



NOAA Chesapeake B-WET Program Funding Opportunity Overview

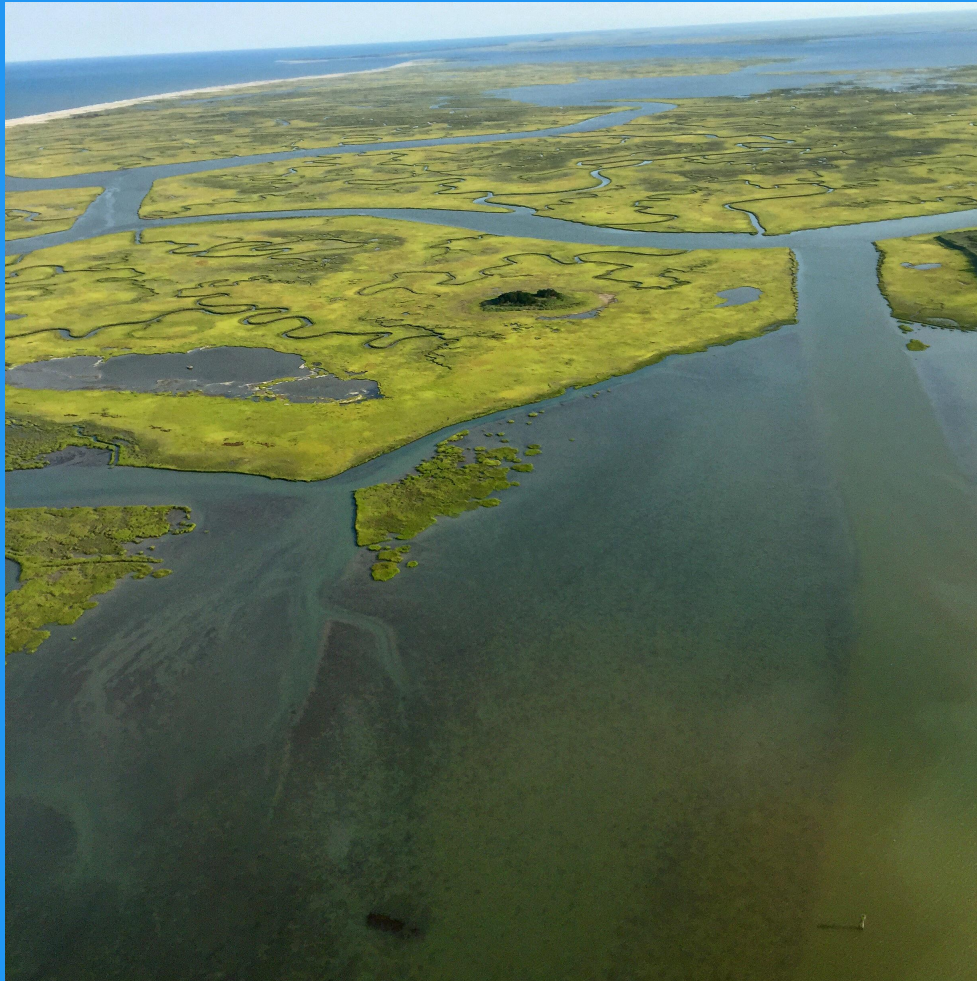
Elise Trelegan

Chesapeake B-WET Program Coordinator
NOAA Chesapeake Bay Office / ERT



Presentation Overview

- ▶ Orientation to NOAA Chesapeake Bay Office, the B-WET Program, and MWEEs
- ▶ Finding and applying for B-WET funding
- ▶ Elements of a proposal



What is NOAA B-WET?

- ▶ B-WET = Bay Watershed Education and Training Program
- ▶ B-WET funds locally relevant, authentic learning for K-12 audiences through **Meaningful Watershed Educational Experiences**

Pacific Northwest

(NOAA Olympic Coast National Marine Sanctuary)

California

(NOAA Office of National Marine Sanctuaries)

Great Lakes (NOAA Office of National Marine Sanctuaries)

New England

(NOAA Greater Atlantic Regional Fisheries Office)

