

NWX-DOC/NOAA/CONFERENCING (US)

Moderator: Jaime Frungillo
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2:00 pm CT

Operator: Welcome, and thank you for standing by. At this time, all participants are on a listen-only mode until the question and answer session of today's conference. At that time -- to ask a question -- please press Star and the Number 1 on your phone and record your name at the prompt.

This call is being recorded. If you have any objections, you may disconnect at this time. I will now turn today's call over to Ms. (Carrie McDougall). Thank you, you may begin.

(Carrie McDougall): Thank you. Welcome to the November 21, 2017 Informational Teleconference for NOAA's 2018 Environmental Literacy Grants Program. As you heard, I'm (Carrie McDougall). I'm one of the Federal Program Officers for this opportunity. And I'll turn it over to (Sarah) to introduce herself.

(Sarah Shedding): Hi, I'm (Sarah Schoedinger) Also from the Office of Education. And with (Carrie) I help manage the Environmental Literacy Program.

(Carrie McDougall): So the two of us will be leading the teleconference today. And the other members of our team who are here with us on the call are (John McLaughlin), (Christopher Nelson), (Jaime Frungillo), and (Maggie Allen). You may be hearing their voices later on during the Q and A section.

This teleconference is being transcribed. And it is being recorded before it will be transcribed, as you heard the operator say at the beginning. We will post the transcription to our Frequently Asked Questions section of our website by December 1, so that'll be a great resource for you to check if you felt you missed something and wanted to review what we said.

So what we'll be doing today is beginning with an overview of the 2018 Environmental Literacy Grants Funding Opportunity, and then we'll take your questions. As the operator indicated, all of you are muted for now, for this first part of the teleconference.

And once we complete our review of the funding opportunity you will have an opportunity to indicate -- per the operator's instructions -- that you have a question and you will be entered into the question queue. And when the operator indicates you will be unmuted and you'll be able to ask your question to us. So please prepare your questions as we're going over this overview and you will have an opportunity to ask them later.

Please make sure you have a copy of the funding opportunity -- titled Building the Environmental Literacy of K-12 Students and the Public for Community Resilience -- opened and in front of you so you can reference it. That will be the document that we review painstakingly page by page today. I'll quickly review how to get a copy of one if you don't already have one.

All right, and if you are able to access the internet while participating in this teleconference you might want to actually pop into certain web pages we'll be referencing as we conduct the overview as well. So if you don't happen to have a copy of the funding opportunity -- which we call for short FFO, which stands for Federal Funding Opportunity -- you want to go into the internet.

Go to grants.gov, and search grant - go to the Search Grants tab in grants.gov in the upper left corner. And there are three search criteria. You can use any of these criteria to find an opportunity. For example, you can type Environmental Literacy into the keyword area. Or you can type 11.008 into the CFDA number area.

Either of those two are the easiest ways to get to our funding opportunity. Or you can search for the entire funding opportunity number, which is long -- and hopefully you got it via email -- but it is NOAA – SEC – OED – 2018 - 2 0 0 5 4 5 5. Once you click on this funding opportunity number it will lead to a page if you - page called View Grant Opportunity.

You can see there's a synopsis of the opportunity in the middle of the screen. If you click on the tab called Related Documents, you'll see a table with links to the full announcement. Click on the second full announcement link which will open a PDF version of the FFO. This is the document we will be over-viewing today.

Also -- just as a general orientation to grants.gov – grants.gov will publish any updates that we may make to the funding opportunity. We hope we don't have to make any updates, but if we find that there has been an error in the funding opportunity we may need to publish a correction. Or if something happens and there is a catastrophic type of an event, we may extend the deadline.

And so that would be published there in the grants.gov. So it's a good idea to sign up to receive updates on grants.gov. And then you're automatically notified if we do publish any updates to the funding opportunity.

So this is the main way you find out what we are seeking for this competition, is by reading the entire funding opportunity notice. And I can't emphasize that enough. We really stress that you need read the entire 38-page document that is the funding opportunity to get a sense of what we are seeking and what is allowed and what is not allowed to be submitted for this competition.

So if you have the document open in front of you, you'll see it starts with the table of contents. And then the next several pages are sort of like the abstract for the funding opportunity. It's called the Executive Summary section and it basically is just a short summary -- as Executive Summary indicates -- of the entire document.

So I'm going to skip over those first few pages of the document and go straight to Page Five, which is the full announcement text. And then this is where we're going to do the painstaking review of the funding opportunity. So bear with us, but this is - it's - that's how important this document is. This is really what spells out what we're seeking in the competition.

So the first few paragraphs under Overview are sort of the stage setting for this competition. It provides a bit of background and context for NOAA, for the Office of Education, for this program, which is called the Environmental Literacy Program.

It indicates broadly what we're all about in terms of the kinds of projects we support, which are projects that educate and inspire people to use Earth

System Science towards both improving ecosystem stewardship and increasing resilience to environmental hazards.

We reference the NOAA Education Strategic Plan there, and that's a handy document to take a look at if you're unfamiliar with NOAA or unfamiliar with NOAA's education efforts. It'll give you a good sense of what we're all about educationally.

So since 2005 this program - we have supported formal and informal education activities at a variety of different levels -- national, regional, and local -- that address NOAA's mission. And that's a really important component.

This is - we're in the federal agency called NOAA -- The National Oceanic and Atmospheric Administration -- and all of the projects that we fund -- no matter how sound they are educationally -- they need to address NOAA's mission.

