

Welcome to the Great Lakes B-WET Funding Opportunity Overview! The webinar will begin at 2:00 pm.

If you have technical difficulties, text Ellie Simon at 734-787-0184.

> To use your telephone instead of computer audio: +1 (415) 655-0060 Access code: 360-875-211

> > Audio pin shown after joining webinar.





Great Lakes B-WET 2021 Notice of Federal Funding Overview

Sarah Waters Great Lakes B-WET Program Coordinator

and

Ellen Brody Great Lakes B-WET Program

and

Ellie Simon Great Lakes B-WET Program Specialist



Welcome, and thank you for attending this informational webinar on Great Lakes B-WET 2021 Notice of Federal Funding Overview. My name is Sarah Waters. One of my roles as Education and Outreach Coordinator for NOAA's Thunder Bay National Marine Sanctuary is coordinating the Great Lakes B-WET program.

I work with Regional Coordinator for the Office of National Marine Sanctuaries, Ellen Brody, and B-WET Program Specialist Ellie Simon to manage Great Lakes B-WET grants.

This presentation will last approximately one hour, including time at the end for Q & A. Please use the webinar control panel question box to ask questions during the presentation, and we will be available following the presentation for questions. I, will be available by phone or email throughout the application period, to answer any questions or concerns you may have about this funding opportunity. My contact information is in the question box and I'll also

post it at the end of the presentation in a slide.

All information included in this webinar about the funding opportunity

can also be found in the Notice of Federal Funding Opportunity announcement, and information regarding the resources can be found on NOAA websites.

This slide presentation will be posted on Great Lakes B-WET website and a recording is available upon request.

Presentation Overview

- What is B-WET
- Definition of MWEE
- NOAA Resources
- 2021 Program Priorities
- Application Package
- Evaluation Criteria
- Review Process
- Questions

https://sanctuaries.noaa.gov/bwet/greatlakes/







NOAA B-WET

Bay Watershed Education and Training (B-WET) Program promotes locally relevant, experiential learning

- California
- Chesapeake Bay
- Great Lakes
- Gulf of Mexico
- Hawaii
- New England
- Pacific Northwest



Great Lakes regional B-WET grants are funded by the Great Lakes Restoration Initiative (EPA)

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, New England, and Pacific Northwest.

For the purposes of this federal grant opportunity, the Great Lakes region is defined as Illinois, Indiana, New York, Ohio, Pennsylvania, Michigan, Minnesota, and Wisconsin

In this region, the EPA provides the funding through the Great Lakes Restoration initiative for Great Lakes B-WET grants.



The primary delivery of B-WET is through competitive grants that promote Meaningful Watershed Educational Experiences (or "MWEEs" for short).

Eligible applicants for the Great Lakes B-WET grant are K-12 schools and school systems, institutions of higher education, community based and nonprofit organizations, state or local government agencies, interstate agencies, and Indian tribal governments.

For-profit and federal government agencies are not eligible for this grant, but they can act as project partners to the grant.

The total Federal amount that may be requested from NOAA for the 2021 Great Lakes B-WET grant should not exceed \$80,000. The minimum Federal amount to request from NOAA is \$30,000



Applicants and recipients are required to 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.

(See Section IV. C. Unique Entity Identifier and System for Award Management (SAM) p. 21)



Applicants and recipients are required to 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. You can sign up for one at www.sam.gov

Registration may take some time, so if you haven't already registered, please be sure to do so as soon as possible. If you believe that you already have a SAM account, it's also a good time to check that it is still active and that the contact person is still appropriate for your organization.



Electronic applications must be received by 11:59 p.m. Eastern Time on August 21, 2020 to be considered for funding. Applications are strongly encouraged to apply online through:

www.Grants.gov

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.

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If Grants.gov has technical issues that prohibit submission or is otherwise impractical, hard copy applications will be accepted. Hard copies may be submitted to Sarah Waters at the address listed in the notice of funding opportunity by postal mail, by commercial delivery service, or hand-delivery by August 21, 2020. Hard copy applications arriving after the deadline 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. Please note: applications must be delivered, not post-marked, by the date.