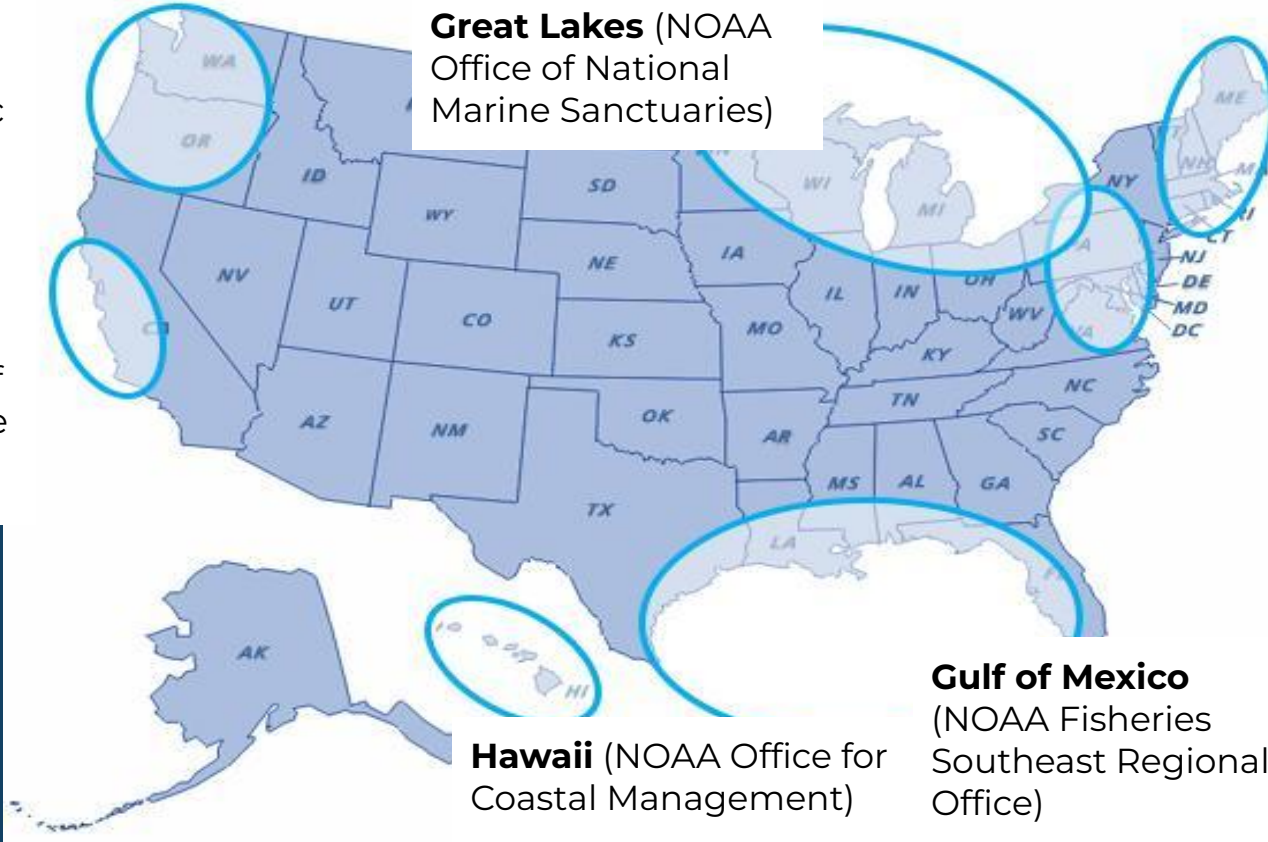
Chesapeake

(NOAA Fisheries Chesapeake Bay Office)

Gulf of Mexico

(NOAA Fisheries Southeast Regional Office)

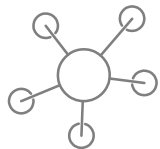
Hawaii (NOAA Office for Coastal Management)



Areas Currently Served by NOAA B-WET

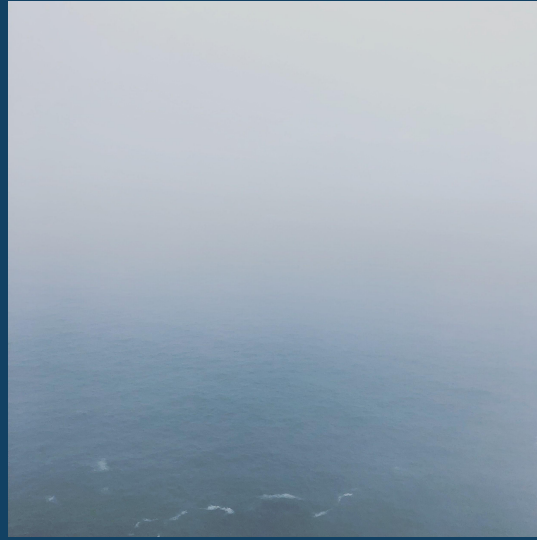
Chesapeake Program Outputs

- ▶ Over 700,000 student MWEEs
- ▶ Over 27,000 teachers trained
- ▶ 266 grants made
- ▶ Over \$48 million in funding