So if you're unfamiliar with NOAA's mission you want to make sure you review NOAA's mission. And you can take a look at NOAA's strategic plan and NOAA's website if you're - if NOAA is a new agency to you. NOAA as an agency has a focus on resilient communities. And I'll just read you the vision.

NOAA has a vision of resilient communities, which 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. So that's what this grant program is about. It's about resilience.

And we've been focused on resilience in the last few years for our grants program. And this funding opportunity just renews that continued focus on resilience. So the second paragraph on this page gets into a little bit more why we're focusing on resilience. And we cite some major reports and why they - and how they stated that resilience was important.

We also start building the case here for how education supports resilience. And so that's an area you want to make sure you review. Now I'm on Page Six - at the top of Page Six.

So on this - in this section we start to set the stage for how this is an urgent issue to address right now. So many of you probably live in areas that were affected by natural disasters or extreme weather or various types of environmental problems or challenges this year. This was a big year, sadly, for natural disasters.

And whereas NOAA hasn't published the 2017 statistics yet -- you can see in this paragraph that we've been on an increasing trend of having these types of extreme events over the last 20 years. And even greater trend of increase in the last five years. So it's really urgent that communities be - build up their resilience and begin adapting to these newer, more frequent extreme events.

Then we state the reason why adapting to extreme events is important. Because our ecological systems are affected, our human systems are affected, our economic systems are affected. We need to become more resilient.

And education projects focused on resilience enable and empower community members -- including children and youth -- to protect themselves and their communities from these hazards.

So this - getting to the end of this second paragraph is really where we're starting to lay the ground work for the importance of having education support resilience and how it enables resilient communities to be stronger.

So at the end of this section it says the goal of this federal funding opportunity is to support the education of K12 students and the public so they are knowledgeable of the ways in which their community can become more resilient to extreme weather events and or other environmental hazards.

And become involved in achieving that resilience. This is the essential sentence. If there's one essential sentence in this entire 38-page document, this is it.

If your project is not working toward this goal, it's probably not a good idea for you to submit an application. Because we want to see projects that are doing this statement right here, this goal statement. Okay.

Now the next section -- it's call Description of Project Activities -- I'm at the bottom of Page Six. This section spans about a little over a page. Pages - well, couple pages. Two pages. This is the most important section of the entire funding opportunity.

You really got to make sure you understand this part of the funding opportunity. I would suggest reading it, putting it away, reading it again, reading it again. Make sure you understand this section. And make sure your project is aligned with the projects that are described here. Because this is where we get into a bit more detail about what we're seeking in this competition.

So projects should build the environmental literacy necessary for communities to become more resilient to the extreme weather and other environmental hazards they face. So right off the bat we're sort of building out the idea that this is a place-based - these should be place-based projects.

In order for communities to become more resilient their members must have the ability to reason about the ways that humans and natural systems function and interact. To understand the scientific process and uncertainty. To reason about the ways that people and places are connected to each other across time and space. And to weigh the potential impacts of their decisions systematically. That's a long sentence, but it's an important one.

And you need to make sure that you understand everything that that is involved. So what we're getting at here is that this statement indicates a project may need to draw on the disciplines of geography, social science, ecological and physical sciences, engineering, and economics.

So it's really a multi-disciplinary type of project that we're expecting to see here. So not just the straight up typical earth systems science project focused on climate change, that's not really what we're seeking here. We're seeking really a much more multi-disciplinary and holistic approach here to your project.

Projects should leverage and incorporate relevant state and local hazard mitigation and or adaptation plans and collaborate with institutions that are involved in efforts to develop or implement those plans. So this is another heavily loaded sentence. This is a really, really important area.

We would like to see the intersection of science, education, and public policy around the resilience effort. So we really want to see education projects that

are looking to leverage existing plans at the - whatever scope they might exist at. City level, county level, state level, possibly even neighborhood level.

But we want to see that you've done that analysis. You've looked for any plans. You're looking at ones that might be relevant to leverage. And if there are partners that are appropriate to bring on, whether they be city and municipal level, county-level types of planners.

Or whether they may be non-profits that are working to implement the resilience or adaptation plans, those may be appropriate partners. So it's really, really important that you involve and - involve those plans and possibly the people involved with setting up or implementing those plans.

Project may focus on a single type of environmental hazard or a range of hazards that may impact a community or communities. So what we mean by that is that, again it's the placed-based nature here. So all projects should have some basis in addressing the threats and vulnerabilities of a specific area.

So we're not going to specify the geographic scope of that area, but the area of focus should be defined in your project descriptions. And an assessment of the threats and vulnerabilities that are inherent to that area should be at the root of the project. So for - and further from the FFO project may have - may focus on a single type of environmental hazard or a range of hazards that may impact a community or communities.

So for example a project could focus on Saint Louis, Missouri and the threats and vulnerabilities posed by flooding and heat waves in that - to Saint Louis. Or a project could focus on multiple communities and how they deal with the threats and vulnerabilities posed by flooding, for example.

So have a couple of different scales and ways of approaching, but you need to have this marrying up of the place, what is that place facing in terms of environmental hazards, and then how is this education project going to make that community more resilient to those specific hazards.

Projects will be based on the established scientific evidence about current and future natural hazards and stresses facing communities. And should consider relevant socioeconomic and ecological factors in the targeted geographic areas. So we're really seeking projects here again that you see the multidisciplinary nature coming out with the socioeconomic emphasis, as well as the ecological component.

