

Environmental Literacy Program: Increasing community resilience to extreme weather & climate change

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NOTICE OF FUNDING OPPORTUNITY

EXECUTIVE SUMMARY

Federal Agency Name(s): Office of the Under Secretary (USEC), National Oceanic and Atmospheric Administration (NOAA), Department of Commerce

Funding Opportunity Title: Environmental Literacy Program: Increasing community resilience to extreme weather & climate change

Announcement Type: Initial

Funding Opportunity Number: NOAA-SEC-OED-2022-2006995

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

Dates: For Priority 1, pre-applications are required and will be used to determine which institutions are invited to submit full applications to this priority. The deadline for pre-applications is 11:59 pm EDT on November 1, 2021 and the deadline for Priority 1 full applications is 11:59 pm EDT on March 17, 2022. For Priority 2, only full applications are requested and the deadline for Priority 2 applications is 11:59 pm EST on January 25, 2022.

Note that NOAA's Office of Education staff will be available to answer questions weekly, Monday through Friday until 5:00 PM Eastern Time. All pre-applications and full applications must be submitted online through Grants.gov; no hard copy or emailed pre- or full applications will be accepted. Grants.gov requires applicants to register with the system and with <https://sam.gov/content/home> prior to submitting any application. These registration processes can take several weeks and involve multiple steps. In order to allow sufficient time for this process, applicants should register as soon as they decide they intend to apply, even if they are not yet ready to submit their pre-applications. Pre-applications and full applications submitted through Grants.gov are automatically date/time stamped when they are validated and submitted to the agency.

PLEASE NOTE: It is recommended that you review the application submission steps that Grants.gov will perform to understand how to structure your submission timeline. You can also check your application status through this link: <https://www.grants.gov/help/html/help/Applicants/CheckApplicationStatus/CheckApplicationStatus.htm>.

PLEASE ALSO NOTE: For a list of software applications that allow you to successfully navigate the Grants.gov pages and complete your submission visit

<http://www.grants.gov/web/grants/applicants/applicant-faqs.html>.

For Priority 1, two informational teleconferences with the program officers will occur on shortly after the publication of this opportunity. An informational teleconference for Priority 2 with the program officers will occur in late fall 2021. Interested applicants may obtain the exact teleconference dates, phone number, and related information by visiting <https://www.noaa.gov/office-education/elp/grants/apply>. Whenever possible, individuals from the same institution should try to join the teleconference from the same phone line to maximize our ability to host as many interested institutions as possible.

Funding Opportunity Description: The goal of this funding opportunity is for communities to have sufficient collective environmental literacy to take actions that build resilience to extreme weather and climate change in ways that contribute to community health, social cohesion, and socio-economic equity. These communities will be composed of children, youth, and adults who participate in formal and/or informal education experiences that develop their knowledge, skills, and confidence to: 1) reason about the ways that human and natural systems interact globally and locally, including the acknowledgement of disproportionately distributed vulnerabilities; 2) participate in civic processes; and 3) incorporate scientific information, cultural knowledge, and diverse community values. Efforts to build environmental literacy should ultimately aim to reduce risks from current and future environmental hazards through climate-smart and inclusive decision making and long-term stewardship of healthy ecosystems, all the while promoting a low-carbon economy.

Projects should demonstrate how they will engage children, youth, and/or adults to build these capabilities, particularly through active and social learning, during the award period. Projects should leverage and incorporate relevant state and local resilience plans and collaborate with individuals and institutions that are involved in efforts to develop or implement those plans. Projects may focus on a single location or multiple locations and a single type of environmental hazard or a range of hazards that impact a community or communities. Projects will be based on the established scientific evidence about current and future extreme weather and climate change hazards facing communities and should consider relevant socioeconomic, cultural, and ecological factors in the targeted location(s). Particular attention should be paid to community members that have greater exposure to, and fewer resources to deal with, extreme weather and/or climate change impacts. Projects should support diversity, equity, inclusion, and climate justice in all aspects of the project.

NOAA's Community Resilience Education Theory of Change should be used to inform key aspects of the project, including its design and logic model. Projects must also relate to NOAA's

mission in at least one of the following areas: ocean, coastal, Great Lakes, weather, and climate sciences and stewardship. They must also utilize NOAA's scientific data, data access tools, data visualizations, and/or other physical and intellectual assets available on these topics. In order to facilitate the use of NOAA's assets, projects are strongly encouraged to partner with relevant NOAA entities (offices, programs, etc.) and/or NOAA employees and affiliates.

Finally, projects may also consider incorporating proposed activities that will build knowledge, skills, and competencies that are transferable to climate resilience careers and may also help target audiences develop personal agency to effect change in their communities.

This funding opportunity has two priorities, numbered without regard to importance for funding. Priority 1 awards will support new projects taking place in the Central and Eastern Regions of the United States. These regions include the following states: Colorado, Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming. The entirety of a project must only serve audiences located in one or more of the listed states.

Priority 2 awards will support the evolution of projects funded under the 2015-2018 funding opportunities from this program (NOAA-SEC-OED-2015-2004408, NOAA-SEC-OED 2016-2004737, and NOAA-SEC-OED-2018-2005455). The full list of awards that support or supported eligible projects can be found here: <https://go.usa.gov/xFWXS>. Projects for this priority must be implemented within the United States and its territories.

For both priorities of this funding opportunity, eligible applicants are limited to institutions of higher education; K-12 public and independent schools and school systems; other nonprofits, including community-based organizations and informal education institutions, such as museums, zoos, and aquariums; state and local government agencies; and Indian tribal governments in the United States. For-profit organizations, foreign institutions, and individuals are not eligible to apply; however, for-profit organizations, foreign institutions, and individuals may participate as project partners. Likewise, federal agencies are not eligible to receive federal assistance under this announcement, but may be project partners.

All projects must be between 2 and 5 years in duration and the total federal amount requested from NOAA for each project must be no less than \$250,000 and no more than \$500,000 for all years of the project, including direct and indirect costs.

It is anticipated that awards funded under this announcement and selected this fiscal year will be

made by September 30, 2022 and have a start date no earlier than October 1, 2022.

Note: Links to helpful information for applying to this announcement are available at <https://www.noaa.gov/office-education/elp/grants/apply>.

FULL ANNOUNCEMENT TEXT

I. Funding Opportunity Description

A. Program Objective

1. Overview

The NOAA Office of Education's Environmental Literacy Program (ELP) supports projects that educate and inspire people to use Earth system science toward improving ecosystem stewardship and increasing resilience to environmental hazards (NOAA's Education Strategic Plan 2021-2040). Since the program's inception in 2005, ELP's grants have supported formal and informal education activities at local, regional, and national levels to address NOAA's mission of science, service, and stewardship. This mission is directed toward a vision of the future where communities and their ecosystems are healthy and resilient in the face of sudden or prolonged change. A vision of resilient communities guides NOAA and its partners in a collective effort to reduce the vulnerability of communities and ecological systems in the short-term, while helping society avoid or adapt to potential long term environmental, social, and economic changes. To achieve this vision, NOAA strives to understand current Earth system conditions, project future changes, and help people make informed decisions that reduce their vulnerability to environmental hazards and stresses that emerge over time, while at the same time increase their ability to cope with them (NOAA's Next Generation Strategic Plan 2010). To make the best social, economic, and environmental decisions, individuals should have the ability to understand scientific processes, consider uncertainty, and reason about the ways that human and natural systems interact (NOAA's Education Strategic Plan 2021-2040). Therefore, education plays a critical role in achieving NOAA's mission and vision.

Goal 3 from NOAA's Education Strategic Plan is "Individuals and communities are ready, responsive, and resilient to the increasing challenges and impacts of hazardous weather, changes in climate, and other environmental threats monitored by NOAA" (NOAA's Education Strategic Plan 2021-2040). Ensuring the United States (U.S.) is composed of resilient communities has never been more urgent. It is indisputable that human activities are causing climate change and that these activities have warmed the atmosphere, ocean, and land at an unprecedented rate in at least the last 2000 years. As a result, extreme climate events, including heat waves, heavy rainfall, and droughts are now more frequent and severe (IPCC 2021). Climate change is already affecting every region on Earth, in multiple ways, resulting in observable impacts on biodiversity, ecosystems, and the benefits they provide to society. Such changes are projected to continue without substantial and sustained reductions in global greenhouse gas emissions (Jay et al. 2018, IPCC 2021).

In the U.S., these observed changes and climate impacts include, but are not limited to: severe storms, hurricanes, flooding, heavy precipitation events, persistent drought, heat waves, wildfires, increased global temperatures, acidification of the ocean, and sea level rise (IPCC 2021; Jay et al. 2018). The U.S. is experiencing a rising number of costly and damaging weather and climate events. From 1980 to 2020, the annual average number of events that result in losses exceeding \$1 billion per event is 7.1. For the most recent 5 years (2016–2020), the annual average is 16.2 events. In 2020, there were a record 22 events – including 13 severe storms, 7 tropical cyclones, drought, and wildfire (NCEI 2021).

Communities in the U.S. are facing challenges of not only recovering from on-going extreme weather events and climate impacts, but also preparing for a future of more frequent and damaging events caused by climate change (Lempert et al. 2018; NCEI 2020; Weather-ready Nation: NOAA’s National Weather Service Strategic Plan 2019—2022). Climate change threatens human health and safety, ecosystem health, and social and economic well-being (USGCRP 2018). The geographic distribution of climate change impacts is uneven, and long-standing socio-economic inequities heighten vulnerabilities for underserved groups. These threats become even greater with the increasing rates of greenhouse gas emissions (USGCRP 2018). The severity of future climate impacts will depend largely on international-scale, national-scale, and community-level actions taken to ambitiously reduce greenhouse gas emissions and adapt to the changes that will continue to occur.

To prepare for a future of increasing climate impacts, communities need to implement more policies and practices that allow their members, regardless of socioeconomic status, to thrive and be resilient. These policies and practices should be informed by engaged community members and leaders who understand the causes of climate change and its impacts on their own lives now and in the future. Decisions about how to build more resilient and equitable communities should be based on scientific, traditional, and community knowledge, and represent the values of society because this contributes to better accepted and more robust policies (Bozeman and Sarewitz 2011). Increasing environmental literacy among community members ensures that they comprehend the complex ways that human and natural systems interact, both globally and locally, and have the required skills, motivation, and confidence to participate in decisions that inform public policies affecting their lives and their communities.