2023 Highlights

- ▶ 2 NOFOs:
 - ▷ School District MWEE Programming
 - ▷ Regional Capacity Building
- ▶ Anticipating a total of \$700K available for 5-7 awards
- ▶ Approximately \$1.9M in continuations



Fisheries, National Ocean Service, Environmental Satellites, National Weather Service, Oceanic and Atmospheric Research

Science, Service, Stewardship



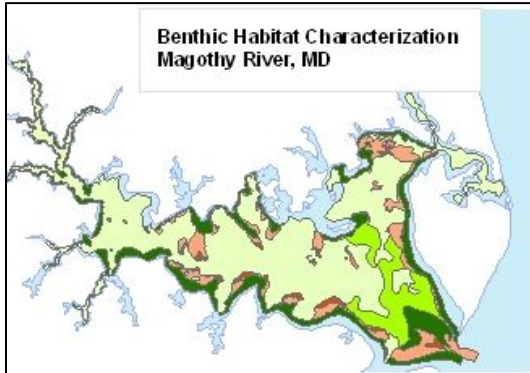
NOAA's Mission

- To understand and predict changes in climate, weather, oceans, and coasts
- To share that knowledge and information with others
- To conserve and manage coastal and marine ecosystems and resources

NOAA Chesapeake Bay Office (NCBO)

Science

- Habitat Characterization and Assessment
- Buoys and Remote Coastal Observations
- Fisheries and Ecosystem Modeling



Service

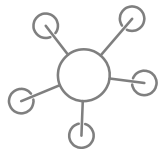
- Oyster Restoration
- Interjurisdictional Fisheries Management Coordination
- Applied Fisheries Research - striped bass, oysters, catfish



Stewardship

- Communication and Training
- Systemic, School-Based Science Education
- Environmental Literacy Policy Coordination





NOAA 20-Year Education Strategic Plan

Goals Include:

- ▶ Science-informed Society
- ▶ Conservation and Stewardship
- ▶ Safety and Preparedness
- ▶ Future Workforce

For more info:

<http://www.noaa.gov/explainers/noaa-education-strategic-plan>

Maryland



Virginia



Pennsylvania



Washington, D.C.



West Virginia



New York



Delaware



Federal Agencies



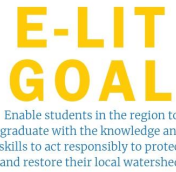
Chesapeake Bay Program
A Watershed Partnership

Chesapeake
Bay
Commission

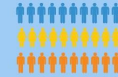


“Enable students in the region to graduate with the knowledge and skills to act responsibly to protect and restore their local watershed”

NOAA + E-LIT



OUTCOMES:



STUDENT

Continually increase students' age-appropriate understanding of the watershed through participation of teacher-supported, meaningful educational experiences and rigorous, inquiry-based instruction, with a target of at least one meaningful watershed educational experience in elementary, middle, and high school depending on available resources.

SUSTAINABLE SCHOOLS

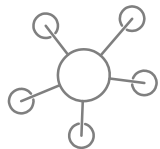


Continually increase the number of schools in the region that reduce the impact of their buildings and grounds to their local watershed, environment and human health through best practices, including student-led protection and restoration projects.

E-LIT PLANNING



Each participating Bay jurisdiction should develop a comprehensive and systemic approach to environmental literacy for all students in the region that includes policies, practices and voluntary metrics that support the environmental literacy goals and outcomes of the Chesapeake Bay Agreement.



MWEE // Student Outcome

- ▶ Continually increase students' age-appropriate understanding of the watershed through participation in teacher-supported, **meaningful watershed educational experiences** and rigorous, inquiry-based instruction, with a target of **at least one MWEE in elementary, middle, and high school** depending on available resources.



What is a
MWEE?



Issue

Definition

Outdoor Field
Experiences

Environmental
Action Projects

Synthesis &
Conclusions



Issue Definition

Students focus on an environmental question, problem, or issue requiring background research and investigation.





Outdoor Field Experiences

Students participate in multiple outdoor field experiences sufficient to investigate the issue. This may include collecting data or making observations. They may occur on school grounds or at an off-site location.





Synthesis & Conclusions

Students identify, synthesize, and apply evidence from their investigations to draw conclusions and make actionable claims about the issue.





Environmental Action Projects

Students brainstorm and evaluate solutions to the issue and then take action! Action comes in many forms but it should be student-driven.





