview of activities, and applicants should clearly understand and convey the primary learning objectives. Applications for projects can come from any eligible applicant, however, involvement, coordination and support from an Indigenous organization or Tribal Government is required. To document the level of support and engagement from the Indigenous organization or government, official letters of collaboration from Indigenous entities are required with proposals.

2. Additional Considerations to Support Program Priorities

Applicants with primarily outside-of-school projects should adapt components of the MWEE model for implementation in outside-of-school hours. Activities should emphasize using the environment as a core element of STEM skills, engage students and staff in hands-on environmental education opportunities that take place both outdoors and indoors, provide opportunities for students to interact with Tribal Knowledge Holders/elders, and other subject matter experts, and promote student interest in STEM careers. Outside-of-school projects should emphasize project-based learning, maximize youth voice and empowerment, and include opportunities for student reflection and meaning-making.

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 \$300,000 will be available in FY 2023 to fund

eligible applications. NOAA anticipates making approximately three to six new awards, subject to the availability of appropriations. For each proposal the total Federal amount that may be requested from NOAA should not exceed \$100,000. The minimum Federal amount to request from NOAA is \$50,000. Awards will be made with one allotment of funding that can be accessed over the entire award period (up to two years).

Proposals not funded in the current fiscal period may be considered for funding in another fiscal period without NOAA repeating the competitive process outlined in this announcement.

B. Project/Award Period

The project start date should not begin before August 1, 2023. Awards made will be single-year awards (one allotment of funding) with an award period of up to 2 years. 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. Additional forms of substantial involvement that may arise are described in Chapter 5.C of the Department of Commerce (DoC) Grants and Cooperative Agreements Manual, which is currently available at: <https://www.commerce.gov/sites/default/files/2021-04/Department%20of%20Commerce%20Grants%20%20Cooperative%20Agreements%20Manual%20%2820%20April%202021%29.pdf>. 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. Additional guidance on sub-recipient partners can be found at <https://www.ecfr.gov/current/title-2/section-200.331>. 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 students and teachers located in counties in the Great Lakes watershed in the states of Illinois, Indiana, Michigan, Minnesota, New York, Ohio, Pennsylvania, and Wisconsin.

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

Applicants should apply online through Grants.gov. If it is not feasible to apply online through Grants.gov, application packages may be requested from: Sarah Waters, Great Lakes B-WET Program Manager, NOAA Thunder Bay National Marine Sanctuary Office, 500 W. Fletcher St., Alpena, MI 49707, (989) 312-3520, sarah.a.waters@noaa.gov.

The NOAA Great Lakes B-WET Coordinator will be available to answer questions Monday through Friday, 9 am – 5:00 pm ET excluding federal holidays.

B. Content and Form of Application

Applications should follow the content and format described below.

a. Format Requirements

All pages should be single-spaced and should be composed in at least 12 point font with one-inch margins on 8 1/2 x 11 inch paper. The project description should not exceed 12 pages. Additional attachments may include: project summary, budget information, resumes, letters of commitment, National Environmental Policy Act (NEPA) questionnaire if applicable, and federal standard forms. All documents submitted as electronic application elements should be combined into PDF (rather than MS Word, Excel, MOV, or other file types).

Full applications, which are submitted through the www.Grants.gov website, should include a maximum of four files (PDF files only) in addition to the federal standard forms.

b. Content Requirements

1. Federal Forms:

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

1.1. Application for Federal Assistance: SF-424

1.2. Budget Information - Non-Construction Programs: SF-424A

1.3. Assurances - Non-Construction Programs: SF-424B (The SF-424B is required for all applicants that have not updated their System for Award Management (SAM.gov) entity registration since February 2, 2019 to include the Federal financial assistance certifications and representations (certs and reps). If an applicant has updated their SAM.gov entity registration since February 2, 2019 to include the certifications and representations, then the SF-424B is not required.)

1.4. Certifications Regarding Lobbying: CD-511

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

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

2. Project Summary (1-page limit): The project summary accurately describes the project being proposed. 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); project title; project duration (12 to 24 month project period starting on the first of the month and ending on the last day of the month); project objectives; total federal funding requested (whole dollars only); cost-sharing to be provided from non-federal sources if any (match is not required for this funding opportunity and will not affect scoring); succinct description of work to be performed during the project period; and audience description (describe the demographics of your audience including location(s)).

3. Project Description (12-page limit): The project description should describe and justify the project being proposed and address each of the evaluation criteria as described below in Section V.A.

3.1. Goals, Objectives, and Need: The project description should include the goals,

objectives, and purpose of the project. Include information about the need of the target audience and schools to be reached. Include information about how the project contributes to greater understanding and stewardship of the Great Lakes ecosystem.