NOAA's Office of Education B-WET national program adopted this definition of the MWEE in order to assist grantees in developing effective projects.

MWEEs for students should be learner centered -

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. Projects should aim to include at least 4 hours of student activity time spent outdoors.

3. ACTION PROJECTS: Students should participate in age appropriate projects during which they take action to address the environmental issues. These may be personal or community level actions. Examples might include, but are not limited to:

- a) watershed restoration or protection (creating a schoolyard habitat, planting trees, removing invasive species, community cleanup, storm-water management)
- b) b) Everyday choices (refuse/reduce /reuse /recycle, composting, energy or water conservation)

- c) Community engagement (presentations, social media, event organizing, messaging at community events, mentoring, Public Service Announcements, flyers or posters)
- d) Civic Action (town meetings, letter writing, meeting with public officials, agencies, or ngo's to learn about policy, management, and other aspects of watershed monitoring or habitat restoration)

4. 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 & 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 also 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.

 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. Includes NOAA assets, including NOAA data, personnel, facilities, curriculum and / or resources.



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

1. 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.

2. 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.

3. 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. B-WET program recommends that professional development include at least 30 hours of professional development time, of which at least 10 hours should be spent outdoors.

4. Programs should provide ongoing teacher support and incentives. Ongoing support can be meetings, web-based forums for communication and feedback, mentor teachers, or teams of teachers. Continuing education credits and stipends can be used to encourage participation in ongoing professional

development opportunities.

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



Where appropriate, professional development should include tools for teachers to implement MWEEs on their school grounds as an alternative to offsite field experiences. Some of our national B-WET partners, the Chesapeake Bay Program, developed a resource to support MWEEs, called the School Grounds for Learning resources available at:

http://baybackpack.com/schoolyard_projects/about.

It was developed for Chesapeake Bay, but can be applied to MWEEs in any region. It has resources, including a guide and toolbox, for developing, promoting and funding your MWEE project.



Here are some examples of NOAA resources that are available to support your projects –



More NOAA resources for your projects.

Please keep in mind that NOAA personnel may also be available, but be sure to contact them early in the planning process and consider having them involved in activities that will generate the greatest impact, like teacher workshops, student summits, or activity development. If you do plan to invite NOAA staff to partner, we want to emphasize the importance of reaching out early on in the application process. We suggest up to a month ahead to request support in order to give them time to confirm and provide an appropriate commitment if they are available.



The 2021 Great Lakes B-WET Program Priority is for combining teacher professional development with long-term classroom-integrated Meaningful Watershed Educational Experiences (MWEEs) for students.

We want to point out here, especially for those of you who have submitted applications in the past, that we have changed the program priority from previous years, proposal should include both Student MWEEs and Professional Development for MWEEs.



Further, these combined MWEEs should demonstrate a connection to the Great Lakes environment through the watershed system.

The idea is that students understand how their local actions can affect the Great Lakes basin environment through the watershed system.

And as the Great Lakes regional B-WET grants are funded by the Great Lakes Restoration Initiative, proposals should address the current Great Lakes Restoration Initiative Action plan objective to educate the next generation about the Great Lakes ecosystems.



2021 Program Priorities, continued

- 1. Show prior experience in working in the Great Lakes region and/or regional issues
- 2. Demonstrate (multiple) partnerships, especially with local organizations in the Great Lakes region

...and universal elements for all proposals:

- 1. Involve external sharing and communication
- 2. Be aligned to state and / or local learning standards
- 3. Be aligned to the NOAA Education Plan:
- 4. Be aligned to environmental literacy principles, as appropriate: "Great Lakes Literacy Principles"

, "Climate Literacy: The Essential Principles of Climate Science" https://www.climate.gov/teaching/essential-principlesclimate-literacy/essential-principles-climate-literacy

Additional priority areas.