MWEE SUPPORTING PRACTICES

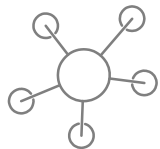
- ▶ Teacher Facilitation
- ▶ Learning Integration
- ▶ Sustained Experience
- ▶ Local Context



NOFO #1 - School District MWEE Programming

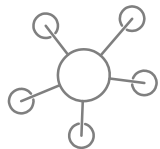
- ▶ **Priority Areas:**
 - ▷ Implementing MWEEs in School Districts
 - ▷ Supporting School District Capacity for Environmental Literacy

- ▶ **Special Interest Area:**
 - ▷ Climate Change



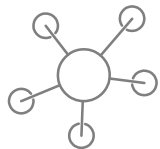
Implementing MWEEs in School Districts

- ▶ Systemic MWEEs reach the entire student population in one or more grades in a district/IU
- ▶ All teachers receive high quality professional development
- ▶ MWEEs should be embedded into district curriculum
- ▶ If systemic isn't possible, districts must demonstrate how they are working towards that goal



Supporting School District Capacity for Environmental Literacy

- ▶ Enhances support systems with ultimate goal of embedding systemic MWEEs into curriculum
- ▶ May include approaches like: developing a network, creating an environmental literacy plan, establishing a comprehensive plan for professional development, supporting coordinator position for environmental literacy



Community Partnerships

- ▶ Projects that partner with community organizations that serve marginalized groups and are representative of those communities
- ▶ Mutually beneficial partnerships that programmatically and financially recognize expertise



Special Interest Area: Climate Change

Applicants may choose to address the special interest area through either of the priority areas

- ▶ Projects that use MWEEs to foster climate knowledge, skills, and competencies to address climate change, climate impacts, and climate solutions

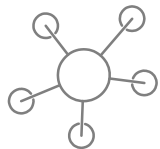
Eligibility

Chesapeake B-WET must serve audiences within the boundaries of the Chesapeake Bay Watershed, therefore, only school districts with more than 25% of their land mass falling within the Chesapeake Bay watershed are eligible for funding.



NOFO #2 - Regional Capacity Building

- ▶ This project will support the outcomes of the Environmental Literacy Foal of the Chesapeake Bay Agreement by increasing capacity within all levels of the environmental literacy ecosystem



Regional EL Capacity Building

- ▶ Resource and expand the Mid-Atlantic Environmental Literacy Network
- ▶ Convene Education Workgroup and key partners through EL Forum and Summit
- ▶ Build capacity of school districts and nonformal EE leaders
- ▶ Administer programming focused on increasing the number and quality of youth EE programs

MWEE & E-LIT RESOURCES

[MWEE Guide](#) ▾[MWEE Resources](#) ▾[State Initiatives](#) ▾[Funding Opportunities](#)[About](#)

Bay Backpack

Bay Backpack provides educators with the tools they need to support Meaningful Watershed Educational Experiences, or MWEEs, for their students. Explore Bay Backpack for teaching resources, action projects, field experiences, and funding opportunities related to the Chesapeake Bay.

[Download the MWEE Guide](#)[Enroll in the MWEE Course](#)

www.baybackpack.com

What is a MWEE?

The Meaningful Watershed Educational Experience (MWEE) is a learner-centered framework that focuses on investigations into local environmental issues and leads to informed action. Teachers play an important role in providing structure, support, and encouragement as students use their curiosity and creativity to investigate and take action to address a local environmental issue. MWEEs are made up of multiple components that include learning both outdoors and in the classroom and are designed to increase environmental literacy by actively engaging students in building knowledge and meaning through hands-on, student-centered learning experiences.

“The MWEE is a learner-centered, inquiry and action framework that provides educators a roadmap for teaching content in a more engaging way. This type of hands-on learning helps students to understand their impact and realize their personal power to make changes in their local community, which in turn has the potential to affect all habitats and species living downstream.”

- Tamara E. Pepper, Environment & Ecology Content Advisor, Pennsylvania Department of Education

Virtual & Hybrid MWEEs

The Distance Learning Supplement to the Meaningful Watershed Educational

MWEE Guide

What is a MWEE?

Why MWEE?