So we're seeking projects that also have a really strong bridge between a pedagogical approach as well as a very strong science background. So if you're coming right now -- if you're on the phone and you're primarily a science organization working on resilience issues -- you've got to make sure you have a really strong education partner. Because if we don't see that strong pedagogical element the project won't do well.

Same thing in the reverse. If you're sitting on the phone right now and you're a really top-notch education group -- but you don't maybe have as much of the resilience chops or the science background -- you want to make sure you go and get a partner who's going to bring that. It's got to have a marriage of those two really strongly to do well in this highly competitive competition.

Moving on, back to the FFO. Projects should engage participants in active learning activities. We have a definition for active learning in the funding opportunity -- so you go to the definitions section -- but I will read it to you while we're talking about it in case some of you aren't familiar with what active learning means.

So the definition is that it is a process whereby learners engage in activities such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of information. This can include things like cooperative learning, problem-based learning, the use of case methods and simulations.

Other examples of active learning include having interactive discussions, deliberations, or investigations about an issue where participation and simulations for different scenarios and solutions are explored. These are all the kinds of things we might - that are sort of hallmarks of active learning that might come out in a resilience education project.

And some examples of things that we would not consider to be active learning. If you had a project and the primary outcome of that was going to be you were going to produce a movie that participants were going to watch about resilience or say a museum exhibit about resilience. We wouldn't consider that to be active learning in and of itself.

Maybe that those two elements could be a smaller project component, but they shouldn't be the primary outcome of a project. 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.

This has been a hallmark of the Environmental Literacy Grants Program since its inception. We would like to see better use of NOAA's resources in this area. We have a lot that we bring to support resilience and protecting life and property against extreme weather. And we feel these resources could be better utilized by the education community.

So we really want to see those incorporated into your project descriptions. And we'd like to see a robust analysis of which resources you think you'll be able to use in your project. In order to facilitate this connection to NOAA and use of our assets, we encourage that you consider partnering with a part of NOAA.

And we've made a website available to help you along in that way. To connect you to different parts of NOAA and programs that may be in your own backyard. So if you go on our website that'll be one of the things you'll see, is a list of not only our assets but also places and offices and programs that you may be able to partner with.

Applicants are strongly encouraged to review resilience education projects that we've funded by - that we funded in the last several years. So in 2015, that's when we started our focus on resilience. And you can read the 13 currently funded projects on our website. There's a link -- if you see it in the FFO -- to all of the projects.

And it's important for you to read those abstracts. They're short, and you can get a sense of the scale at which the funded projects are operating. You can see where the projects are currently taking place. You can see the kinds of partners that the currently funded groups have brought on board.

You may want to contact some of those applicants to find out more or to possibly even partner with them. So you should definitely make sure you're familiar with the currently funded portfolio, as it'll give you the best sense of the kinds of projects that we're seeking to fund going forward as well.

We also -- this past summer -- conducted our first meeting of these 13 grantees. And we have published a report of our first meeting, which we refer

to as the NOAA Environmental Literacy Program Resilience Education Grantee Workshop Report. And there's a link to that report in that section as well.

In this report we attempted to distill -- pretty early on because many of these projects are still at the very early phases of their implementation -- some of the challenges that these programs are facing, opportunities that they see that are presented by resilience education, and then the best practices that are emerging from this first effort. So we strongly recommend you take a look at that as well.

I also want to mention that -- although when you look at NOAA's Strategic Plan you see a focus on coastal communities for resilience -- for this funding opportunity we are not focused on coastal communities. We are focused nationally, so it doesn't matter if you're a coastal community or not, you are eligible to submit.

We are certainly happy to receive applications from coastal communities, but there's a common misconception that we're only interested in funding coastal communities. And that's not the case. This is truly nation-wide in terms of where projects can be focused.

The next paragraph in the description of project activities is this sentence about project must relate to NOAA's mission. And this just lists out the NOAA mission areas. So Ocean, Coastal, Great Lakes, Weather, and Climate Sciences and Stewardship are the sort of short hand list of NOAA's mission. And you can read more about those in NOAA's Next Generation Strategic Plan.

The next paragraph is about where the projects can be implemented. So I just mentioned that they are to be focused on the United States and its territories. So any projects where there's going to be implementation outside of the United States or its territories, we're not seeking those projects here. You might look for another funding opportunity for that.

We're really looking for projects that have implementation in the United States. And I'll also say we get - commonly will get questions about well what if I have a project that's going to be both in the United States and Mexico or something like that? It's going to have a double country impact.

I will tell you that this is such a high, high competition that we tend to end up choosing projects that are solely focused in the United States or its territories. So just keep that in mind. We don't have enough funding to support all the worthy projects, and so we tend to prioritize projects that are really focused on the United States and its territories because this is the United States Congress that's funding this program.

So the project descriptions should include a justification of the proposed geographic scale of a project. And you should also discuss the components that might be applicable to projects in other places. So whereas these projects might be fairly narrow in their geographic focus, we expect you to describe though how these might be models that could be implemented elsewhere.

Applicants are encouraged to review the locations of the projects that are currently underway. For example, we don't plan to fund you know, several projects in the same city. So if you see that we've already made several investments in one particular area you might take that as a cue that there would be a lower priority on continuing to fund additional projects in that particular area.

Now we are willing to accept applications that propose expansion or enhancement of a previously funded project. Again, we really expect there to be a clear rationale for how this - the new application is building off of what has been previously funded and how it meets the requirements of this particular funding opportunity. And we expect the applicant to strongly indicate how the previous award made accomplishments and has advanced the work.