Education is the primary means for building environmental literacy. Nevertheless, despite decades of efforts to educate about climate change, many community members do not prioritize climate change mitigation and adaptation solutions. This is evident in the lack of political will and civic engagement on the issue (Leiserowitz 2019). While there are many

reasons for this inaction that are not related to education, many educational approaches to date have been ineffective to inspire change because they have been too focused on the causes, the global scale of the problem, and impacts too distant from the learners (Flora et al. 2014; Leiserowitz et al. 2019). Further, as learners acquire more knowledge about climate change, they are often stifled by feelings of hopelessness and anxiety caused by comprehending the magnitude of the impacts and the complexity of the problem (Doherty and Clayton 2011; Ojala 2012; Clayton, Manning, and Hodge 2014). Together, these challenges call for different approaches that focus on educating for community resilience to extreme weather and climate change.

For these reasons, NOAA's ELP grant competitions have, since 2015, concentrated on community resilience education and funded approaches that are climate solutions-oriented, locally focused, and engage, educate, and empower participants to take action individually and collectively. Based on data and knowledge coming from funded projects and literature sources, in 2020, ELP developed and published NOAA's Community Resilience Education Theory of Change (noaa.gov/elp-resilience-TOC). This framing document provides a conceptual framework for the ways in which community resilience education can lead to increased community engagement and civic action, ultimately leading to a healthier, more resilient, and equitable society (Bey et al. 2020). As such, it lays out many important concepts, definitions, outcomes, and goals that structure this grant program, including the goal of this funding opportunity.

The goal of this funding opportunity is for communities to have sufficient collective environmental literacy to take actions that build resilience to extreme weather and climate change in ways that contribute to community health, social cohesion, and socio-economic equity. These communities are composed of children, youth, and adults who participate in formal and/or informal education experiences that develop their knowledge, skills, and confidence to: 1) reason about the ways that human and natural systems interact globally and locally, including the acknowledgement of disproportionately distributed vulnerabilities; 2) participate in civic processes; and 3) incorporate scientific information, cultural knowledge, and diverse community values in decision making (Bey et al. 2020, pp. 6,22). Efforts to build environmental literacy should ultimately aim to reduce risks from current and future environmental hazards through climate-smart and inclusive decision making and long-term stewardship of healthy ecosystems, all the while promoting a low-carbon economy.

2. Description of Project Activities

Projects should develop the collective environmental literacy necessary for communities to take actions that build resilience to extreme weather and climate change in ways that

contribute to community health, social cohesion, and socio-economic equity. NOAA's Community Resilience Education Theory of Change should be used to inform key aspects of the project, including its design and logic model. This first version of the theory of change identifies six causal pathways, although these are not the only possible pathways, which include approaches, audiences, and outcomes that can lead to the ELP goal (Bey et al. 2020).

The theory of change also includes many important definitions, including a definition for community resilience education: "Educational approaches that develop community-level environmental literacy to understand threats and implement solutions that build resilience to extreme weather, climate change, and other environmental hazards. Environmental literacy here includes the knowledge, skills, and confidence to: (1) reason about the ways that human and natural systems interact globally and locally, including the acknowledgement of disproportionately distributed vulnerabilities; (2) participate in civic processes; and (3) incorporate scientific information, cultural knowledge, and diverse community values when taking action to anticipate, prepare for, respond to, and recover from environmental hazards, including mitigating and adapting to climate change" (Bey et al. 2020, pp. 6, 22). Each individual in a community does not need to develop their knowledge, skills, and confidence to the same extent, but the community should collectively and sufficiently have these capabilities for use in resilience building initiatives (National Academies 2016). The theory of change describes the characteristics of community resilience education projects. The following paragraphs describe how projects should attempt to incorporate these characteristics. Note: This theory of change will evolve over time and does not comprehensively cover every way in which education can play a role in building community resilience. If your project plans to implement activities that are not well represented in the theory of change, please include a justification for that as part of your application.

Projects should support diversity, equity, inclusion, and climate justice in all aspects of the project, i.e., target audience(s), partners, project leadership team, location of project and its potential impacts, and use of culturally appropriate approaches. Particular attention should be paid to community members that have greater exposure to, and have fewer resources to deal with, the extreme weather and/or climate change impacts that are the focus of the proposed project. Relevant socioeconomic, cultural, and ecological factors in the location(s) should be described, as well as the culturally appropriate approaches.

Projects should demonstrate how they will engage community members in social and active learning. Social learning is learning that occurs within social units or communities of practice through social interactions between individuals within social networks (Reed et al. 2010). Active learning is a process whereby learners actively construct new ideas, perspectives, understanding, etc., and/or reconstruct, add to, or completely dismantle old

ideas (Bransford et al. 2000). Active and social learning often go hand in hand. These learning approaches--such as citizen science, deliberative forums, participatory decision making and mapping exercises, and scenario-based or role-playing activities and games--emphasize exploring and implementing community-scale solutions and create venues for social learning to take place. Both active learning and social learning share commonalities in that they bring people together to consider complex scenarios and to work collectively toward a shared goal. The theory of change contains descriptions of active and social learning approaches that build resilience (Bey et al. 2020 pp. 33-37).

Projects should promote action by the target audience(s) by facilitating opportunities for civic engagement and empowering participants to be agents of change. These approaches should work to inspire hope in the target audiences.

Projects should support local and state-based efforts to increase resilience by using relevant regional, state, and/or local resilience plans and partnering with institutions and individuals, including, but not limited to, resilience practitioners, involved in efforts to develop or implement those plans (see <https://www.noaa.gov/office-education/elp/resilience-assets> for FEMA's list of state hazard mitigation officers).

Projects may focus on a single location or multiple locations. They should focus on the most pertinent current and future environmental hazard or a range of hazards that impact a community or communities in the selected location(s). The selected hazard(s) should be informed by the regional, state, and/or local resilience plan(s) that is being incorporated into the project. Projects should be based on the established scientific evidence regarding current and future extreme weather and climate impacts facing the target community or communities. In addition to natural science information, projects should incorporate knowledge about local social, cultural, historical, and economic factors that mediate participants' capacity to reason about the ways human and natural systems interact. Finally, projects should focus on solutions and their inherent trade-offs in ways that clearly foster the implementation of those solutions within their community/ies.

Projects may consider incorporating proposed activities that will build knowledge, skills, and competencies that are transferable to climate resilience careers and may also help target audiences develop personal agency to effect change in their communities. Although such work is not currently a direct focus of a pathway in the theory of change, rapid decarbonization of our economy will require many more workers trained in these areas, so preparing more people to be able to pursue these careers will economically empower them. It is also important that the future resilience workforce reflects the diversity of U.S. communities as this will help achieve equitable resilience.

Please note: There may be additional funding available for projects that implement the proposed Civilian Climate Corps Initiative (Exec Order No. 14008). Applicants or partners could be existing Corps Network members or other organizations that offer paid training, career skills development, and/or job pathways into climate resilience careers. Rapid decarbonization of our economy will require many more workers trained in these areas, so preparing more people to be able to pursue these careers will economically empower them.

Minimally, projects should include information for target audiences on possible climate resilience-related careers and pathways that lead to these careers. For example, NOAA has many student and workforce opportunities of which project participants should be made aware (<https://www.noaa.gov/education/opportunities/students>).

In addition, projects must utilize NOAA's scientific data, data access tools, data visualizations, and/or other physical and intellectual assets available on these topics, e.g., the U.S. Climate Resilience Toolkit. In order to facilitate the use of NOAA's assets, projects are strongly encouraged to partner with relevant NOAA entities (offices, programs, etc.) and/or NOAA employees and affiliates. NOAA's education website (<https://www.noaa.gov/education>) and an additional list of relevant assets (<https://www.noaa.gov/office-education/elp/resilience-assets>) provide links to NOAA datasets, potential NOAA partners, and other resilience-related assets from federal and non federal organizations.

There are a number of NOAA programs that offer a significant amount of climate science and resilience expertise. If the project location includes areas that are served by NOAA's Sea Grant College programs, National Estuarine Research Reserves, the National Coastal Zone Management Program, and/or NOAA's Regional Integrated Sciences and Assessments (RISA), applicants are encouraged to consider involving representatives from these programs as project advisors or partners. Applicants can locate their local/regional NOAA resilience expertise as well as other non-NOAA experts at <https://toolkit.climate.gov/help/partners>.

Applicants are strongly encouraged to review community resilience education projects funded by this program since 2015 and proposed projects should be informed by the lessons learned by these grantees. Information on these funded projects can be found on our Awards database: <https://go.usa.gov/xFPXw>. Every 18-24 months, NOAA convenes grantees to share ideas, best practices, and lessons learned from their NOAA-funded resilience education projects. To ensure your project benefits from the latest learning from the ELP community of practice, please see the 2021 NOAA Environmental Literacy Program

Resilience Education Grantee Workshop Report (<https://go.usa.gov/xFhpX>).

3. Target Audiences

The target audiences for this funding opportunity are: children, youth, and/or adults, and may also include informal educators (including interpreters and docents) and formal educators (pre- or in-service, and also school administrators). Professionals already working in the area of community resilience and higher education students are not target audiences for this funding opportunity.

Education includes lifelong learning that occurs within the formal (grades K-12) system and outside of it. There is no single ideal age audience to engage. Rather the audiences engaged will vary by community and the hazard(s) being faced.

There is particular interest in projects that specifically engage underserved members of the community, defined here as people who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, who are also highly vulnerable to climate change impacts. (Exec. Order No. 13985, 2021). A recent report from the EPA notes which groups are most vulnerable to climate change impacts (EPA 2021). These underserved and highly vulnerable community members face greater exposure to extreme weather and climate change impacts, and they have fewer resources to prepare for and adapt to the associated risks (Ebi et al. 2018, Hoffman et al. 2020). Projects should employ approaches and partnerships that are appropriate for the targeted underserved and highly vulnerable population(s).

Projects are strongly encouraged to develop meaningful partnerships with community-based organizations (CBOs), particularly those from underserved and highly vulnerable communities within the area(s) served by the project. CBO partners should contribute to the conceptualization of the project, as well as its implementation and may be part of project leadership or advisory teams. In successful partnerships, organizations have shared goals and work together to share resources, communicate effectively, collaborate on decision-making, and competently engage members of diverse cultures and expertise (Israel et al. 2005). Adequate compensation should be provided for community-based organization partners and community members for the effort they are contributing to the project. Applicants are also encouraged to apply the NAAEE's Community Engagement Guidelines for Excellence (NAAEE 2017) in developing their project plans for engagement of target audiences.