Developing Your MWEE

Sustaining Your MWEE

Funding Your MWEE

MWEE Case Studies

[Download the MWEE Guide](#)[Download the Student Toolbox](#)[Download the MWEE Evaluation Tool](#)[View the MWEE Online Courses](#)[Download the Facilitator's Guide](#)

An Educator's Guide to the

Meaningful Watershed Educational Experience

(MWEE)



NOAA Bay Watershed Education and Training Program

National Oceanic and Atmospheric Administration
U.S. Department of Commerce

October 2022

- MWEE definition / background
- Planning worksheets
- Planning tool - ELM
- Evaluating tool - MWEE Audit



CHESAPEAKE EXPLORATION

[Home](#) [Dashboard](#) [This course](#) [My Courses](#)

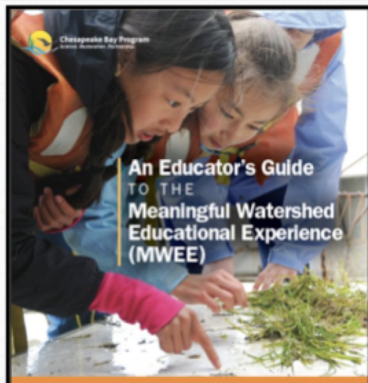
[My courses](#) > MWEE 101

Your progress

MWEE 101

Welcome to the online course for the Meaningful Watershed Educational Experience (MWEE). We're glad to have you here!

This course is made up of three lessons: Why MWEEs, What Makes a MWEE, and Planning and Evaluating MWEEs. These lessons will introduce you to the MWEE, explore what MWEEs can look like, highlight the MWEE's components, and introduce the tools that support the development and implementation of MWEEs.



CHESAPEAKE EXPLORATION

[Home](#) [Dashboard](#) [This course](#) [My Courses](#)

[My courses](#) > MWEE 201

Your progress ?

Welcome

MWEE 201

A course certificate and continuing education credit are not yet available for MWEE 201 - but we are working on it! Please continue to use this course as a resource.

Welcome to the online course series for the Meaningful Watershed Educational Experience (MWEE). We're glad to have you here! *This course is the second in a series. If you haven't already taken the MWEE 101*



MWEE Online Courses

<http://bit.ly/MWEECourse>

Structure:

- Framing the MWEE
- Curriculum Anchor
- Issue Investigation
- Stewardship & Civic Action
- Auditing your MWEE

Conceptual Framework:

- Background Information
- Model It
- Example
- Additional Resources
- Plan It

Table of Contents

Part 1: Framing the MWEE

Total Estimated Time: 45 minutes

Page

Activities
<ol style="list-style-type: none">1. Reflection on MWEE 101 Online Course2. State Policies & State Education Standards3. Environmental Literacy Plans
<u>Objectives:</u> <ol style="list-style-type: none">1. Participants will reflect on their work in the MWEE 101 Online Course.2. Participants will develop understanding around the Maryland state policies, education standards, and planning efforts that support MWEEs.

Part 2: Curriculum Anchor

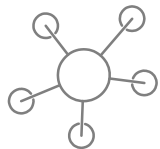
Total Estimated Time: 4 hours / half-day

Page

Activities
<ol style="list-style-type: none">1. Exploring Local Issues2. Connecting Issues with Questions and Standards3. Introducing Action Early4. MWEE Planning Tools5. Plan It (Developing Driving and Supporting Questions worksheet and Curriculum Anchor page of the ELM)
<u>Objectives:</u> <ol style="list-style-type: none">1. Participants will identify and describe one or more local issues affecting environments and societies in Maryland.2. Participants will explain ways in which one or more local issues affecting environments and societies in Maryland can be contextualized for classroom learning.3. Participants will explain why informed student action is critical to the MWEE, and ultimately, to their student's future stewardship.

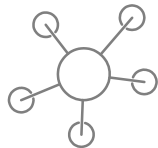
Facilitator's Guide to MWEE Training

Writing Your Proposal



B-WET Chesapeake

- ▶ Both NOFOs = 1 to 3 year awards
- ▶ Made as “cooperative agreements”
- ▶ Eligible organizations: institutions of higher education, state and local agencies, non-profits, and K-12 school districts
- ▶ Annual funds:
 - ▷ School District NOFO: Up to \$100,000 annually
 - ▷ Regional NOFO: Up to \$250,000 annually



Finding Federal Grants: Grants.gov



CONTACT US | MANAGE SUBSCRIPTIONS | REGISTER | LOGIN

SEARCH: Enter Keyword...

HOME | ABOUT | SEARCH GRANTS | APPLICANTS | GRANTORS | SYSTEM-TO-SYSTEM | FORMS | OUTREACH | SUPPORT

Apply for Grants

Grants.gov provides an overview of the process to APPLY for federal grants. In order to apply for a grant, you and/or your organization must complete the Grants.gov registration process.