The other thing we want to point out is that community foundations are not only potential additional sources of funding for your project but they can also serve as conveners for diverse stakeholders to address local issues. And so we'd encourage you considering bringing a community foundation on as a partner. And we've provided a website for helping you find community foundations that are local to you.

Couple of other funding opportunities to make you aware of. NOAA has a coastal resilience grants program. And we have provided the website here in the funding opportunity for that other program. They are not issuing a funding opportunity this year, but they have funded several projects that would be worth looking at in terms of offering potential partners. They funded 19 projects in 2017 and they have a slew of projects they funded prior. They would be excellent partners to consider. Also, they do hope to be able to issue a funding opportunity in the next year. And so be aware that that is another funding opportunity that may be appropriate -- and possibly more appropriate -- for your project. So take a look at that funding. You can read the funding opportunity for the last competition they issued.

The other program that is more education-focused is NOAA's Bay Watershed Education and Training Program, or B-WET is the acronym for that program.

That program funds locally relevant, authentic, experiential learning for K-12 audiences through meaningful watershed educational experiences. This was a regional program for NOAA. So it's primarily located in the coastal areas. Take a look at the list - there's a list at the end of this paragraph -- of the regions where B-WET serves. If you're in one of those regions and you're unfamiliar with B-WET, take a look at B-WET and see if that's a program that might suit your project better potentially than this funding opportunity. Or just be aware of it in general. It's an excellent funding source for education projects.

Finally, you also want to be aware of some other NOAA partner programs that may be really good partners for you and sometimes occasionally may also have funding to support your resilience efforts. So there's NOAA's Sea Grant College Programs and we'll - you can Google it.

We have the National Estuarine Research Reserves. And those are also coastally located, but there may be some nearby you that would be excellent partners to bring on board. And the Coastal Zone Management Program also occasionally makes funds available for resilience projects and has resilience experts locally at the state level that would be good to possibly reach out and include on your projects.

Finally, one additional program that you might want to consider is NOAA's Regional Integrative Sciences and Assessment -- or RISA -- teams. These - we are happy to accept applications from NOAA RISA, but also these are another source of potential advisors or partners for you. They offer interdisciplinary expertise on climate-related risks and impacts, and they have developed research around adaptive responses to them. So take a look at the RISA program if you are unfamiliar with it.

All right, I'm on Page Nine, Target Audiences. So the target audiences for this funding opportunity are the public, K-12 students. And when we say K-12 students we also mean - and the public we also mean the people who support those two audiences, so that includes informal educators including interpreters and docents.

Formal educators pre or in service and including school administrators. But again, K-12 level. We are not interested in higher education students being a target audience for this funding opportunity. And we are also not interested in professionals working in the area of community resilience for this funding opportunity.

So if you have a project where you're wanting to work more with local decision makers or professionals who are somehow engaged in resilience, that is not an appropriate target audience for this funding opportunity. That might be a more appropriate project to submit to NOAA's Coastal Resilience Grants Effort for example.

So just keep that in mind, we're really focused on the public -- meaning non-professionals in resilience -- and K-12 students as our target audiences for these projects. We are also specifically interested in projects that reach groups from underserved communities, which are often the most vulnerable to risks associated with extreme weather events and other environmental hazards.

But we're going to leave it up to you to tell us who is underserved in the region where you're working. So we haven't provided a definition for that. We expect you to justify who is underserved in the area where you will be working.

There is also interest in projects that engage children and youth. We have a whole paragraph here about why it's important to involve children and youth in resilience efforts. And we'd really like to see projects that are thinking about that critically and giving them not only the background information scientifically to understand what hazards they're facing, but also giving them opportunities to engage in resilience types of activities.

I'm on Project Evaluation at the bottom of Page Nine. We expect every project to have a robust evaluation component. This will be something that you develop if you're asked to submit a full application. So in the pre-application you can address it in a couple of sentences, but we don't expect to see a very robust section in evaluation in the pre-application.

However, be aware that you need to have a plan for evaluation if you're submitting a pre-application. And you will need to engage someone who is professionally trained in evaluation to help you with that if you don't have someone on board internally. So I'm going to not get into a lot of that evaluation section because it's very important and you need to read through it. But I'm not going to belabor it right now.

All right, I'm on the - I'm on Page 10 at the bottom. Award Dates and Mission Goal. So we anticipate that awards funded under this announcement will be made during the federal fiscal year, which means we will make the awards by September 30, 2018. And projects will -- funded under the announcement -- will have a start date no earlier than October 1, 2018.

As we said, this funding opportunity meets all four of NOAA's mission goals - which you can read there on the bottom of Page 10. And then on Page 11 we have a definitions section. You'll see the top one is the active learning definition, which I already reviewed with you. And then we have some other

definitions for words that we have used - that we use somewhere in the funding opportunity, just in case you want to see what we mean when we say environmental data for example, or outcomes.

So I'm not going to read those to you, you can read them later. And then on Page 12 you'll see we have references for some of the key reports and other sites that we were referencing earlier in the - or at any point in the funding opportunity. And some of these reports may be very useful to you in terms of building the justification for your project.

I want to also mention that -- in addition to a NOAA assets web page -- we have a resilience assets web page where we have curated reports and websites and resources that we think are particularly useful for resilience education. So make sure you spend some time and take a look at that website as well.

So I'm going to now turn it over to (Sarah Schoedinger) to lead us the rest of the way.

(Sarah Schoedinger): Well thank you (Carrie). So what I'm going to talk to you about now -- for the remainder of the period till we do - go to Q and A -- is funding availability, eligibility, and some of the nuts and bolts about how to apply. How we'll review your application and make decisions about it.