3.2. Target Audience and Contact Time: The project description should provide a discussion of the target audience(s) that will be served. Specifically, project descriptions should include a precise location of the project area(s) to be served and the number of students and/or teachers 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 show total anticipated contact time with project participants and indicate how much of this time will be spent doing hands-on inquiry or engaging in action projects outdoors.

3.3. Methods: Project descriptions should include a timeline of expected deliverables, outcomes, and milestones and should describe how the planned activities will address the project goals and objectives. Objectives should be simple and understandable; as specific and quantitative as possible.

3.4. Proposed activities: Provide a clear statement of the work to be undertaken. Demonstrate how your project meets the criteria defined in the Program Priorities. Include details about MWEE activities (Issue Investigation, Outdoor Field Experiences, Synthesis and Conclusions, and Environmental Action Projects). Describe how you will incorporate climate science and resilience activities into your programming. Describe how you will prioritize student safety during MWEE activities, demonstrating that participants will be provided a safe learning environment (mentor/student ratio, supervision, etc.). Provide information that outlines how you will recruit participants and identify incentives to be used, as applicable.

3.5. Project Partners. Describe the project partners' roles and the coordination among project partners; Describe how partnerships have been formed to engage schools, community's residents and/or organizations. Note: letters of commitment articulating project partners' roles should be submitted as a separate section of the application, not included in the 12-page limit to the Project Description.

3.6. Outreach and Sharing: The project description should include external sharing and communication, including a mechanism that encourages target audiences to share their experiences with peers and with the environmental education community while honoring Indigenous Traditional Ecological Knowledge ownership. Projects should also exempt any culturally sensitive program elements from outreach and sharing.

3.7. Evaluation: Project-level evaluations should identify and document the results or benefits to be derived from the proposed activities via a description of the project-level evaluation. Up to 10% of the budget can be spent on the evaluation component of your proposal. 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 toward 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.

4. Appendices (not included in the Project description 12-page count)

4.1. Literature Cited: If references are cited, applications should include a literature cited list.

4.2. Letters of Support and Partnership: Letters of support from each partner that is making a significant contribution to the project should be included with the application, including the required letter of support from an Indigenous entity (if the applicant is not one of these entities).

4.3 Technical Experience, Qualifications, and Resumes: Applicants should 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. Also include a paragraph describing qualifications of each of the key personnel and partner conducting the project, including justification for how the project team members possess the expertise needed to carry out the project. Technical experience, qualifications, and resumes do not count against the 12-page Project Description page limit.

4.4. Data Sharing: Please see section VI.B.g. for information on the data sharing section of the application. If environmental data collected/generated as part of the project are primarily for education and are not intended to be shared with scientists outside of the educational program, this element of the application should consist of a paragraph (under the heading Data management Plan) describing the intended use of the data that an exemption from data sharing is requested. The data sharing plan does not count against the 12-page Project Description page limit.

4.5 NEPA: NOAA must analyze the potential environmental impacts, as required by the

National Environmental Policy Act (NEPA), for applicant projects or proposals 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://drive.google.com/file/d/1WVoZ-HPMIbu8Web6ITxAJImG2tepoTEb/view?usp=sharing>) and include it as an appendix to your application. Please see section VI.B.e. for information in the NEPA section of the application. The NEPA responses do not count against the 12-page Project Description page limit.

5. Budget and Budget Justification: In addition to the SF-424A Budget Information form, applicants should include a detailed budget justification, or budget narrative. Please list the requested amounts in whole dollars. As part of their budget justification, applicants are encouraged to also use a B-WET budget template found at https://media.fisheries.noaa.gov/dam-migration/budgettemplate_91418.zip. All budget information submitted with the application should mirror the dollar amounts on required SF-424 and SF-424A forms. The budget documentation does not count against the 15-page Project Description page limit.

The budget justification should explain the need for all budget items in sufficient detail to enable the reviewers to evaluate the appropriateness of the funding requested in relation to the project description. To ensure equitable participation by community members, applicants are encouraged to include participant support costs (e.g., direct financial compensation covering travel expenses and meals, providing lodging).

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 2C.F.R.200.1 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 does not have a current indirect cost rate with any Federal agency, the recipient may request to use the de minimus rate described at 2C.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,

11/DOC%20Standard%20Terms%20and%20Conditions%20-%202012%20November%202020%20PDF_0.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: Lamar Revis, Grants Officer, NOAA Grants Management Division 1325 East West Highway, 9th Floor Silver Spring, MD 20910.

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 note, 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/>.

Each applicant (unless the applicant has an exception approved by the federal awarding agency under 2 C.F.R. §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 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

Electronic applications must be received by 11:59 p.m. Eastern Time on March 1, 2023 to be considered for funding. 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.