Applicants are encouraged to use demographic, weather and climate data as a basis for determining where work will occur and the audience this work will serve and describe how

these data were used to support programmatic decisions.

4. Project Evaluation

All projects should include an evaluation component. Project descriptions for full applications should include robust evaluation plans. (There is no requirement to describe evaluation plans in the pre-application). Evaluation plans should be informed by NOAA's Community Resilience Education Theory of Change (noaa.gov/elp-resilience-TOC) and include key evaluation questions, measurement of the project's progress towards meeting the stated project goals and objectives, as well as the goal of this funding program. Plans for formative and summative project evaluations should be well constructed and should use best practices for evaluating the type of work proposed. Discussion of both formative and summative evaluations should be included in the project description and in the budget section.

Project evaluation should include assessment of changes in the target audiences' attitudes, knowledge, skills, and/or behaviors as a result of the activities undertaken. The impact of the proposed project on the target audiences must be measurable during the award period. Potential impacts of the project beyond the award period should be described. The evaluation should reflect practices of cultural competence (AEA 2011). During the award period, reports of both outputs and outcomes for a project will be expected, including collecting demographic data on participants.

Some aspects of project evaluation may require institutional review board (IRB) approval. It is the applicant's responsibility to determine if this is necessary and report back to NOAA. The U.S. Department of Health and Human Services' Office for Human Research Protections website has resources to help you determine the necessity of IRB approval. You can find those resources at: <https://www.hhs.gov/ohrp/regulations-and-policy/decision-charts-2018/index.html>. As part of the evaluation plan, applicants must provide, in writing, a description of whether or not IRB review will be sought and a justification if not (if applicable). Also, if IRB review is needed the applicant must include a timeline for IRB review, and no expenditures related to data collection may occur until IRB approval has been obtained.

Project evaluation should be handled by external professional evaluators or by internal staff who have significant experience with each type of evaluation and are not otherwise substantively involved with the project. Applicants should include funding for project evaluation in their budgets. While the costs for project evaluation may vary considerably, 10 to 20 percent of the total budget is a reasonable estimate of costs associated with a

comprehensive project evaluation. NOAA will ask recipients to submit fully developed and updated evaluation plans after the start date of their award.

5. Dissemination of Project Results and Products

To further inform the broad fields of K-12 and informal science education about what will be learned from the project, applicants are encouraged to develop appropriate project dissemination strategies. All project leaders funded through this program are part of an ELP Community Resilience Education community of practice and are expected to attend regular meetings of the community to share their findings and engage their peers in active discussion of relevant best practices. This information sharing can additionally be accomplished by attending and presenting at annual meetings of professional societies. Principal Investigators (PIs) must provide summative project evaluation reports to NOAA. If applicable, PIs may also post the projects' finalized evaluation reports to www.informalscience.org and NOAA Environmental Literacy Program's "completed project summaries" webpage (noaa.gov/office-education/elp/grants/summaries). PIs will be expected to also include any resulting instructional products and materials in the National Science Digital Library (NSDL) Science and Math Informal Learning Educators (SMILE) Pathway (www.howtosmile.org) and/or the Climate and Energy Education Network (CLEAN) Resource Collection (https://cleanet.org/clean/educational_resources/collection/index.html).

6. Awards Dates and Mission Goal

NOAA anticipates that awards funded under this announcement during this fiscal year (FY 2022) will be made by September 30, 2022 and that the projects funded under this announcement will have a start date no earlier than October 1, 2022.

This funding opportunity meets NOAA's four Mission Goals: Climate Adaptation and Mitigation, Weather-Ready Nation, Healthy Oceans, and Resilient Coastal Communities and Economies (<http://www.performance.noaa.gov/goals/>).

B. Program Priorities

This funding opportunity has two priorities, of equal importance for funding.

Priority 1 awards will support new projects taking place in the Central and Eastern Regions of the United States. These regions include the following states: Colorado, Connecticut,

Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming. The entirety of a project must only serve audiences located in one or more of the listed states.

Note: The previous funding opportunity for this program covered the other states and territories of the United States.

Priority 2 awards will support the evolution of projects funded under the 2015-2018 funding opportunities from this program (NOAA-SEC-OED-2015-2004408, NOAA-SEC-OED-2016-2004737, and NOAA-SEC-OED-2018-2005455). The full list of awards that support or supported eligible projects can be found here: <https://go.usa.gov/xFWXS>. The organizations that received these awards and their formally recognized partners (i.e. identified by a sub-award, letter of commitment or both) on these projects are eligible to apply to this priority. Project impacts do not need to occur in a specific region or regions of the United States. However, the projects still must be implemented within the United States and its territories.

Priority 2 projects should build off of resources, relationships, and lessons learned from their previous or current project, as well as from other projects in the ELP community resilience education community of practice. These projects should also build on best practices and reflect the rationale articulated in NOAA's Community Resilience Education Theory of Change found at noaa.gov/elp-resilience-TOC. Insights from the community of practice are discussed by thematic area within the ELP Resilience Education Community of Practice 2021 Workshop Report (<https://go.usa.gov/xFhpX>).

An applicant may only submit a given project idea to one priority or the other. In the event a project is submitted to both priorities, Office of Education staff will contact the applying institution(s) to ask them which application should be withdrawn.

C. Program Authority

Authority for this program is provided by the following: 33 USC 893a, the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Reauthorization Act of 2010 ("America COMPETES Reauthorization Act of 2010").

II. Award Information

A. Funding Availability

NOAA anticipates that approximately \$5,000,000 may be available in fiscal year (FY) 2022 for this announcement. Approximately 7 to 12 awards among both priorities, in the form of cooperative agreements, will be made in FY 2022. Top ranked applications not funded in the current fiscal year may be considered for funding in FY 2023 without NOAA repeating the competitive process outlined in this announcement. NOAA's Office of Education plans to continue to focus on building the environmental literacy necessary for community resilience during the next few years of the Environmental Literacy Program. Please note: There may be additional funding available for projects that implement the proposed Civilian Climate Corps Initiative (Exec Order No. 14008).

All projects in both priorities must be between 2 and 5 years in duration and the total federal amount requested from NOAA for each project must be no less than \$250,000 and no more than \$500,000 for all years of the project, including direct and indirect costs.

Any project requesting total federal support from NOAA less than \$250,000 or more than \$500,000 total for all years will not be considered for funding. The amount of funding available through this announcement will be dependent upon final FY 2022 and FY 2023 budgetary decisions. Publication of this notice does not obligate the Department of Commerce (DOC)/NOAA to award any specific project or to obligate any available funds. If an applicant incurs any costs prior to receiving an award agreement from an authorized NOAA Grants Officer, the applicant does so solely at his/her own risk of such costs not being included under the award. Prior approval for pre-award costs made up to, and including, 90 days before the award start date is waived by NOAA. However, grant recipients must seek prior approval for reimbursement for pre-award costs over 90 days before the award start date. The exact amount of funds that may be awarded will be determined in pre-award negotiations between the applicant and NOAA.

Multi-year funding may be considered for programs or long-term awards where funding for the subsequent year(s) is anticipated but not provided at the time the initial award is approved and where the estimated budget for future funding periods can be forecasted with some degree of reliability.

B. Project/Award Period

Pre-applications and full applications for both priorities must cover a project period of two to five years to be eligible for merit review. Start dates can be October 1, 2022 or later. Applicants selected to receive funding may be asked to modify the project start date.

C. Type of Funding Instrument

Full applications selected for funding will be funded through cooperative agreements, as

described in 2 C.F.R. 200.24, meaning that NOAA expects to be substantially involved in many aspects of the award. Substantial involvement may include, but is not limited to, liaison activities between the grantee and NOAA personnel who are contributing data or expertise to the project.

III. Eligibility Information

A. Eligible Applicants

For both priorities of this funding opportunity, eligible applicants are limited to institutions of higher education; K-12 public and independent schools and school systems; other nonprofits, including community-based organizations and informal education institutions, such as museums, zoos, and aquariums; state and local government agencies; and Indian tribal governments in the United States. For-profit organizations, foreign institutions, and individuals are not eligible to apply; however, for-profit organizations, foreign institutions, and individuals may participate as project partners. Likewise, federal agencies are not eligible to receive federal assistance under this announcement, but may be project partners.

Priority 1 awards will support new projects taking place in the Central and Eastern Regions of the United States. These regions include the following states: Colorado, Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming. The entirety of a project must only serve audiences located in one or more of the listed states. Inclusion of a location not in this list of states will result in disqualification of the pre-application and full application to this Priority.

Priority 2 awards will support the evolution of projects funded under the 2015-2018 funding opportunities from this program (NOAA-SEC-OED-2015-2004408, NOAA-SEC-OED-2016-2004737, and NOAA-SEC-OED-2018-2005455). The full list of awards that support or have supported eligible projects can be found here: <https://go.usa.gov/xFWXS>. Project impacts do need to occur in a specific region or regions of the United States.

It is strongly encouraged that an individual serve as a PI on only one application submitted to this funding opportunity. Institutions may submit more than one application and individuals may serve as co-PIs or key personnel on more than one application. Federal employees may not serve as PIs or co-PIs on any application, although they may be included as key personnel.

B. Cost Sharing or Matching Requirement

There is no cost share requirement.

C. Other Criteria that Affect Eligibility

Pre-applications and full applications must be submitted by the due date and time provided in Section IV.D. Late pre-applications and full applications will not be considered for funding. Submission time will be documented by electronic submission to Grants.gov.

IV. Application and Submission Information

A. Address to Request Application Package

Pre-application and full application packages, including required federal forms and instructions, are available through Grants.gov (<http://www.grants.gov>). Grants.gov requires applicants to register with the system prior to submitting any application. This registration process can take several weeks and involves multiple steps. In order to allow sufficient time for this process, applicants should register as soon as they decide they intend to apply, even if they are not yet ready to submit their pre-applications. 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 plan accordingly to avoid problems with the submission process. For further information please visit the SAM web portal (<https://sam.gov/content/home>) and <https://www.grants.gov/web/grants/applicants/organization-registration.html>.

If any applicant has problems downloading the pre-application or full application forms from Grants.gov, uploading the pre-application or full application into the Grants.gov system, or using the Grants.gov Workspace feature, contact Grants.gov Customer Support at 1-800-518-4726 or support@grants.gov.