So starting on Page 14, on Award Information Related to Funding Availability. So in this fiscal year we anticipate having roughly \$2 million to make awards. And we hope to be able to make between four and six awards. We will hold over top ranked proposals from this competition for consideration of funding in the next fiscal year -- in fiscal year 2019 -- without offering another competition.

So in other words we don't -- at this point in time -- plan to issue another funding opportunity next year. Proposed projects for this competition should be between two and five years.

And you should be requesting funding of - the federal amount you should be requesting from NOAA for each project should be no less than \$250,000. And it should not exceed \$500,000 for all years of the project. And that includes both your direct and your indirect costs.

So anything that comes in making a federal request to NOAA that's less than \$250,000 for all years of the project -- direct and indirect costs -- or that exceeds that \$500,000, we will not send it forward for review. It will not have met that minimum requirement.

And as (Carrie) stated earlier we will - we want projects to start on 1 October 2018 or later. And that's just because of the amount of time it takes us to run the process - full review process. So let me just also note that -- any funding availability for this announcement -- we do not have our final budget for fiscal year 18. And we certainly don't have it for our fiscal year 19.

Any availability of funding is subject to the Congressional appropriations. Those are not final yet. So that's just our cautionary note there. But we do anticipate having roughly the same amount of funding we've had the last couple years, which is about \$2 million a year.

Okay, so now I'm going to move on to the - well, I've more or less already stressed the next section, Project and Award Period. Two to five years for your project. Anything that's less than two or more than five for the proposed project -- on your pre-application or your full application -- does not pass minimum requirements. So please make sure it falls within that.

And I'll also note -- and I'm at the top of Page 15 now -- sometimes we may ask applicants to modify their start date from what they proposed. Generally, this occurs when we've had to hold over an application. And obviously we're not funding it in the fiscal year in which you applied. So it would necessarily have to change.

Okay, the next paragraph is about the type of funding instruments. For this competition we will be funding projects through a cooperative agreement. That is because we anticipate that there will be significant NOAA involvement in the project. That involvement may include but is not limited to serving as a liaison between the grantee and NOAA personnel. Or NOAA assets that may be brought to bear in the project.

We anticipate and encourage NOAA involvement in all the projects that we fund. And so - and as (Carrie)'s already indicated we have myriad resilience related tools and subject matter expertise that can be brought to bear on these projects. We're encouraging that and that's the primary reason why we will fund these through cooperative agreements.

So now a bit about eligibility. I am on Page 15 under Eligibility Information. Eligible applicants for this funding opportunity are limited institutions of higher education, K-12 public and independent schools and school systems, other non-profits. Other non-profits can include informal education institutions such as zoos, museums, aquariums.

We will also entertain applications from state and local government agencies and Indian tribal governments within the United States and its territories. For-profit organizations, foreign-based institutions, and individuals are not eligible

to apply. However, those entities may participate in a project with an eligible partner. They just can't be the primary recipient of the funds.

Another thing I'd like to note is that we would strongly prefer that an individual serve as a PI on only one application, but we understand and -- since we encourage collaboration and partnership through this competition -- that somebody might be a partner on more than one application. They might be a PI on one application coming in and a project partner on another and that's perfectly fine.

The only people who are not allowed to be PIs or co-PIs are federal employees. Or somebody, you know, from one of those institution types that I mentioned above. In terms of cost sharing, there is no cost sharing requirement for this funding announcement. And basically the next section reiterates some of the caveats we've already mentioned regarding factors that can affect your eligibility.

These are things like not submitting your application on time or having an incomplete application. So now I'm at the top of Page 16, with regard to application submission information. So you're going to submitting these through grants.gov both the pre-application and the full application.

It's really important that you register as early as possible. If you haven't submitted an application through grants.gov recently it's a good thing to check your credentials. If you've never submitted one -- or your institution has never submitted one -- one of the first steps is actually getting registered in the system for awards management.

And that can take a little while. And that's a first step to then getting grants.gov credentials. So if you're even thinking about applying, you need to

get on this right away. I can't stress that enough. So you must be registered for grants.gov, but please note NOAA does not own nor do we operate grants.gov. So we're really not going to be any help with any technical issues.

This is why you look down this page, we provide you with a customer support number, email, and a couple of different websites you can go to to prepare to submit an application. I strongly recommend -- if you're not familiar with this site -- that you become familiar with it well before the deadline.

I hate getting phone calls from people the day of submission -- or after -- that they couldn't submit because they overlooked these little details. Like what kind of software package from Adobe they needed to have downloaded to their computer. Or what browser they should be using to be compatible with the application package.

So an ounce of prevention here is worth a pound of cure, because frankly I and (Carrie) and none of our team have a cure if your application doesn't make it through grants dot gov. So now I'm going to move on to Section B, which has to do with the content and form of applications.

So one of the major changes that occurred between last year's -- or the 2016 competition -- and this year's is we have instituted a pre-application process. So applications are due on the 19th of December, and they are required. You must submit a pre-application in order to be even considered for submitting a full application. And I'm going to cover how that'll be done.

So the pre-application is a required first step. We're doing this to minimize the workload on the vast majority of people who will be applying to this competition. We had a very large turnout the last two competitions. You know, well over 170 applications in some cases.

And it's a lot of work to do a full application, so we're trying to winnow down through the pre-application process. People will be invited -- or I should say institutions will be invited -- to submit a full application based on the pre-application. And so I'll - I'm going to go over the details of how we'll do that a little bit later on. But just please note that there are sort of these two stages now.