NOAA Great Lakes B-WET understands that placebased, outdoor, environmental education may be different moving forward than before the COVID-19 pandemic. We encourage applicants to address in your proposal any adaptations that may need to be made.





Applicants should clearly show total anticipated contact time with project participants, and indicate how much of this time will be spent outdoors.



Based on national evaluation results, B-WET projects should include at least 30 hours of professional development, of which at least 10 hours should be spent outdoors. This includes any of the following types of B-WET professional development: workshops, college-level courses, individual teacher coaching and support (e.g., curriculum planning, shared teaching, demonstrations and/or other forms of in-school or infield support), and/or online support (e.g., courses, webinars, discussion forums). And aim to include at least 4 hours of student activity time spent outdoors.



All form templates are available on Grants.gov



All documents submitted as electronic application elements should be in PDF form; 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 application forms:

The application package will consist of:

1. Project Summary (1-page limit) - A person unfamiliar with your project should be able to read the summary and grasp your plan.

The one page project summary should include:

- Organization title
- Principal Investigator(s) (PI)
- Address, telephone number, and email address of applicant and PI(s)
- Partner(s)
- Project title
- Project duration

- Description of work to be performed during the entire project period including audience description information (i.e. demographics and school districts, grade levels, number of teachers/students to be reached) and delivery method to be used (e.g. workshops, field experiences, interactive programs)

-Total Federal funds requested

-Total project cost

-Cost per student and teacher

2. Project Description (15 page limit) - The project description should describe and justify the project being proposed and address each of the evaluation criteria as described in the Notice of Federal Funding.

It should include:

- Accomplishments to date (this applies only to those applicants that have received BWET funding in prior years)

- Need
- Target Audience
- Area(s) served
- Objectives (including methods, timelines, and expected outcomes)
- Proposed activities
- Project partners (including how they will be involved)
- NOAA Assets
- Plan of action that outlines how you will recruit your target audience
- Evaluation (Project evaluation and National evaluation)

Budget and Budget Justification (***please be sure to round to the nearest dollar!***) Please note, there is no required match for this grant.
There is a blank template available for download on our Great Lakes B-WET website, under the sidebar menu titled: "Applying for a Great Lakes B-WET Grant"

4. Supplemental information including:

- Resumes
- Logic Model

- Letters of commitment / partnerships (Letters of commitment from each partner that is making a significant contribution to the project should be included with the application package. Wherever reasonable, proposals should include partnerships with school divisions and/or the state department of education (if the applicant is not one of these entities). Projects are also encouraged to collaborate with NOAA entities. As I mentioned earlier, it is recommended that applicants interested in including NOAA personnel should contact NOAA representatives early in their planning process

- Literature cited

- National Environmental Policy Act (NEPA) questionnaire (if applicable)

- Data Sharing Plan (up to two pages) - 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 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 guidance in the notice of federal funding announcement.



See Federal Funding announcement for full details



Criterion 1. Importance/Relevance and Applicability of Proposal to the Program Goals (25). This criterion ascertains whether there is intrinsic value in the proposed work and/or relevance to NOAA, federal, regional, state, or local activities. For the Great Lakes B-WET Program, this will be evaluated using the following measures:

The project addresses the Great Lakes Restoration Initiative objective to educate the next generation about the Great Lakes ecosystem, making a direct and clear connection to the Great Lakes environment and watershed system

The project addresses the NOAA Education Plan and aligns with Great Lakes Literacy Principles and/or Climate Literacy Principles where appropriate. The applicant shows a clear understanding of the state's Content Standards

The applicant demonstrates a need for the project

The applicant utilizes NOAA staff, products, and/or services in the delivery of this project



This criterion assesses whether the approach is technically sound and/or innovative, if the methods are appropriate, and whether there are clear project goals and objectives. For the Great Lakes B-WET Program, this will be evaluated using the following measures:

Adherence to MWEE principles. The proposal clearly aligns with the definition of a MWEE