PLEASE NOTE: For a list of software applications that allow you to successfully navigate the Grants.gov pages and complete your submission visit <http://www.grants.gov/web/grants/applicants/applicant-faqs.html>.

B. Content and Form of Application

For Priority 1, each applicant must submit a pre-application through Grants.gov for review. Pre-applications are required to prevent the expenditure of effort on full applications that are not likely to be successful. All applicants will receive a response to their pre-

application via email from NOAA indicating whether or not they are authorized to submit a full application for the project. Only those institutions that receive authorization from NOAA are eligible to submit a full application. Failure of an applicant to submit a pre-application or full application before the deadline will result in the project not being merit reviewed or receiving any additional consideration. See the Office of Education's frequently asked questions websites: https://www.noaa.gov/office-education/elp/grants/faq_priority1 and https://www.noaa.gov/office-education/elp/grants/faq_priority2 for additional guidance during the preparation of applications.

For Priority 2, only full applications are solicited and must be submitted through Grants.gov.

Collaborative applications will not be funded through this announcement; rather projects will be supported through a single award to an institution that may include sub-awards to project partners.

Note: Links to helpful information for applying to this announcement is available at <https://www.noaa.gov/office-education/elp/grants/apply>.

1) Required Elements for Priority 1 Pre-Applications

A) Format Requirements

The page margin on standard letter-size paper should be one inch (2.5 cm) at the top, bottom, left, and right. All pages should be numbered. The typeface should be standard 11- point size or larger and must be clear and easily legible. All narrative sections of the pre-application should be single spaced and consist of the elements described in Section IV.B.1. Do not submit scanned documents or forms.

B) Content Requirements

Each pre-application must contain the following three elements:

- (a) SF-424, Application for Federal Assistance
- (b) Title Page. Please use the title page template available at <https://www.noaa.gov/office-education/elp/grants/environmental-literacy-grant-templates-and-models>. Whether or not the title page template is used, a title page must be submitted and contain ALL of the following elements:
 - (i) Project's title;
 - (ii) Proposed start and end dates;
 - (iii) Funding amount requested from NOAA;

- (iv) The Priority to which the application is being submitted;
- (v) Principal Investigator (PI) and co-PI names, affiliations, email addresses, and telephone numbers. The PI listed on the title page should be affiliated with the institution submitting the pre-application;
- (vi) Executive Summary (150 words maximum). The executive summary should be a concise overview of the project's goal and objectives, the project's activities, the project's location and target audiences, the project's expected output(s) and outcome(s), and the project's rationale for the work proposed;
- (vii) List of project partners (including NOAA partners);
- (viii) List of NOAA assets that will be integrated into the project activities to achieve the project's goal and objectives (<https://www.noaa.gov/office-education/elp/resilience-assets>); and
- (ix) Describe the location(s) of where your project will take place (including all of the states and territories where audiences will be served).

(c) Project Description (4 page limit). This section should expand on the project's executive summary to describe the project more clearly. There should be a clear, concise, and well-supported statement of the project's rationale, citing any relevant front-end evaluations or other needs assessments. The rationale should include how the goal of this funding opportunity will be met, as described in section I.A. Describe the project's goal and objectives, including the geographic location(s), climate hazards, and target audience(s), and specifically, how the project will support diversity, equity, inclusion, and climate justice. State whether the target audience(s) are members of underserved communities, and how these people or groups may be disproportionately impacted by extreme weather and/or climate change. Describe the project's activities and the expected output(s) and outcome(s), specifically how the project will increase the target audiences' knowledge, skills, and confidence to: (1) reason about the ways that human and natural systems interact globally and locally, including the acknowledgement of disproportionately distributed vulnerabilities; (2) participate in civic processes; and (3) incorporate scientific information, cultural knowledge, and diverse community values when taking action to build resilience to extreme weather and climate change in ways that contribute to community health, social cohesion, and socio-economic equity. Describe any workforce development or training components of the project (if applicable). Describe how the project supports local government efforts to build resilience, specifically highlighting the relevant resilience plans for the project's location(s), and specify how these plans will be used in the project. Also, describe any partnership(s) with local governments or other resilience practitioners. Describe how the project will incorporate scientific, social, cultural, historical, and economic factors as well as which NOAA assets will be integrated into the project activities. Finally, describe any other partnerships and how the organizations represented on the team possess the capacity and

capabilities to achieve the project's goal and objectives and implement the project activities. Include how the diversity of the project team members, including partners, enables the team to serve the target audience(s) best and in a culturally appropriate manner.

NOTE: Project descriptions that exceed the 4-page limit will be truncated beyond the fourth page in the information sent forward to reviewers.

2) Required Elements for Priority 1 Full Applications and Priority 2 Full Applications

A) Format Requirements

The page margin on standard letter-size paper should be one inch (2.5 cm) at the top, bottom, left, and right. All pages should be numbered. The typeface should be standard 11-point size or larger and must be clear and easily legible. Color or high-resolution graphics, unusually sized materials, or otherwise unusual materials submitted as part of the application are allowed, but should be employed only when necessary for adequate description of the project. All narrative sections of the application should be single spaced and consist of the elements described in Section IV.B.2. Do not submit scanned documents or forms, other than letters of commitment.

B) Content Requirements

A full application must include all elements (a) through (i) below; elements (j) through (l) are optional. Failure to provide this information in the required form and within prescribed page limits will result in the application being excluded from further review. Any non requested elements submitted as part of an application package will be removed from the application prior to merit review.

As there are many required elements of an application, it is recommended that you develop and use an application checklist of your own or the one we provide on our templates page (<https://www.noaa.gov/office-education/elp/grants/environmental-literacy-grant-templates-and-models>).

Applications should include a maximum of four files (PDF files only) in addition to the federal application forms: 1) Title page; 2) Project narrative (not to exceed 15 pages total); 3) Budget table, budget narrative (including sub-award details), and the negotiated IDC rate agreement (if applicable); and 4) Supplemental information – all other attachments combined into one indexed file, including resumes, current and pending support, data sharing plan (if applicable), logic model, and letters of commitment.

(a) Required Forms. At the time of application submission, applicants must complete and submit the following forms with signatures of the Authorized Representative of the submitting institution. (Note: submission through Grants.gov results in automatic electronic signatures on these forms. Only the versions of these forms that are available in Grants.gov are acceptable):

- (i) SF-424, Application for Federal Assistance
- (ii) SF-424-A, Budget Information, Non-Construction Programs
- (iii) SF-424-B, Assurances, Non-Construction Programs
- (iv) CD-511, Certifications Regarding Lobbying
- (v) SF-LLL, Disclosure of Lobbying Activities (only if applicable; see instructions on form).

(b) Title Page. Please use the title page template available at <https://www.noaa.gov/office-education/elp/grants/environmental-literacy-grant-templates-and-models>. Whether or not the title page template is used, a title page must be submitted and contain ALL of the following elements:

- (i) Project's title;
- (ii) Proposed start and end dates;
- (iii) Funding amount requested from NOAA;
- (iv) The Priority to which the application is being submitted;
- (v) Principal Investigator (PI) and co-PI names, affiliations, complete mailing addresses, email addresses, telephone numbers, and fax numbers. For Priority 1, the PI listed on the title page should be affiliated with the institution submitting the pre-application;
- (vi) Executive Summary (150 words maximum). The executive summary should be a concise overview of the objectives of the project, the project activities, the location of the project, the expected outcome(s), and the rationale for the work proposed. Please note: project summaries of applications that receive funding may be posted on program-related websites and/or included in notices that NOAA may send to members of Congress;
- (vii) List of project partners (including NOAA partners);
- (viii) List of NOAA assets that will be used in the project (<https://www.noaa.gov/office-education/elp/resilience-assets>); and
- (ix) Describe the location(s) of where your project will take place (including all of the states and territories where audiences will be served).

(c) Project Description (15 page limit). The project description section must not exceed 15 pages and must follow the requirements for applications in IV.B.2, Content and Form of Application. Page limits are inclusive of figures and other visual materials, but exclusive of title pages, budget information, references, work plan/milestone chart, data sharing plan,

resumes, current and pending support, DEIJ statement, and letters of commitment. A template for the project description can be found online at <https://www.noaa.gov/office/education/elp/grants/environmental-literacy-grant-templates-and-models>. The project must be described completely. The project description of an application should clearly describe the project's goals, implementation, and management. It should provide a full justification/rationale for the project. Specifically, this section should include:

(i) Objective(s) and Expected Outcomes. Describe the basis for determining the need for the project by citing relevant front-end evaluation/needs assessment and discuss how the rationale for the project is consistent with the NOAA's Community Resilience Education Theory of Change. Describe the project objectives that will be achieved during the award period. Describe the expected outputs and outcomes (see definitions in Section VIII.A), and explain how the expected outputs and outcomes support the goal of this funding opportunity and advance NOAA's mission, as described in section I.A. For Priority 2 projects, describe the accomplishments of the previous award and how the project will specifically build off of resources, relationships, and lessons learned from their previously funded project, as well as from other projects in the ELP community resilience education community of practice.

(ii) Proposed Activities. Describe the proposed activities, including: all activities that will be undertaken and/or products that will be created; the need for those products or activities; and the process that will be used to develop and implement all activities and products. Describe how these activities will use active and social learning and increase the target audience's knowledge, skills, and confidence to: (1) reason about the ways that human and natural systems interact globally and where they live, including the acknowledgement of disproportionately distributed vulnerabilities; (2) participate in civic processes; and (3) incorporate scientific information, cultural knowledge, and diverse community values when taking action to build resilience to extreme weather and climate change in ways that contribute to community health, social cohesion, and socio-economic equity (Bey et al. 2020). Applications should demonstrate how the project is informed by best practices and should cite appropriate literature references that support the proposed approach. Specifically, projects should describe how the activities relate to NOAA's Community Resilience Education Theory of Change (noaa.gov/elp-resilience-TOC).

(iii) Target Audience(s). Provide a discussion of the target audience(s) that will be served and why, specifically identifying whether the audience(s) is (are) children, youth, and/or adults; state if your project will also target informal and/or formal (K-12) educators. Describe whether the target audience(s) include underserved and highly vulnerable members of the community. Use data to support these assertions.