And the two stages, there's a pre-app phase and a full application phase. The pre-applications will have three parts to them. And the full applications will have many parts, which I will go over in just a few minutes.

So I'm on Page 17 now. And I just want to call your attention to a couple of websites that have really probably already come up before in (Carrie)'s section. But I'm just going to reiterate them and you really are going to want to bookmark these.

The first one has to do with our frequently asked questions page. This is the section we update most frequently during a competition as you all are asking us questions. And we may be adding things to it after our Q and A today for instance. So bookmarking that and checking that, that's your sort of first or maybe second stop after the FFO for trying to see if your question can be answered there. And if they can't, then we have other ways for you getting in touch with us.

The other website I want to draw your attention to has to do with the what we call our Apply page. And that's sort of just a little bit - maybe a third of the way down the page here. This is where you can find a lot of the helpful links that (Carrie) was referencing in her section of the FFO. She was describing,

the resilience assets, the other NOAA assets, a link to this, you know, FFO. All of that can be found on that website.

One other thing I want to note -- especially for those of you who may have applied for grants in past years -- we are not entertaining collaborative applications for this funding announcement. What I mean by that is that we will be supporting projects through a single award to an institution.

And then that institution may have sub-awards and sub-contracts to support the work. But we won't have two separate awards going out to support the same project. So now I'm going to move down to talk a little bit about content and format of applications. Please pay attention to the formatting requirements you see there. And for both the pre-app and the full app.

(What it's) -to make sure that they're legible to our reviewers and to us. I also want to note -- just in case it causes some confusion -- under format requirements for pre-applications -- again I'm still in the middle of the page of Page 17 -- the last sentence that's in there. You - no one should be submitting any scanned documents period with the pre-application. It is meant to be very simple.

And so that - the only time that we might see scanned documents is with the full application. And that's really only with letters of commitment, which we don't anticipate nor do we really want to see during the pre-application phase.

So in terms of what the pre-application consists of, as I mentioned it's three parts. You're going to have -- in grants.gov -- you'll see that there is an SF four two four. That is the only standard form that's required at this stage. And you can - and then there's a form for uploading other attachments.

And so we also need to see a project description and we need to see a title page. In - under title page you'll note that we have a URL here where you can download the title page template. This is not a required form but it is recommended. And it's recommended to make it easier on you to ensure that you provide the information we need to see on your title page.

We spelled out what that information is here on the bottom of Page 17 and the top of Page 18, but it might help you expedite things if you just use our title page template. Now I'm now on Page 18. So on the project description please note that there is a four-page limit. This is the section you should look at this very carefully in preparing your pre-application.

I'm not going to read it to you here. I will note that all of the information that (Carrie) talked about -- with respect to audiences and activities and your project's objectives and how those meet the goals of this funding opportunity - - that's what is, you know, spelled out here at the level of detail that we need for that in this four-page document.

While you're developing your project description for the pre-application -- and this is true for the full application as well -- we strongly recommend that you go to Section Five A -- Roman Numeral Five A -- which are the evaluation criteria for both the pre-application and full application. And compare those criteria to what you're working on. Think about those criteria as you're developing your project description and you're considering your project design.

And then once you've finished writing your project descriptions go back and look at those evaluation criteria again. And make sure -- from a reviewer's perspective -- does this - is this really a strong description? Does it match these evaluation criteria well?

So now I'm going to just briefly mention a few things about the full application. And I'll just say at this stage of the competition process you really - you should definitely read through the full FFO. As (Carrie) indicated, it's an important document.

You're going to need to come back to the full application section for project description, budget, and all the other pieces if you're invited to submit a full application. There's a lot in here, and I want you to be aware of it and what we're asking for. But I also recognize that you've got to get through that first step first. And that's the pre-application.

So I've already covered format requirements. They're more or less the same for the full application. There's some additional information here I'll just note about color and high resolution graphics, which may be necessary. So again, you'll want to come back and look at that. And I'll also note that it is with the full apps where we might expect some scanned letters of commitment, but no other documents.

I'm at the top of Page 19. So just to note, this is where you - where we state what are the required elements for your full application. I recognize there are a lot of details here. Because of that we actually provide an application checklist. Or we will be providing one on our FAQ page through our - in our Templates and Models URL, which is provided there at the bottom of that second paragraph on Page 19.

I just want to note that -- for right now -- we have not provided any templates or budget models or anything like that for the full application. And we're not anticipating doing that until after the December 19 deadline for pre-

applications. But certainly we would post it in plenty of time for those of you who are preparing full applications.

And then the last thing I just want to note here is the bundling that we recommend for full applications. Again, it's going to be a couple months before that becomes necessary. Or more than a couple months. But we do have some recommended ways of bundling the information for your full application.

In grants.gov -- when you go to look at your application package -- you have two different links to competitions. One is to your pre-application competition and one is to the full application competition. It should be fairly obvious which one you need. First of all, they are named differently - slightly differently. But also because you will have many more forms that you have to fill out in the full application section. So those are noted here.

As with the pre-app you'll have a title page. It'll be very similar if not identical to the one you will submit for your pre-applications. And then we get into a lot of other detail. And I'm just going to hit some highlights here because I don't - I want to give you guys time for Q and A on this call today.

The project description, obviously we allow for a longer, a lengthier project description. So that's got 15 pages. And a lot of - this is where we want you to spell out all that great detail that (Carrie) was providing guidance on in Section One A of the FFO. So from Pages 20 to 21 through really through 20 -- wow -- 25. That's really like, that's where it spells out what the content of your full application is. So go here to look at, you know, what you need in terms of the full application.