[Apply for Grant Opportunities >>](#)



What's New

[SAM Quick Start Guide for New Grantee Registration](#) and [SAM Video Tutorial for New Applicants](#) are tools created by the General Services Administration to assist those registering with the System for Award Management (SAM). If you have questions or concerns about your SAM registration, please contact the Federal Support desk at <https://www.fsd.gov>.

[Grants.gov Applicant Training Video](#) - Need a quick lesson on how to Register, Find and Apply? Watch this short video to get tips on registering with Grants.gov, finding grant opportunities, understanding your search results; and, applying for opportunities. If you have any additional questions please visit the [Applicant Resources](#) section of Grants.gov.

Find Open Grant Opportunities

[NEWEST OPPORTUNITIES](#) | [BROWSE CATEGORIES](#) | [BROWSE AGENCIES](#) | [BROWSE ELIGIBILITIES](#) [View More >](#)

Funding Opportunity Number	Opportunity Title	Agency
G14AS00010	Cooperative Ecosystem Studies Unit, South Florida/Caribbean CESU	Geological Survey
G14AS00011	Cooperative Ecosystem Studies Unit, Californian CESU	Geological Survey
G14AS00012	Cooperative Ecosystem Studies Unit, Great Lakes-Northern Forest CESU	Geological Survey
G14AS00013	Cooperative Ecosystem Studies Unit, Rocky Mountain CESU	Geological Survey
G14AS00015	Cooperative Ecosystem Studies Unit, Chesapeake Watershed CESU	Geological Survey
G14AS00016	Cooperative Ecosystem Studies Unit, Rocky Mountain CESU	Geological Survey
RFA-ES-13-014	Outstanding New Environmental Scientist (ONES) Award (R01)	National Institutes of Health
RFI-386-14-00001	Innovations for Forest Resources Management (InFoRM)	India USAID-New Delhi
FR-5700-N-31B	Fiscal Year 2013 and Fiscal Year 2014 Continuum of Care Program Competition	Department of Housing and Urban Development
RFA-HS-14-005	Patient Safety Learning Laboratories: Innovative Design and Development to Improve Healthcare Delivery Systems (P30)	Agency for Health Care Research and Quality

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COMMUNITY: [USA.gov](#) | [Whitehouse.gov](#) | [USASpending.gov](#) | [SBA.gov](#) | [FSRS.gov](#) | [SAM.gov](#) | [DUNS Request](#)

GRANTS.GOV
200 Independence Avenue, S.W. • HHH Building
Washington, DC 20201
1-800-518-4726 • support@grants.gov

School District NOFO #: NOAA-NMFS-HCPO-2023-2007599
State Capacity NOFO #: NOAA-NMFS-HCPO-2023-2007600

[HOME](#) [LEARN GRANTS](#) [SEARCH GRANTS](#) [APPLICANTS](#) [GRANTORS](#) [SYSTEM-TO-SYSTEM](#) [FORMS](#) [OUTREACH](#) [SUPPORT](#)

GRANTS.GOV > [View Opportunity](#)



VIEW GRANT OPPORTUNITY

NOAA-NMFS-NCBO-2017-2005142

Fiscal Year 2017 Chesapeake Bay-Watershed Education and Training Program

Department of Commerce

[« Back | Link](#)

SYNOPSIS

VERSION HISTORY

RELATED DOCUMENTS

PACKAGE

[Print Synopsis Details](#) ?

If you would like to receive email notifications of changes to this grant opportunity click [send me change notification emails](#). You only need to provide your email address.

General Information

Document Type: Grants Notice

Funding Opportunity Number: NOAA-NMFS-NCBO-2017-2005142

Funding Opportunity Title: Fiscal Year 2017 Chesapeake Bay-Watershed Education and Training Program

Opportunity Category: Discretionary

Opportunity Category Explanation:

Funding Instrument Type: Cooperative Agreement

Category of Funding Activity: Environment
Natural Resources
Science and Technology and other Research and Development

Category Explanation:

Expected Number of Awards: 12

CFDA Number(s): 11.457 -- Chesapeake Bay Studies

Cost Sharing or Matching Requirement: No

Version: Synopsis 1

Posted Date: Dec 13, 2016

Last Updated Date: Dec 13, 2016

Original Closing Date for Applications: Feb 16, 2017

Current Closing Date for Applications: Feb 16, 2017

Archive Date: Mar 18, 2017

Estimated Total Program Funding: \$1,000,000

Award Ceiling: \$150,000

Award Floor: \$1

Eligibility

Eligible Applicants: Others (see text field entitled "Additional Information on Eligibility" for clarification)