(iv) Geographic Location and Hazard Identification for the Target Audience(s). Provide a justification of the project's geographic location(s); identify the extreme weather and climate hazard(s) faced by the project's target audiences in that (those) location(s); describe how these hazards are expected to change over time, and which ones will be the addressed in this project; and describe the audience's variable levels of exposure to these hazards and the related socioeconomic conditions. Also, describe relevant cultural and ecological factors in the targeted location(s).

(v) Resilience Plans. Provide a description of the local and/or state resilience plans that exist for the project area, how the project will use these plans into the project, and call attention to any formal and/or informal education goals and/or objectives integrated into the resilience plans (see <https://www.noaa.gov/office-education/elp/resilience-assets> for FEMA's list of state hazard mitigation officers and resilience plans).

(vi) Project Team. Describe the qualifications and capabilities of the project team, including any partners who may be serving as co-PIs. Include their institutional profiles and capabilities as well as a justification for how the project teams' members possess the educational, scientific, and cultural expertise needed to carry out the project.

(vii) Project Partners. Describe the project partners' roles and the coordination among project partners; specifically, highlight any partnerships involving NOAA entities to facilitate the use of NOAA assets; also describe how partnerships have been formed to engage any underserved and highly vulnerable members of the community(ies) who are target audience(s); and describe partnerships with individuals and institutions that are involved in efforts to develop or implement resilience plans. If applicable, describe if partners include Corps Network members or other organizations that offer paid training, career skills development, and job pathways into climate resilience careers. (Note: letters of commitment articulating project partners' roles should be submitted as a separate section of the application).

(viii) NOAA Assets. Describe how the project will incorporate NOAA scientific data, data access tools, data visualizations, and/or other physical and intellectual assets into the project activities (for a partial listing of NOAA assets, see <https://www.noaa.gov/office-education/elp/resilience-assets>).

(ix) Project Evaluation. Describe how the project activities will be evaluated for their effectiveness in meeting stated project goals and objectives as well as the goal of this funding program. Discuss who will carry out the evaluation, and, if the evaluator is part of the applicant institution, verify that they are not otherwise substantively involved in the

project. Also describe the project evaluators' previous experience in designing, implementing, and managing evaluations appropriate for the target audiences and proposed activities. If institutional policy prohibits the selection of an evaluator prior to award, the applicant should state that and describe the criteria by which the evaluator will be selected post award. Include a description of whether or not institutional review board review will be sought and a justification if not (if applicable). See Section I.A.4 for further guidance on project evaluation.

(x) Dissemination. Provide a description of how project results and products will be disseminated beyond the audience immediately involved in the activities of the project.

(d) Proposed Work Plan/Milestone Chart (no page limit). Provide a timeline of major tasks and target milestones for important intermediate and final products and outcomes. The tasks should relate both to the budget and to the intended deliverables or activities, including the project evaluation.

(e) Resumes (maximum of 3 pages per resume). Provide resumes of the Principal Investigators (PIs), co-Principal Investigators (co-PIs), and other key personnel critical to the success of the project. Ensure resumes provide evidence of the qualifications relevant to conducting the proposed work as this will help reviewers assess the proposed project team's qualifications.

(f) Budget (no page limit). Provide a detailed budget table and budget narrative that clearly identifies and justifies the cost of separable elements of the proposed work. The detailed budget table should include a detailed year-by-year breakdown by category of cost (object class) separated into federal and non-federal shares (if applicable). The budget narrative should be sufficiently detailed to enable a clear understanding of the cost breakdown and calculations used to derive the line item subtotals in each object class of the SF-424A budget. The budget table and narrative should reference the NOAA Grants Management Division's Budget Narrative Guidance found on <https://www.noaa.gov/organization/acquisition-grants/how-to-apply>.

The budget section of the application should provide enough detail to allow NOAA staff and the review panel to evaluate the level of effort proposed by investigators and staff on the project. The budget must include all anticipated expenses in order to realistically describe for reviewers what resources will be necessary to carry out the project. NOAA staff will review budget information in recommended applications to determine if costs are allowable, allocable, reasonable, and realistic. As appropriate, the narrative and table must provide details on:

-Personnel salaries and fringe benefits (specifying the salary plus the percent of time and/or number of months devoted to the project for every individual to be paid by the project).

-Travel, including costs (i.e., transportation, lodging, meals), a description of anticipated travel, destinations, the number of travelers, and a justification of how the requested travel is directly relevant to the successful completion of the project. If the actual trip details are unknown, applicants should state the basis for the proposed travel costs. In order to facilitate a community of practice related to resilience education, applicants should request funding to allow one to two project team members to attend 2-day grantee workshops in Washington, DC every year during the award period. Travel costs may be charged on an actual cost basis, on a per diem, or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-federal entity's non-federally-funded activities and in accordance with non-federal entity's written travel reimbursement policies. In the absence of an acceptable, written non-federal entity policy regarding travel costs, the rates and amounts established under 5 U.S.C. 5701-11, ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or his or her designee) pursuant to any provisions of such subchapter must apply to travel under federal awards (48 C.F.R. 31.205-46(a)) Federal travel per diem rates: <http://www.gsa.gov/portal/content/104877>.

-Equipment and supplies, if applicable. See 2 C.F.R. §200.313 and See 2 C.F.R. §200.314 for additional guidance on equipment and supplies costs.

-Contractual costs. It is encouraged that applicants provide separate budgets for each contract, but necessary for each substantial contract, to determine whether proposed costs are reasonable, necessary, allowable, and allocable. Describe products or services to be obtained and indicate the applicability or necessity of each to the project. Provide both the annual (for multiyear awards) and total for contractual costs. Do not incorporate contractual indirect costs under the indirect costs line item for the applicant/grantee on the SF-424A or budget narrative. A contract means a legal instrument by which a non-federal entity purchases goods or services needed to carry out the project or program under a federal award, per §200.22. Procurement standards are identified in §200.317-200.326. Procurement transactions must be conducted in a manner providing full and open competition consistent with the standards identified in §200.319.

-Other direct costs, including printing, publications, evaluations, and communication

expenses as well as sub-awards to project partners. Applicants should provide the same amount of budget detail for any sub-awards as they did for the applicant institution (broken down by the categories shown on the SF-424A form). Applicants should indicate the basis for the cost and price estimates in budget description for each sub-award. The budget description should describe activities to occur and/or products to be developed, and indicate the applicability or necessity of each to the project. All sub-awards must be consistent with the requirements of 2 C.F.R. §§ 200.330-200.332. Note: 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) (Israel et al. 2005).

Applicants should include funding for project evaluation in their budgets. While the costs for project evaluation may vary considerably, 10 to 20 percent of the total budget is a reasonable estimate of costs associated with a comprehensive project evaluation.

If appropriate, include in the budget narrative a description of any in-kind resources (including people's time) or equipment that will be provided to support this project. Please note that inclusion of in kind resources or equipment will not be considered in the evaluation of the project's merits. See <http://www.ago.noaa.gov/grants/training.html> for guidance on your budget narrative from NOAA's Grants Management Division. See <https://www.noaa.gov/office-education/elp/grants/environmental-literacy-grant-templates-and-models> for a budget narrative template and model and a budget table model.

-Indirect costs, if applicable. As defined at 2 C.F.R. § 200.56, indirect costs, which are sometimes referred to as facilities and administrative (F&A) costs, are those costs incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically being benefitted without an effort that is disproportionate to the results achieved. Indirect costs may include costs for basic operational functions, including lights, water, and insurance. If indirect costs are included, the negotiated rate must be requested, and the application must include a copy of the current, approved negotiated indirect cost agreement with the federal government. Indirect-cost-rate agreement documentation is required for sub-awardees and indirect cost rates at the negotiated levels should be paid by the primary awardee.

If an applicant does not have a current or provisional indirect cost rate with a federal agency, they may choose to negotiate a rate with the Department of Commerce or use the de minimis indirect cost rate of 10% of modified total direct costs (as allowable under 2 C.F.R. § 200.414). The negotiation and approval of a rate is subject to the procedures required by NOAA and the Department of Commerce Standard Terms and Conditions. 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

(g) Logic Model (5 page limit). Provide a logic model of the project. The logic model should illustrate the relationships among the various project components, the project objectives, the goal of this funding opportunity, and how these connect to the project evaluation questions and indicators of success. There is no one way to design a logic model, but in general your logic model should identify: the initial situation your project aims to change; the resources needed to accomplish a set of activities (inputs); the activities designed to accomplish the project goals and objectives, as well as the audiences that participate in those activities (outputs); and the short-term (immediate), medium-term (2-3 years), and long-term (4-10 years) outcomes or impacts that are anticipated. Applicants are encouraged to consult NOAA's Community Resilience Education Theory of Change: noaa.gov/elp-resilience-TOC.

(h) Diversity, Equity, Inclusion and Justice (DEIJ) Statement (2 page limit). NOAA's Environmental Literacy Program supports NOAA's commitment to diversity and inclusion and the principles of equity and justice called for in the Executive Orders (13985 and 14008) through funded projects. There is an interest in projects that specifically engage underserved and highly vulnerable members of the community, defined here as people who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life (Exec. Order No. 13985, 2021). These underserved and highly vulnerable community members face greater exposure to extreme weather and climate change impacts, and they have fewer resources to prepare for and adapt to the associated risks (Ebi et al. 2018, Hoffman et al. 2020). This section should include a description of how you will ensure your project supports diversity, equity, inclusion, and climate justice by addressing each of the following as they apply to the proposed project:

i) Project partners - Applicants should describe the project partners and how these partners enable the project to serve the target audiences as well as how the partners will be involved in the project.

ii) Project teams - Project teams, including partners, should be diverse and reflect the

diversity of the target audiences. Applicants are encouraged to provide information about their project team members to show how the diversity of the team members enables them to best serve the needs of the project's target audiences. Providing this information about individuals is optional. Alternatively, applicants may provide descriptions of how the project team's organizations are committed to advancing DEIJ goals and objectives.

iii) Inclusion of traditional and community knowledge - Applicants should describe how they will incorporate any relevant traditional and/or community knowledge into their project activities to ensure that their project's activities represent the diverse perspectives and values of their target community(ies).

iv) Workforce development - If workforce development components are included in the proposed project, please also describe how these components will contribute to a diverse and inclusive climate resilience workforce of the future.

(i) References Cited (no page limit). If literature references are cited in the project narrative, then a References Cited section should be included. Each reference should include the names of all authors in the same sequence in which they appear in the publication, the article title, publication or publication title, volume number, page numbers, and year of publication. While there is no established page limit, this section must include bibliographic citations only and must not be used to provide parenthetical information outside the 15-page project description.