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 use of Grants.gov is otherwise not feasible, hard copy applications will be accepted (see section IV.G. for more information about what constitutes a Grants.gov technical issue). Hard copies may be submitted by postal mail or commercial delivery service. Mail hard copy applications to Sarah Waters, NOAA Thunder Bay National Marine Sanctuary Office, 500 W. Fletcher St., Alpena, MI 49707. Hard copy applications must be received (not postmarked) by 11:59 p.m. Eastern Time on March 1, 2023. 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. Applicants should provide notification to Sarah Waters ahead of the hard copy submission at sarah.a.waters@noaa.gov or 989-312-3520, and provide a printout of the error message/case number from Grants.gov. Hard copy applications received by Thunder Bay National Marine Sanctuary 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

a. 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 does not have a current 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.

b. Construction: B-WET cannot fund projects with the primary purpose of construction. This includes construction of new buildings, completion of shell space in existing buildings, renovation or rehabilitation of existing buildings, and construction or development of real property infrastructure improvements (e.g., site preparation, utilities, streets, curbs, sidewalks, parking lots, other streetscaping improvements, etc.). Alteration activities in support of an education project, such as the renovation of an educational exhibit or installation of a schoolyard garden space, would likely not be considered construction.

c. Allowable Costs: 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

Applicants are strongly encouraged not to wait until the application deadline date to begin the application process through Grants.gov. 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. Also, even if an applicant has registered with Grants.gov previously, the applicant's password may have expired or their registration may need to be renewed prior to submitting to Grants.gov. 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 Grant.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 print any error message received; and call the Grants.gov Contact Center at 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: complete the required registration, ensure that

a registered Authorized Organization Representative submits the application, or receive an email message from Grants.gov are not considered Grants.gov technical problems. A Grants.gov technical problem occurs 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.

V. Application Review Information

A. Evaluation Criteria

Evaluation Criteria for the Priority: Meaningful Watershed Educational Experiences (MWEEs) for K-12 students that incorporate Indigenous Traditional Ecological Knowledge and promote climate resilience.

1. Importance and/or relevance and applicability of proposal to the program goals (30 points)

This criterion ascertains whether there is intrinsic value in the proposed work and/or relevance to NOAA, federal, regional, state, Tribal, or local activities. The projects importance and/ or relevance and applicability of the proposal to the program goals will be scored using the following measures:

Does the project make a direct connection to the watershed, Great Lakes ecosystem through locally relevant science and stewardship activities? Does the applicant demonstrate a need for the project? Does the applicant include the appropriate partners to ensure that the deliverables of the grant can be executed? Does this list of partners represent the full set of voices for this work to be successful and sustainable? Does the experience use the local environment and community as a context for learning and focus around a watershed issue or phenomenon pertaining to Great Lakes region that is rooted in the unique culture, history, environment, economy, literature, and art of a students' school, neighborhood, town, or community?

2. Technical merit (40 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. Technical merit will be scored using the following measures:

Indigenous Traditional Ecological Knowledge: Does the proposal demonstrate involvement, coordination, and support from an Indigenous organization or government to incorporate

Indigenous Traditional Ecological Knowledge into the MWEE? To document the level of support and engagement from the Indigenous organization or government, does the application include an official letter of collaboration from an Indigenous entity?

Climate Science and Resilience Activities: Does the applicant demonstrate how they will incorporate age-appropriate climate science and resilience activities into programming? Does the applicant reference how TEK guides this programming (ex. referencing the Tribal Climate Adaptation Menu at <https://glifwc.org/ClimateChange/TribalAdaptationMenuV1.pdf>)

Objectives and Methods: How well does the applicant demonstrate that the objectives can be achieved within the proposed project period? Does the applicant define the audience(s) that will be reached? Does the project include MWEE implementation where the targeted audiences will participate in all MWEE elements and supporting practices as appropriate? Does the project include student-led, age-appropriate environmental action activities that directly address the defined issue or phenomenon that the students are investigating? Does the proposed project address steps that will be taken to ensure a safe environment for the youth participants? Does the applicant provide an effective project-level evaluation plan to determine the project's effectiveness, document successes towards meeting the objectives, and inform decisions about future programming?

3. Overall qualifications of applicants (15 points)

This criterion ascertains whether the applicant possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project. Overall qualifications of applicants will be scored using the following measures:

Experience: Does the applicant show the capability and experience to successfully complete the proposed project? Does the applicant demonstrate an understanding of the target audience? Does the applicant document collaborations with partners, including describing the roles and responsibilities of proposed partners? Are there letters of commitment from partners?

4. Project costs (10 points)

This criterion evaluates the budget to determine if it is realistic and commensurate with the project needs and time frame. Project costs will be scored using the following measures, which are weighted holistically:

Does the applicant adequately justify the proposed budget request and is the budget request reasonable for the number of students, teachers, and/or participants being reached and represent a good return on investment?