Details for geographic scale, your target audiences, the personnel who will be involved in your project. Your project partners, including NOAA partners. The NOAA assets that you'll be using. And, you know, once again just wanting to stress that we want these projects to be informed by the relevant hazard mitigation and adaptations plans.

And we really want you to involve relevant partners who are either developing and or implementing those plans. Project evaluation and dissemination are also key components that need to be addressed. And of course we need to be able to see what you're planning to do, when you're planning to do it. So a milestone chart.

The top of Page 22 we've got resumes current and pending. We will - this is another template we will provide to you. This is important to have for key personnel on the project because it's how we evaluate whether you have the bandwidth to do what you're proposing to do.

There is a whole mess of information about putting a budget together, which I'm not going to get into here. But you will want to look at that if and when it's necessary. And then there -- moving on to 20 - Pages 24 and 25 -- there are things like a data management plan.

So I think in the last funding opportunity -- I don't know if it was actually a requirement then or not -- but we now have requirements for data management plan. However, we recognize that many projects that we work on are not going to be collecting environmental data like research projects at NOAA. And so it may not apply to you.

So unless you're doing some sort of citizen science program. Or there's some, you know, you're using - you're collecting and using data that's part of some

system-wide monitoring program that NOAA runs -- something along those lines -- this probably won't apply to you. But you'll need to look at that carefully in regard to the full application.

Another thing I'd like to call to your attention is that new this year is the logic model. So outside of your 15-page project description we are asking for the inclusion of a logic model to describe your project, how the pieces hang together, and how they were - are intended to help you achieve the objectives of your proposed project.

So if you applied in past years that was not required. We found it to be very helpful to us and reviewers and so it is now a required element. That's pretty much it on the full application proposal - or full application details I should say. We've already talked about the system for award management's unique identifier. This is the thing that you have to obtain in order to register for grants.gov. If you don't have it.

Moving on to Page 26. December 19 is an important deadline for all of you who are considering applying. That is the deadline for pre-applications. There is a hard cutoff at 11:59:59 pm Eastern Standard Time. At that point -- if you have not submitted your application successfully through grants.gov -- you are out of luck. Because there is no way to submit an application after that.

So we recommend that you start early and - in applying. And please don't leave it till the last minute. I hate getting those awful phone calls. I mean I'm powerless to help you at that point because no hard copy or emailed applications will be accepted, period. And we, you know, there's no way for us to receive a late application, so there's no way for them to be reviewed.

And one other thing I want to just call your attention to is on the deadline dates our office personnel will be available -- guaranteed to be available -- up until 5 pm Eastern time. After that, I can't guarantee that we're going to be standing by a phone. So just be aware of that as well. And then if you are invited to submit a full application please note that the full application deadline is April 6, 2018.

Now I'm going to move on to evaluation criteria. And what I want to note here for you all is just that there are two different sets of criteria for pre-applications and full applications. I'm not going to read through them right now, I just want you to be aware of them.

Please note that for pre-applications we have - we're only emphasizing two of NOAA's standard criteria. The one related to importance and relevance and applicability. And the second one related to technical and scientific merit. And the total score for, you know, a pre-application can't be more than six points. Because we're not asking for that much information.

So as I said earlier, please pay attention to these criteria. When you're developing your pre-application, go back and look at them. Make sure that what you're proposing matches those criteria well. That will go a long way toward ensuring that your proposal reviews well.

And the same thing goes for the full application criteria, which start on Page 28 and go all the way through to the top of Page 30. One thing I'd like to note on the full application evaluation criteria -- again, I'm not going to read through them, you need to take your time to do that, especially for those of you invited to submit a full application -- these - there's 100 points for the full application. Please note the relative weight of the points or the distribution of points among the five criteria.

That will - that allocation tells you where we're putting our emphasis in this phase of the competition. So note for instance that a full 50 points out of a full application is devoted to technical and scientific merit. And we have only 20 on importance and relevance.

And part of that is because in the first phase -- in the pre-application phase -- we're anticipating that only applications that ranked high in terms of relevance are actually going to be going forward to this phase of the competition. All right, so enough about evaluation criteria.

Now I'm going to talk a little bit about the review and selection process, and then we're going to move on to Q and A. So review and selection. As I mentioned we do look for several minimum requirements before we send these on to reviewers. So if you want to see what those are, please take a look at Page 30.

On Page 30 you'll see review and selection. As I mentioned, we do look for several minimum requirements before we send these onto reviewers. So if you want to see what those are, please take a look at page 30. On page 30 you'll see review and selection process.

So the first phase is that minimum requirements check. That is conducted by staff in the Office of Education. And for your pre-application, we will look to see that you're an eligible applicant, because Grants.gov can't screen for that.

Your application was received on time, okay Grants.gov insures that we don't get any that are late. And we will look to see that your federal request is within that \$250,000 and \$500,000 request to NOAA, for the federal amount.

For the full application there are a few additional minimum requirements I want to draw your attention to.

Again, you have to be an eligible applicant. But if you made it through the first phase, then you should be. You have to have been authorized to submit a full application. So that means on or before February 19, you will have received an email from NOAA that says you're authorized to submit a full application, now here's the feedback on your pre-application and you probably have some reminders of some deadlines and other things.