(j) Letters of Commitment (no page limit). If substantive partnerships are described in the project description, letters of commitment should be provided. Letters of commitment are important for demonstrating the concrete involvement of project partners (including NOAA partners) and are reviewed as part of the application. Applicants should solicit letters of commitment from project partners indicating their role in the project and how the project complements their strategic priorities. If federal partners are submitting letters of commitment, please be sure to have them include that they will be participating in the activities in-kind.

(k) Data Management Plan (2 page limit). We anticipate that most proposed projects under this funding announcement will not involve the collection of environmental data. If no environmental data will be collected/created as part of the project, then applicants should state so in this section. However, if an applicant's project does involve the collection of environmental data, the applicant should consult Section VI.B.9 (Data Management Plan) for further instructions. Environmental data are defined 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. Data and information collected for the project evaluation are not considered environmental data and information. Furthermore, environmental data that are not collected as part of a research project or ongoing environmental monitoring program do not require a management plan.

(I) NEPA Questionnaire. The Office of Education has determined that applicants do not need to provide answers to the NOAA NEPA Questionnaire.

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

To enable the use of a universal identifier and to enhance the quality of information available to the public as required by the Federal Funding Accountability and Transparency Act, 31 USC 6101. Note, to the extent applicable, any application awarded in response to this announcement will be required to use the System for Award Management (SAM), which may be accessed online at <https://sam.gov/content/home>. Applicants are also required to use the Dun and Bradstreet Universal Numbering System (DUNS), as identified in OMB guidance, 2 CFR Part 25, which may be accessed at https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr25_main_02.tpl.

D. Submission Dates and Times

For Priority 1, the deadline for pre-applications is 11:59 pm EDT on November 1, 2021. The deadline for full applications is 11:59 pm EDT on March 17, 2022.

For Priority 2, pre-applications are not required and the deadline for full applications is 11:59 pm EST on January 25, 2022. (Note that NOAA's Office of Education staff will be available to answer questions, weekly, Monday through Friday until 5 PM Eastern Time).

For Priority 1, two informational teleconferences with the program officers will occur shortly after the publication of this opportunity. An informational teleconference for Priority 2 with the program officers will occur in late fall 2021. Interested applicants may obtain the exact teleconference dates, phone number, and related information by visiting <https://www.noaa.gov/office-education/elp/grants/apply>. Whenever possible, individuals from the same institution should try to join the teleconference from the same phone line.

E. Intergovernmental Review

Pre-applications and full applications submitted to this funding opportunity are not subject to Executive Order 12372, Intergovernmental Review of Federal Programs.

F. Funding Restrictions

There are no funding restrictions.

G. Other Submission Requirements

Pre-applications and full applications must be submitted online through Grants.gov; no hard copy or email applications will be accepted. Late applications are neither reviewed nor considered for funding.

Applications submitted through Grants.gov will be accompanied by an automated receipt of the date and time of submission. You may check your application status by visiting <https://www.grants.gov/web/grants/applicants/track-my-application.html>. For more information on how to check your application status, visit <https://www.grants.gov/help/html/help/Applicants/CheckApplicationStatus/CheckApplicationStatus.htm>.

PLEASE NOTE: It may take Grants.gov up to two business days to validate or reject the submission. Please keep this in mind in developing your submission timeline. Applicants are responsible for ensuring that all required elements have been appropriately submitted before the deadline. Additional instructions for Grants.gov can be found at https://www.noaa.gov/office-education/elp/grants/faq_priority1 and https://www.noaa.gov/office-education/elp/grants/faq_priority2.

PLEASE ALSO NOTE: For a list of software applications that allow you to successfully navigate the Grants.gov pages and complete your submission visit <http://www.grants.gov/web/grants/applicants/applicant-faqs.html>.

V. Application Review Information

A. Evaluation Criteria

(a) Evaluation Criteria for Priority 1 Pre-applications:

(1) Importance/relevance and applicability of proposed project to the program goals (10 points): This criterion ascertains whether there is intrinsic value in the proposed work and/or relevance to NOAA's federal, regional, state or local activities. The application should describe how well the proposed project addresses NOAA's stated objectives and priorities. Reviewers will evaluate:

- The extent to which the project is focused on increasing target audiences' knowledge,

skills, and confidence to: (1) reason about the ways that human and natural systems interact globally and where they live, including the acknowledgement of disproportionately distributed vulnerabilities; (2) participate in civic processes; and (3) incorporate scientific information, cultural knowledge, and diverse community values when taking action to build resilience to extreme weather and climate change in ways that contribute to community health, social cohesion, and socio-economic equity;

- If the rationale for the project is sound, such as: the extent to which it identifies the project's geographic location(s) and the associated extreme weather and climate change hazards; and how communities living in those location(s) are disproportionately impacted by the identified hazard(s);

- The extent to which the project will support diversity, equity, inclusion, and climate justice, as described in section I.A.2 and serves target audience(s) that include underserved and highly vulnerable members of the community;

- Whether the project uses relevant state and/or local resilience plans and proposes to work with their local resilience planners; and

- Whether relevant NOAA assets are identified for use in the project.

(2) Technical/scientific merit (10 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. Reviewers will evaluate:

- The extent to which the project has clearly stated outcomes and objectives that are measurable and are appropriate to the target audience(s);

- The overall technical feasibility of the project, including whether the proposed approach is educationally, and technically sound (i.e., based on best practices), and uses culturally appropriate methods for engaging the target audience(s);

- The extent to which the project is based on the established scientific evidence about current and future extreme weather and/or climate change hazards facing communities, and considers cultural, historical, and economic factors;

- The extent to which the project engages target audiences in active and social learning, and provides pathways for those audiences to take action; and

- The extent to which the applicant and project partners possess the capacity to carry out the project and involve the target audience(s).

(b) Full Application Evaluation Criteria for Priority 1 and Priority 2:

The evaluation criteria for Priority 2 Full Applications are the same as those for Priority 1 Full Applications; however, as reviewers consider each of the following criteria they will consider the extent to which the project explicitly demonstrates the accomplishments of the previous award and how the proposed project will significantly improve, and/or build on the

previous award, as well as other projects in the ELP community resilience education community of practice.

(1) Importance/relevance and applicability of proposed project 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, or local activities. The application should describe how well the proposed project addresses NOAA's stated objectives and priorities. Reviewers will evaluate:

- The extent to which the project clearly identifies the project's target audience(s), geographic location(s); the hazard(s) faced by target audiences in that (those) location(s), and the socioeconomic, ecological, and cultural conditions inherent in the location(s) (6 points);

- The extent to which the project focuses on increasing target audiences' knowledge, skills, and confidence to: (1) reason about the ways that human and natural systems interact globally and where they live, including the acknowledgement of disproportionately distributed vulnerabilities; (2) participate in civic processes; and (3) incorporate scientific information, cultural knowledge, and diverse community values when taking action to build resilience to extreme weather and climate change in ways that contribute to community health, social cohesion, and socio-economic equity (6 points);

- The extent to which the project will support diversity, equity, inclusion, and climate justice, as described in sections I.A.2 and IV.B.2(h) and serves target audience(s) that include underserved and highly vulnerable members of the community (9 points);

- The extent to which the project will utilize NOAA assets to accomplish its goals, and, where applicable, how they will involve NOAA employees or affiliates to facilitate the use of those assets (3 points);

- The extent to which the project uses relevant state and/or local resilience plans, including any formal and/or informal education goals and/or objectives integrated into the resilience plans, and collaborates with the individuals and institutions that are involved in efforts to develop or implement those plans (4 points); and

- If the project is based on an existing front-end evaluation/needs assessment and the rationale for the project is sound (2 points).

(2) Technical/scientific merit (38 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. Reviewers will evaluate:

- The overall technical feasibility of the project, including whether the proposed approach is educationally and technically sound (i.e., based on best practices and informed by NOAA's Community Resilience Education Theory of Change) and uses appropriate methods (10 points);

- The extent to which the project has clearly stated outcomes and objectives that are appropriate to the target audience(s) (5 points);
- The extent to which the project is based on the established scientific evidence about current and future extreme weather and/or climate change hazards facing the targeted communities (4 points);
- The extent to which the project engages target audiences in active and social learning and provides pathways for those audiences to take action (4 points);
- Whether there are appropriate mechanisms to evaluate the success of the project in meeting the anticipated outcomes, including impacts on the target audience(s) (5 points);
- The extent to which the logic model clearly and succinctly illustrates the relationships among the various project components, the project objectives, the goal of this funding opportunity (4 points); and
- The extent to which the application describes the roles of project partners, provides a sound justification for these partners, and includes letters of commitment that articulate the partners' vested interest in the project and how they will be involved (6 points).

(3) Overall Qualifications of Applicant (20 points): This criterion ascertains whether the applicant possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project. Reviewers will evaluate applications based on the following (as demonstrated by resumes, past project experience, and accomplishments of key staff):

- The relevance of the qualifications of the PIs, co-PIs, and key personnel, including their previous experience in designing, implementing, and managing the proposed activities (9 points);
- The project evaluators' previous experience in designing, implementing, and managing evaluations appropriate for the target audiences and proposed activities. If the applicant was unable to select an evaluator prior to submission due to institutional policies, then the appropriateness of the criteria the project team will use to select an evaluator (2 points);
- The likelihood that the applicant and project partners have the appropriate institutional resources to carry out the proposed activities and have the ability to complete the project successfully (4 points); and
- If the project team's diversity is matched to the target audience(s) and the makeup of the project team (including partners) is appropriate for the proposed activities, as articulated in the applicant's DEIJ Statement (see IV.B.2(h)) (5 points).

(4) Project Costs (6 points): This criterion evaluates the budget to determine if it is realistic and commensurate with the project needs and time-frame. Reviewers will evaluate:

- The appropriateness of the requested resources to accomplish the proposed work within the indicated time-frame (2 points);

- Whether the budget is sufficient for the scope of the evaluation planned (2 points); and
- Whether the budget is sufficient to support the involvement of project partners (in particular for community-based organizations) and participants (2 points).

(5) Outreach and Education (6 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. Reviewers will evaluate:

- How the project's approach(es), products, and outcomes will be disseminated to relevant audiences beyond those participating directly in the project (4 points); and
- The extent to which the proposed project will provide pathways that lead to possible climate resilience related careers and opportunities to stay involved in climate resilience efforts (2 points).