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. Outreach and education will be scored using the following measures, which are weighted holistically:

Outreach and peer-to-peer sharing: Does the target audience share their findings, experiences, or results to their peers or their community, while honoring Indigenous Traditional Ecological Knowledge ownership.

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.); include SF 424 authenticated by an authorized representative; were submitted by an eligible applicant (see III.A.); address the priorities (see I.B.); 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.

a. 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 three reviewers. Reviewers provide comments (which are shared with applicants after the competition has concluded) and assign scores to the applications based on the evaluation criteria in Section V.A. of this federal funding opportunity. If one or more non-Federal reviewer is used, no consensus advice will be given.

The Program Officer will establish a preliminary rank order based on the individual reviewers' ratings. This preliminary rank order will be used in the subsequent panel meeting

where final funding recommendations are made.

b. 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 one or more 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 recommendation 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 among 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. 200.206. 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. 200.208. 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 Great Lakes 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:

- a. Availability of funding;
- b. Balance/distribution of funds:
 1. geographically
 2. by type of institutions
 3. by type of partners
 4. by research areas
 5. by project types
- c. Duplication of other projects funded or considered for funding by NOAA/federal agencies;
- d. Program priorities and policy factors as set out in Section I.A. and I.B., and I.C.;
- e. Applicant's prior award performance;
- f. Partnerships with/Participation of targeted groups;
- g. 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, 2023.

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

a. 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>.

b. Uniform Administrative Requirements, Cost Principles, and Audit Requirements at 2 C.F.R. 200 (https://www.ecfr.gov/cgi-bin/textidx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl), implemented by the Department of Commerce at 2 C.F.R. § 1327.101, apply to awards in this program.

c. The Department of Commerce Financial Assistance Standard Terms and Conditions will apply to awards in this program. See https://www.commerce.gov/sites/default/files/2020-11/DOC%20Standard%20Terms%20and%20Conditions%20-%202012%20November%202020%20PDF_0.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.

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

e. 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 <https://www.noaa.gov/organization/administration/nao-216-6a> 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 and include it as an appendix to your application. The NOAA NEPA Questionnaire can be found at the following link: <https://www.noaa.gov/sites/default/files/2021-11/NOAA-Grants-Questionnaire-final.pdf>.

f. 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 for the 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.

g. Data Management Plan

1. Proposals submitted in response to this announcement must include a Data Management Plan of up to two pages, unless the data are primarily for education and an exemption from data sharing is requested (see section IV.B.b.4.4). 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 salinity of water with a refractometer, 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 Grant Manager listed below, 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/>, recipient-established data hosting capability (describe in proposal).

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: Sarah Waters, NOAA Great Lakes B-WET Coordinator, NOAA Thunder Bay National Marine Sanctuary, sarah.a.waters@noaa.gov.

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. 200.328-.330 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:

a. Financial Reports - Information about federal financial reports is available at: <https://www.corporateservices.noaa.gov/grantsonline/Documents/Grantees/Manuals/Federal>

FinancialReports.pdf

b. Performance/Progress Reports - Suggested content and guidance related to B-WET performance/progress reports can be found under “progress reports” here:
<https://www.noaa.gov/office-education/bwet/resources/grantee-resources>.

c. 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 \$30,000 and over.

VII. Agency Contacts

For questions regarding Great Lakes B-WET program or the application process, you may contact: Sarah Waters, NOAA Great Lakes B-WET Program Manager, sarah.a.waters@noaa.gov, 989-312-3520, or view <https://sanctuaries.noaa.gov/bwet/greatlakes/>.

VIII. Other Information

References:

Executive Office of the President Memorandum for the Heads of Departments and Agencies, Indigenous Traditional Ecological Knowledge and Federal Decision Making. (Nov. 2021)
<https://www.whitehouse.gov/ostp/ostps-teams/climate-and-environment/indigenous-knowledge/>

Guidance Document on Traditional Ecological Knowledge Pursuant to the Great Lakes Water Quality Agreement. (Feb. 2021)
https://www.bia.gov/sites/default/files/dup/assets/bia/wstreg/Guidance_Document_on_TEK_Pursuant_to_the_Great_Lakes_Water_Quality_Agreement.pdf

Inuit Circumpolar Council, Indigenous Knowledge. (2022)
<https://www.inuitcircumpolar.com/icc-activities/environment-sustainable-development/indigenous-knowledge/>

Tribal Climate Adaptation Menu. (Feb. 2021)

<https://glifwc.org/ClimateChange/TribalAdaptationMenuV1.pdf>

U.S. Fish & Wildlife Service, Traditional Ecological Knowledge Fact Sheet. (Feb. 2011)

<https://www.fws.gov/nativeamerican/pdf/tek-fact-sheet.pdf>