Additional Information on Eligibility: Eligible applicants are K-through-12 public and independent schools and school systems, institutions of higher education, community-based and nonprofit organizations,



Notice of Funding Opportunity (NOFO)

- ▶ Program Objectives
- ▶ Program Priorities
- ▶ Award Information
- ▶ Eligibility
- ▶ Application and Submission Information
- ▶ Application Review Information



New Grantee Registration

- ▶ New applicants must register with System for Award Management (SAM)
- ▶ Please give yourself plenty of time before your grant application submission deadline
- ▶ Allow up to 7-10 business days after you submit before your registration is active in SAM, then an additional 24 hours for grants.gov to recognize your information

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



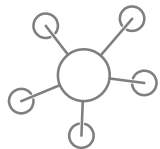
Federal Forms: SF 424

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant	01
* b. Program/Project	01
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date:	10/01/2015
* b. End Date:	09/30/2018
18. Estimated Funding (\$):	
* a. Federal	375,000.00
* b. Applicant	100,000.00
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	475,000.00
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/>	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	



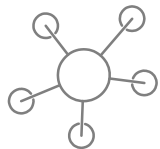
Proposal Format

- ▶ Described right in the NOFO
- ▶ Review page limits (appx: 10 page limit)
- ▶ Do not include long documents with extra information



Project Description

- ▶ What
- ▶ Who / Why
- ▶ How
- ▶ 10 pages or less



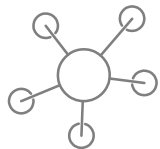
Sustainability

- ▶ Discuss a plan for sustainability of project beyond NOAA funding
- ▶ How could project elements continue without NOAA funding?
 - ▷ School division support
 - ▷ Private donors
 - ▷ In-kind support
 - ▷ School ground utilization



Project Evaluation

- ▶ Explain your plans for meeting the goals and objectives of your project and for tracking measuring progress on your outputs and your short-term outcomes. Also consider how you will use that data to adapt over the course of your award.
- ▶ Plans may be quantitative and/or qualitative and may include, for example, evaluation tools, observation, or outside consultation
- ▶ No more than 10% of the budget can be spent on the evaluation component of your proposal



National B-WET Evaluation

- ▶ Grantees may be asked to participate in data collection for the national B-WET evaluation
- ▶ Primary purpose: to meet [program improvement](#) goals by providing B-WET with data for inform its grant funding strategies
- ▶ A secondary evaluation purpose is to provide B-WET with information to help meet [program accountability](#) needs, given B-WET must provide evidence of program benefits
- ▶ Evaluation is conducted via online surveys to grantees (and teachers, if appropriate)



Budget: Cost Categories

- ▶ Categories can help you think through actual costs
 - ▷ If you cannot break the request down into this level of detail, you probably need to think more about the project!
- ▶ Common Cost Categories include:
 - ▷ **Personnel:** salary for staff **directly** involved in project. Include # of hours or % of time
 - ▷ **Fringe:** benefits for staff requested in personnel category. Usually % of personnel
 - ▷ **Travel:** mileage, overnight accommodations, etc.
 - ▷ **Equipment:** typically any item priced over \$5K
 - ▷ **Supplies:** all other “equipment” and supplies
 - ▷ **Contractual:** any contracted services (ex. Outside evaluator)
 - ▷ **Indirect:** phones, facilities, internet, etc.



Indirect Costs

- ▶ You must have a Negotiated Indirect Cost Rate Agreement (NICRA) in place

OR

- ▶ Acknowledgement letter from cognizant agency in which the recipient submitted a proposal rate

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. MWEEs- Year 1	11.457	\$ 60,500.00	\$ 21,000.00	\$	\$	\$ 81,500.00
2.						0.00
3.						0.00
4.						0.00
5. Totals		\$ 60,500.00	\$ 21,000.00	\$ 0.00	\$ 0.00	\$ 81,500.00

SECTION B - BUDGET CATEGORIES					
6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)		
a. Personnel	\$ 30,000.00	\$ 5,000.00	\$	\$	\$ 35,000.00
b. Fringe Benefits	8,000.00	2,500.00			10,500.00
c. Travel		4,000.00			4,000.00
d. Equipment	10,000.00				10,000.00
e. Supplies		6,000.00			6,000.00
f. Contractual	6,000.00	3,500.00			9,500.00
g. Construction					0.00
h. Other					0.00
i. Total Direct Charges (sum of 6a-6h)	54,000.00	21,000.00	0.00	0.00	75,000.00
j. Indirect Charges	6,500.00				6,500.00
k. TOTALS (sum of 6i and 6j)	\$ 60,500.00	\$ 21,000.00	\$ 0.00	\$ 0.00	\$ 81,500.00