B. Review and Selection Process

Upon receipt of an application by NOAA, an initial administrative review is conducted to determine compliance with minimum requirements.

Minimum requirements for Priority 1 pre-applications include all of the following:

- Applicant is eligible to apply;
- Applicant has submitted the required project narrative and title page;
- The entirety of the project is only serving audiences located in one or more of the eligible states (see Section III.A, Eligible Applicants, for eligible states), as stated in the "location(s) of where your project will take place" field on the title page;
- Total federal request for all years of the project is no more than \$500,000 and no less than \$250,000; and
- Pre-application was received on time.

Minimum requirements for Priority 1 and 2 full applications include all of the following:

- Applicant is eligible to apply;
- Project duration is 2 to 5 years;
- Application was received on time;
- Total federal request for all years of the project is no more than \$500,000 and no less than \$250,000;
- For Priority 1, the entirety of the project is only serving audiences located in one or more of the eligible states (see Section III.A, Eligible Applicants, for eligible states); as stated in the "location(s) of where your project will take place" field on the title page;
- For Priority 1, applicant was authorized to submit a full application based on review of pre-application; and

- For Priority 2, eligible applicants must be organizations that received awards or were formally recognized partners (i.e. identified by either a sub-award or letter of commitment or both) for projects funded under the 2015-2018 funding opportunities from this program (NOAA-SEC-OED-2015-2004408, NOAA-SEC-OED-2016-2004737, and NOAA-SEC-OED-2018-2005455).

a) Pre-Applications

All pre-applications that meet the eligibility and minimum requirements will be evaluated and scored by a group of independent reviewers, who are federal or non-federal experts, each having expertise in a separate area so that the reviewers, as a whole, cover the spectrum of activities covered by the pre-applications received. The reviews will be conducted by mail review. The mail review will consist of each application being reviewed by at least 3 reviewers. Each reviewer will independently evaluate each application and provide an individual score and written comments using the evaluation criteria provided in Section V.A. No consensus advice will be given. The Federal Program Officers (FPOs) will neither vote nor score pre-applications as part of the review process.

A rank order of all pre-applications will be established by averaging the individual review ratings for each pre-application. The Program Office staff will look for a substantial break in scores of the rank-ordered pre-applications to determine the final number authorized to submit full applications. At least 45 pre-applications will be authorized to submit full applications and possibly more depending on ties. If the budget is greater than currently anticipated, the number of full applications authorized will be higher. The FPOs will make their recommendations to the Selecting Official, the Director of NOAA Education, on whether to authorize or not authorize a full application based on rank order and the selection factors listed in the next section (V.C). Applicants will be notified of the status of their pre-application via an email to the authorized representative on or about January 18, 2022. Full applications from applicants who were not asked to submit them will not be reviewed or considered for funding.

b) Priority 1 Full Applications and Priority 2 Full Applications

Each priority will be reviewed separately following the process described below.

All applications that meet the eligibility and minimum requirements will be evaluated and scored using the evaluation criteria provided in Section V.A by a panel of independent reviewers, who are federal or non-federal experts, each having expertise in a separate area so

that the reviewers, as a whole, cover the spectrum of activities covered by the applications received. The panel will then meet to discuss the applications. After discussing a particular application, the reviewers on the panel may re-score the application and will provide a summary of their comments. The rank order of all applications will be established by averaging the individual panel reviewers' final scores for each application they reviewed. The panel will give no consensus advice. The Federal Program Officers (FPOs) will neither vote nor score applications as part of the review process. The FPOs will make their recommendations for funding based on rank order and the selection factors listed in the next section (V.C) to the Selecting Official, the Director of NOAA Education, who is responsible for making final recommendations to the NOAA Grants Officer.

C. Selection Factors

The Selecting Official will recommend applications for funding in the rank order unless an application is justified to be selected out of rank order based upon one or more of the following selection factors:

1. Availability of funding;
2. Balance/distribution of funds:
 - a. By geographic area,
 - b. By type of institutions,
 - c. By type of partners,
 - d. By subject areas, and
 - e. By project types;
3. Whether this project duplicates other projects funded or considered for funding by NOAA or other federal agencies;
4. Program priorities and policy factors;
5. Applicant's prior award performance;
6. Partnerships and/or participation of targeted groups; and
7. Adequacy of information necessary for NOAA staff to make a NEPA determination and draft necessary documentation before recommendations for funding are made to the NOAA Grants Officer.

Hence, awards may not necessarily be made to the highest-scored applications.

Selected applicants may be asked to modify objectives, project plans, timelines, and/or budgets, and provide supplemental information required by the agency prior to the award. When a decision has been made (whether an award or declination), anonymous copies of reviews and summaries of review panel deliberations, if any, will be made available to the applicant.

D. Anticipated Announcement and Award Dates

Review of Priority 1 pre-applications will occur from November, 2021 through January, 2022. Review of Priority 1 full applications will occur from March through May, 2022. Review of Priority 2 full applications will occur from January through May, 2022. It is anticipated that recommendations for Fiscal Year 2022 funding under this announcement will be made by September 30, 2022. Projects funded under this announcement during this fiscal year will start no earlier than October 1, 2022.

VI. Award Administration Information

A. Award Notices

Successful applicants will receive notification electronically from the Office of Education by September 30, 2022, that the application has been recommended for funding to the NOAA Grants Management Division. This notification is not an authorization to begin performance of the project. The official notice of funding, authorized by a NOAA Grants Officer, is the authorizing document that allows the project to begin. The official notice of award is the Standard Form CD-450, Financial Assistance Award, issued by a NOAA Grants Officer electronically through NOAA's Grants Online system to the project's Authorized Representative. Unsuccessful applicants will receive notification electronically from the Office of Education by September 30, 2022, that their application was not recommended for funding (declined) or was not reviewed because it did not meet the minimum requirements prescribed in Sections IV.B and IV.D.

NOAA may select all, some, or none of the applications, or part of any application, ask applicants to work together or combine projects, or defer applications to the future. The exact amount of funds to be awarded, the final scope of activities, the project duration, and specific NOAA cooperative involvement with the activities of each project will be determined in pre-award negotiations between the applicant, the NOAA Grants Management Division, and NOAA program staff. Projects should not be initiated in expectation of federal funding until an official notice of award document is received from the NOAA Grants Officer.

B. Administrative and National Policy Requirements

1. **LIMITATION OF LIABILITY.** Funding for programs listed in this notice is contingent upon the availability of appropriations. Applicants are hereby given notice that funds may not have been appropriated yet for the programs listed in this notice. In no event will NOAA or the Department of Commerce be responsible for proposal preparation costs. Publication of this announcement does not oblige NOAA to award any specific project or to

obligate any available funds.

2. DEPARTMENT OF COMMERCE PRE-AWARD NOTIFICATION

REQUIREMENTS FOR GRANTS AND COOPERATIVE AGREEMENTS. 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 and may be accessed online at <http://www.gpo.gov/fdsys/pkg/FR-2014-12-30/pdf/2014-30297.pdf>.

3. 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 website: <http://www.nepa.noaa.gov/>, including our NOAA Administrative Order 216-6 for NEPA, http://www.nepa.noaa.gov/NAO216_6.pdf, and the Council on Environmental Quality implementation regulations, http://energy.gov/sites/prod/files/NEPA-40CFR1500_1508.pdf. Consequently, as part of an applicant's package, and under their description of their program activities, applicants are required to provide detailed information on the activities to be conducted, locations, sites, 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 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. 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 on any impacts that a project may have on the environment.

4. UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS. Through 2 C.F.R. § 1327.101, the Department of Commerce adopted Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 C.F.R. Part 200, which apply to awards in this program. Refer to <http://go.usa.gov/SBYh> and <http://go.usa.gov/SBg4>.

5. DOC TERMS AND CONDITIONS. Successful applicants who accept a NOAA award under this solicitation will be bound by Department of Commerce Financial Assistance Standard Terms and Conditions. This document will be provided in the award package in NOAA's Grants Online system at <http://www.ago.noaa.gov> and at <https://go.usa.gov/xVeNH>.

6. REVIEW OF RISK. After applications are proposed for funding by the Selecting Official, the Grants Office will perform administrative reviews, including an assessment of risk posed by the applicant under 2 C.F.R. 200.205. These may include assessments of the financial stability of an applicant and the quality of the applicant's management systems, history of performance, and the applicant's ability to effectively implement statutory, regulatory, or other requirements imposed on non-Federal entities. Special conditions that address any risks determined to exist may be applied. 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.

7. INDIRECT COST RATE. An applicant with a current Federally-approved indirect cost rate that is proposing indirect costs in its budget should include a copy of the approved rate with its application. If an applicant has not previously established an indirect cost rate with a Federal agency they may choose to negotiate a rate with the Department of Commerce or use the de minimis indirect cost rate of 10% of Modified Total Direct Costs (as allowable under 2 C.F.R. §200.414). The negotiation and approval of a rate is subject to the procedures required by NOAA and the Department of Commerce Standard Terms and Conditions. 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, MD 20910, or lamar.revis@noaa.gov.

8. DATA SHARING.

(a) 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.

(b) Applications submitted in response to this Announcement that are collecting environmental data and information must include a Data Management Plan of up to two pages describing how these requirements will be satisfied. The Data Management Plan should be aligned with the Data Management Guidance provided by NOAA in the

Announcement (see section IV.B.2(k)). The contents of the Data Management Plan, and past performance regarding such plans, will be considered as part of application review. A typical 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 costs of data preparation, accessibility, or archiving may be included in the proposal budget unless otherwise stated in the Guidance. Accepted submission of data to the NOAA National Centers for Environmental Information (NCEI) is one way to satisfy data sharing requirements; however, NCEI is not obligated to accept all submissions and may charge a fee, particularly for large or unusual datasets.

(c) NOAA may, at its own discretion, make publicly visible the Data Management Plan from funded applications, 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. Application 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.

9. FREEDOM OF INFORMATION ACT (FOIA): In the event that an application contains information or data that you do not want disclosed prior to award for purposes other than the evaluation of the application, mark each page containing such information or data with the words "Privileged, Confidential, Commercial, or Financial Information - Limited Use" at the top of the page to assist NOAA in making disclosure determinations. DOC regulations implementing the Freedom of Information Act (FOIA), 5 U.S.C 552, are found at 15 C.F.R. Part 4, which sets forth rules for DOC to make requested materials, information, and records publicly available under FOIA. The contents of funded applications may be subject to requests for release under the FOIA. Based on the information provided by the applicant, the confidentiality of the content of funded applications will be maintained to the maximum extent permitted by law.