Meaningful Watershed Educational Experiences (MWEEs) for Students includes:

- a. Background research and issue definition
- b. Outdoor field activities (4 hours minimum)
- c. Stewardship action projects
- d. External sharing of synthesis and conclusions

Support for student MWEEs includes:

- a. The student MWEE includes adequate teacher participation
- b. Integration with classroom curriculum
- c. Use of local context for learning
- d. Experiences are a set of activities over time

Teacher Professional Development for Meaningful Watershed Educational Experiences (MWEEs) includes:

1. Increases teachers' knowledge and awareness of environmental issues

- 2. Models environmental education pedagogy
- 3. Allows for adequate instructional time
- 4. Provides ongoing teacher support and appropriate incentives to participate
- 5. Meets jurisdictional guidelines for effective teacher professional development

The applicant provides an effective evaluation strategy to determine if project objectives and outcomes are being met.



This criterion ascertains whether the applicant possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project. For the Great Lakes B-WET Program, this will be evaluated using the following measures:

The applicant shows capability and experience in successfully completing similar projects and shows prior experience working in the Great Lakes region

The proposal includes meaningful partnerships with qualified local organizations and individuals in the Great Lakes region, and describes how the partners will contribute to the project

The applicant documents letters of collaboration from all intended partnerships, including with the schools or school systems in the project



This criterion evaluates the budget to determine if it is realistic and commensurate with the project needs and time frame. For the Great Lakes BWET program, this will be evaluated using the following measures:

The applicant adequately justifies the proposed budget request. The budget request is reasonable for the number of students, teachers, and/or participants being reached and represents a good return on investment

A significant percentage of the budget is directly related to bringing students and teachers in contact with the environment

The budget adequately details the amount of time each individual will spend on the project, representing a reasonable amount of staff time for such a project. The requested salaries are only for personnel directly involved in implementing the project

Please Note that there is no match required for this funding. Voluntary cost-sharing or matching does not impact evaluation scoring - as seen here in the Evaluation Criteria for Project costs. If you do voluntarily include match, you must be consistent with the requirements of 2 CFR section 200.306.



This criterion assesses whether the project provides a focused and effective education and outreach strategy

regarding NOAA's mission to protect the Nation's natural resources. For the Great Lakes B-WET Program, this will be

evaluated using the following measures:

1. The project involves significant external sharing and communication, possibly including a stewardship activity in the community.

2. The target audience shares their findings, experiences, or results to their peers and/or their community.

3. The applicant discusses the relevance of data sharing to their project.



Applications will be evaluated by a two-part review process this fall; a preliminary technical review and a panel review. Both phases are conducted by the same set of reviewers.

1. Technical Review - Each application will be reviewed by a minimum of 3 reviewers. Reviewers provide comments and assign scores to the applications based the evaluation criteria in the notice of federal funding announcement. From this, a preliminary rank order Is determined based on reviewers ratings.

2. Panel Review – An in-person review panel will come together 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 individually submit final ranking to the B-WET Program Coordinator by the end of the panel meeting.

In December and January the rank order of the proposals is used to move forward with the funding recommendations and applicants are notified if recommended for funding or not recommended. Grants awarded March 1, 2021 and projects should start no earlier than that date.



On our website you can find links to:

The funding announcement on Grants.gov

- Please be sure to review the full document for requirements, evaluation criteria, and

resources.

You can also find a number of other applicant resources, including the steps to get registered on Grants.gov, tips on writing grants, links to Great Lakes Literacy Principles, and more.

Be sure to watch the new Great Lakes regional video - profile of 2019 grantee Inland Seas Education Association and teacher Meredith Wolfe and her students at Clay High School in Ohio - this is also on the website. You can also follow grantee projects and other announcements on social media @greatlakesbwet

Thank you for attending and considering applying. At this point please feel free to submit any questions you have. If you need to leave now or have questions later during the application process, just contact Sarah Waters - my information is on the

slide and I'll be available right through to to application deadline to answer questions that may come up.