7. Program Income	\$	\$	\$	\$	\$ 0.00
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Authorized for Local Reproduction

Standard Form 424A (Rev. 7-97)
Prescribed by OMB Circular A-102

A	B	C	D	E	F	G	H	I	J	K	L	M	N
	REQUES T YEAR 1	For MD projects only, if applicable: REQUEST FROM CBT YEAR 1	All non- CBT MATCH YEAR 1	TOTAL YEAR 1	REQUES T YEAR 2	MATCH YEAR 2	TOTAL YEAR 2	REQUES T YEAR 3	MATCH YEAR 3	TOTAL YEAR 3	TOTAL REQUEST	TOTAL MATCH	TOTAL PROJECT COSTS
Total Project Costs & Justification													
A. Personnel/Salaries:													
Key Staff (list by individual - include resume in													
Remember to include cost of living increases. Explain how each													
person will contribute to the implementation of this award.													
Support Staff (Educators, Assistants, Etc.)													
Include information such as: # of employees, # of hours per													
week/month/year per employee, etc.													
How do these people contribute to the implementation of this													
award?	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B. Fringe Benefits:													
Include % per individual(s). The budget narrative must provide a													
description and breakdown													
of the benefits received by personnel when rates are higher													
than 35%.	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C. Travel:													
The budget narrative must provide a detailed breakdown of													
travel costs totaling more than \$5,000 or 5% of the total project													
cost.													
Travel Directly Related to Program Implementation													
Include information on number of trips, number of travelers,													
cost per mile, accommodations, per diem rate, busses, public													
transportation, etc.													
Travel Indirectly Related to Program													
Include information on travel requested to present on													
programming at conferences, participant/trainee attendance at													
conferences, outreach events related to programming, and/or													
other related travel costs	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D. Equipment:													
Note: Most "equipment" for B-WET grants should actually be													
included as "supplies". For any item(s) of equipment where the													
individual cost exceeds \$5,000, a description of the item and													
associated costs is required. 2 CFR 230 (A-122) requires													
	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E. Supplies													
The budget narrative must provide a detailed breakdown of													
supply costs totaling more than \$5,000 or 5% of the total													
project cost. Include information on cost per unit and # of units													
	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
F. Contractual													
Separate budgets are required for subgrants or contracts													
regardless of the dollar value. Include such expenses as													

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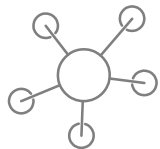
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Timeline

- Include a project schedule that includes when each action, event, milestone, product development, and evaluation will occur.

OBJECTIVES	MILESTONES	STRATEGIES	ACTIVITIES	TIMELINE
Objective 1	By August 15, 2010, meet with at least three LEA supervisors to complete needs assessment & project planning.	Individual meetings	Meet with nine Eastern Shore Environmental Science Coordinators for strategic planning needs assessment for each LEA, PD and potential partnerships	July- August, 2010
Objective 2	By fall, 2010, train 30 teachers from 9 LEAS. By fall, 2011, train 30 additional teachers from 9 LEAS. By fall, 2012 train 30 additional teachers from 9 LEAS	Summer workshops MAEOE Conference Attendance In-service Day Workshops as determined by LEA	Environmental Science Content Issues-based Instruction GIS	July -August, 2010 – 12 June, 2013



Resumes & Partnership Letter

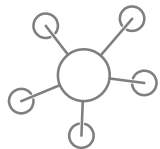
- ▶ Experience
 - ▷ Describe ability of organization to successfully implement and manage proposed project
 - ▷ Include description of qualifications of key personnel. Resumes can be included.
- ▶ Partnerships
 - ▷ Include commitment letters from partners detailing the role in and/or funding of project
 - ▷ Do NOT include letters of endorsement from previous participants except letters demonstrating school/school division support



Data Management and Prior NOAA Funding

- ▶ If environmental data (observations) are collected as a funded part of this project, applicants will need to describe this data, how it will be used, and how it will be shared with the general public
- ▶ If a PI or co-PI has received support from NOAA in the past 5 years - please tell us about it.

WRAP UP



Important Dates

- ▶ Applications due: February 10, 2023
- ▶ Applications reviewed: April
- ▶ Applicants notified: Late April / Early May
- ▶ Negotiations conducted: May
- ▶ Awards processed by NOAA Grants Management Division - July/August
- ▶ Projects begin: July 1** 2023 or later

**note that funds will likely not be in place by this date



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