10. MINORITY SERVING INSTITUTIONS: The Department of Commerce/National Oceanic and Atmospheric Administration (DOC/NOAA) is strongly committed to increasing the participation of Minority Serving Institutions (MSIs), i.e., Historically Black Colleges and Universities, Hispanic-serving institutions, Tribal colleges and universities, Alaskan Native and Native Hawaiian institutions, and institutions that work in underserved communities.

11. EXECUTIVE ORDER 12866 (Regulatory Planning and Review): It has been determined that this notice is not significant for purposes of Executive Order 12866.

12. EXECUTIVE ORDER 13132 (Federalism): It has been determined that this notice does not contain policies with Federalism implications as that term is defined in Executive Order 13132.

C. Reporting

1) Grant recipients are required to provide semi-annual progress and financial reports. Reports are to be submitted electronically through the NOAA Grants Online system at <https://grantsonline.rdc.noaa.gov>.

a. Progress Reports: Progress on each award is communicated to NOAA in the form of performance progress reports, the requirements of which are outlined in 2 C.F.R. § 200.301. Progress reports should provide specific, project-related information such as details on the accomplishments, outputs and outcomes that have occurred during the reporting period, corresponding with the goals and objectives identified in the project narrative. Please note: NOAA will use data reported in progress reports to report on common measures; a list of these measures is available at <https://www.noaa.gov/office-education/noaa-education-council/resource-collections/resources-for-noaa-educators/common-measure-definitions>.

A suggested template for semi-annual and final progress reports will be provided to grant recipients. Progress reports are required every 6 months from the time an award starts until it is closed. A final comprehensive report is due no later than 90 days after the expiration date of an award, along with the final summative evaluation report. The final comprehensive report shall include an executive summary of the project's outcomes, including major findings of the project evaluation, that can be shared publicly online and in print as desired by NOAA's Office of Education. The summative evaluation report should be a separate document from the final comprehensive report on the project.

b. Financial Reports: Federal Cash Transaction reports, form SF-425 should be submitted electronically through the NOAA Grants Online system and are due semi-annually on October 30th and April 30th for the preceding 6-month period (April 1st to September 30th and October 1st to March 30th) or portion thereof if the project start or end-date falls in the middle of one of these intervals. The Final Financial Status report, form SF-425, is a comprehensive financial report that is due no later than 90 days after the expiration date of an award.

2) 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 sub-awards and executive compensation under Federal assistance awards. All awardees of applicable grants and cooperative agreements are required to report to the Federal Sub-award Reporting System (FSRS) available at <https://www.fsrs.gov/> on all sub- awards over \$25,000. Refer to 2 CFR Parts 170.

VII. Agency Contacts

You can contact the Environmental Literacy Program grants team at oed.grants@noaa.gov. For further information about the NOAA Office of Education, please visit the office website at <https://www.noaa.gov/office-education>.

VIII. Other Information

A. Definitions

Active Learning: A process whereby learners actively construct new ideas, perspectives, understanding, etc., and/or reconstruct, add to, or completely dismantle old ideas. This is in opposition to passively memorizing and reciting facts. Active learning involves analysis, synthesis, and evaluation of information. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning (Bransford et al. 2000).

Adaptive Capacity: The ability of a person, asset, or system to adjust to a hazard, take advantage of new opportunities, or cope with change (U.S. Climate Resilience Toolkit, <https://toolkit.climate.gov/content/glossary>).

Citizen Science: A form of open collaboration in which individuals or organizations participate voluntarily in the scientific process in various ways, including: (A) enabling the formulation of research questions; (B) creating and refining project design; (C) conducting scientific experiments; (D) collecting and analyzing data; (E) interpreting the results of data; (F) developing technologies and applications; (G) making discoveries; and (H) solving problems (from the Crowdsourcing and Citizen Science Act, a section of Public Law 114–329; <https://www.congress.gov/114/plaws/publ329/PLAW-114publ329.pdf>).

Civilian Climate Corps Initiative: An initiative that aims to mobilize the next generation of conservation and resilience workers and maximize the creation of accessible training opportunities and good jobs. The initiative shall aim to conserve and restore public lands and waters, bolster community resilience, increase reforestation, increase carbon sequestration in

the agricultural sector, protect biodiversity, improve access to recreation, and address the changing climate (Exec Order No. 14008; <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/27/executive-order-on-tackling-the-climate-crisis-at-home-and-abroad/>).

Community-based Organizations: Organizations that are driven by community residents in all aspects of their existence. This means that: the majority of the governing body and staff consists of local residents; the main operating offices are in the community; the priority issue areas are identified and defined by residents; solutions to address priority issues are developed with residents; and program design, implementation, and evaluation components have residents intimately involved in leadership positions (National Community-Based Organization Network, University of Michigan; <https://sph.umich.edu/ncbon/about/whatis.html>).

Community Foundation: A tax-exempt, nonprofit, autonomous, nonsectarian philanthropic institution. Community foundations are focused locally and supported by local citizens with long-term goals of: (1) Building permanent funds established by many separate donors to carry out charitable interests; (2) Supporting broad-based charitable interests and benefiting residents of a defined geographic area; and (3) Serving in leadership roles on important community issues. Community foundations play a key role in identifying and solving community problems. Accessed from the Council on Foundations, Community Foundations National Standards Board at <https://www.cfstandards.org/faq> on September 18, 2019.

Community Resilience Education: Educational approaches that develop community-level environmental literacy to understand threats and implement solutions that build resilience to extreme weather, climate change, and other environmental hazards. Environmental literacy here includes the knowledge, skills, and confidence to: (1) reason about the ways that human and natural systems interact globally and locally, including the acknowledgement of disproportionately distributed vulnerabilities; (2) participate in civic processes; and (3) incorporate scientific information, cultural knowledge, and diverse community values when taking action to anticipate, prepare for, respond to, and recover from environmental hazards, including mitigating and adapting to climate change (Bey et al. 2020).

Climate Change: Changes in average weather conditions that persist over multiple decades or longer. Climate change encompasses both increases and decreases in temperature, as well as shifts in precipitation, changing risk of certain types of severe weather events, and changes to other features of the climate system (USGCRP 2020).

Climate Justice: Ensuring that the people and communities who are least culpable in the

warming of the planet, and most vulnerable to the impacts of climate change, do not suffer disproportionately as a result of historical injustice and disinvestment. Climate justice requires leaders to acknowledge that frontline communities are experts in creating solutions to protect and preserve our air, water, land, and communities, despite their historical exclusion from decision-making and from public resources and services. Climate justice requires leaders to provide public resources and services to frontline communities to engage and assist them in developing technologies, policies, professions, services, and projects for addressing the causes and impacts of climate change and healing from historical injustices (Adapted from The Greenlining Institute report Making Equity Real in Climate Adaptation and Community 67 Resilience Policies and Programs 2019, <https://greenlining.org/wpcontent/uploads/2019/08/Making-Equity-Real-in-Climate-Adaption-and-Community-ResiliencePolicies-and-Programs-A-Guidebook-1.pdf>).

Environmental Data: 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. Data and information collected as part of the project evaluation are not considered environmental data and information.

Environmental Stewardship: The responsible use and protection of the natural environment through conservation and sustainable practices to enhance ecosystem resilience and human well-being.

Equity: The consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment (Exec Order No. 13985, 2021).

NOAA Assets: Resources, services, or sites that are used to support NOAA's mission and to communicate NOAA research, data, information, and knowledge to the public. These include education materials and programs, datasets and visualizations, subject matter experts, facilities, and managed natural resource areas. A partial listing of NOAA assets can be found at <https://www.noaa.gov/office-education/elp/resilience-assets>. A summary of NOAA programs and activities sorted by the state or territory in which they are based or focused is available at: www.legislative.noaa.gov/NIYS/. A summary of NOAA resources in various regions of the country is available at: <https://www.noaa.gov/education/noaa-in-your-backyard>. NOAA assets incorporated into education materials can be found at <https://www.noaa.gov/education>.

Outcomes: The changes that show movement toward achieving ultimate goals and

objectives, e.g., the number of persons who, as a result of their participation in a project, demonstrate changes in: awareness and knowledge of specific concepts and/or issues; interest in and/or attitudes toward certain issues, careers, or courses of action; and behavior or skills. Outcomes may be changes that occur in the short term (e.g., knowledge, attitudes, skills and aspirations); medium term (e.g., practices and behaviors); or long term (e.g., social, economic, and environmental conditions) (Adapted from the Framework for Evaluating Impacts of Informal Science Education Projects (p.32, http://www.informalscience.org/sites/default/files/Eval_Framework.pdf)).

Outputs: The immediate results of an action (e.g., services, events, and products) that document the extent of implementation of a particular activity. They are typically expressed numerically, e.g., the number of educators involved in a capacity-building project or the number of professional development workshops held (Adapted from the Framework for Evaluating Impacts of Informal Science Education Projects (p.32, http://www.informalscience.org/sites/default/files/Eval_Framework.pdf)).

Resilience: A capability to anticipate, prepare for, respond to, and recover from significant multi-hazard threats with minimum damage to social well-being, the economy, and the environment (USGCRP 2018). While this definition is limited to a concept of “bouncing back” to a previous state that may be fundamentally unstable and unjust, ultimately, resilience should mean transforming to a more equitable and sustainable future state (Bey et al. 2020).

Resilience Plan: may include climate action plans, climate adaptation plans, hazard mitigation plans, sustainability plans, climate resilience plans, among others.

Social Cohesion: Social cohesion refers to the extent to which groups and communities cooperate, communicate to foster understanding, participate in activities and organizations, and collaborate to respond to challenges (e.g., a natural disaster or disease outbreak) (NASEM 2014, p. 34, <https://doi.org/10.17226/18831>).

Social Learning: Learning that occurs within social units or communities of practice through social interactions between individuals within social networks (Reed et al. 2010).

Underserved Community: populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life (Exec Order No. 13985, 2021).

Vulnerability: The propensity or predisposition of assets to be adversely affected by hazards.

Vulnerability encompasses exposure, sensitivity, potential impacts, and adaptive capacity (U.S. Climate Resilience Toolkit, <https://toolkit.climate.gov/content/glossary>).

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