So if you didn't - if you received a declined letter from us, saying thank you but unfortunately your application is not reviewed well enough to be considered for full. You are not eligible to submit a full application and if you do, we won't send it on for review. You'll have done a lot of work for nothing. In a similar way, there's nothing in Grants.gov that prevents and applicant from sending us a full application without sending us a pre-application.

There's no barrier like, you know, technically, from doing that. But we will be checking that. So if you didn't submit a pre-application, don't bother sending the full application, because we're not going to look at it and we're not going to send it onto reviewers.

We're going to look at it long enough to go, you didn't submit a pre-application, not eligible; you're declined. We will also be looking at project duration for the full application phase. And we will of course be looking at the funding minimums and maximums and making sure you fall within those.

So pre-application phase review occurs starting sometime in the second week of January and will go until mid-February. We will do this through a mail review process.

We will establish a rank order; we will make recommendations to our selecting official, who is the Director of Education, Louisa Koch. And based on those recommendations and selection factors, which I'll cover in a moment, she will, you know, help us decide on approximately 40 applications that will move forward to full application, or who will be invited to submit full applications. And I say approximately 40, because we will look for natural breaks in the stores that are averaged among the reviewers.

Please note that we have to have at least three reviewers and we will try to get more than that per application, to determine that rank order. So we'll look at that rank order; we'll look for breaks.

We may have to apply selection factors and then those applications will be invited to submit pre-applications. I'm sorry. Pre-applicants will be invited to submit full applications. A somewhat similar process will be used except instead of a mail review where proposals are sent out, (forward), individually, but there's no discussion in a panel; the full applications will actually have a panel review.

So we will send out the applications to the reviewers ahead of the panel meeting. They will submit preliminary scores. We will then convene the panel meeting and the panel will discuss each application, rank it or I should say, score it or re-score it because they have the opportunity to re-score it after they've had discussions.

And then that establishes the rank order we will use in our considerations for who is recommended for funding. Now just because a proposal ranks highly, doesn't always mean it gets funding. And that's because - partially because we don't have enough funding to fund all the highly ranked proposals. But it's also because sometimes we have to apply selection factors.

And those selection factors are spelled out starting at the bottom of page 31 and those are things like outside of availability of funding, some - the second one that you see listed there is one that we see listed there is one that we often have to apply and it has to do with the distribution of funds among geographic areas, among types of institutions, types of partners and the like.

We also, you know, when we get to the point where we're actually getting ready to commit funds, we do some asking arounds to make sure, if we see on your current and pending forms that you've applied to other agencies in a similar timeframe for what sounds like maybe a similar project, we're going to be contacting the program officers in those agencies or within NOAA if it's another NOAA grant program.

And talking with them to make sure that we're not funding something that may be funded somewhere else and (likewise). So that's the gist of selection factors and our selection process.

Again, we anticipate pre-application review from January 8th to February 19th or before. You should be notified by the 19th of February if your pre-application is recommended for funding or not. And then applications are due April 6, and so we'll be conducting reviews from that point until - into June. We don't anticipate making official award announcements until September.

So our fiscal year ends September 30 so that's our cutoff for doing that. It's usually before that. And because of that, we will not want to see applications that have a start date prior to 1 October.

The rest of the information in this FFO, as (Carrie) indicated, you should look at it. I'm not going to cover it now, but these are general award notices you should be aware of, particularly as they pertain to management of an award that may be made in the end of this whole process.

There's also some information on reporting that we will require during an award. That starts on page 36 and 37. And the last thing I just want to draw your attention to is the agency contact.

So, you know, OED.Grants@NOAA.gov is your go to address for contacting any of us on the environment literacy grants team. We have multiple people that can check that email and do check it daily, during this competition period. So that's the best place to send a question to make sure it doesn't get lost in the shuffle.

And then also our website, and then last, the last URL at the very end of page 38, has already been mentioned, but again that's the place that's a jumping off point for a lot of good information about this funding competition.

So I'm going to stop there. We've got about 50 minutes left on our call time I believe; we're supposed to go to 5:00 Eastern. So at this point, we'll take you all off mute and allow you to ask questions of us. So Operator, if you're ready, can you open up the lines for us to take questions?

Operator: Absolutely. If you would like to ask a question from the phone, please press Star and the Number 1. Please unmute your phone to record your name at the

prompt. Again, that is star 1 for any questions from the phone. One moment while questions come through.

(Sarah Schoedinger): Thank you.

Operator: Your first question comes from (Lynn). Your line is open.

(Lynn): Mahalo. I'm calling from the University of Hawaii. I'm with Kauai Community College. One of the things that - oh, first of all, I want to really congratulate you on a very well organized FFO. Thank you very much. It makes my job a lot easier. So it seems to me that you're talking mostly about extreme weather events. And our issues here on Hawaii that relate to resilience, have more to do with the effects of a weather event on our sustainability, in particular fish ponds, which is part of the NOAA Pacific region orientation. And we have a specific fish pond which is very famous, that is being - having all of the invasive species removed. And we're trying to monitor its recovery.

Now is that the kind of thing that would fit here, or - because we have difficulty with B-WET because they're so coastal that they don't include fish ponds. And fish ponds were the ways that native Hawaiians mitigated against extreme weather events. They've always had a supply of food. So does this count or no?

(Carrie McDougall): Hi. Well thank you for your compliment. We always appreciate hearing feedback on our - a document we work hard on, to try to make it clear, within government restrictions of course. As far as your question - so, you know, I wouldn't say that fish ponds are ruled out. I mean we don't have any stated, you know, there's no ecological system that is ruled out in our funding opportunity. I would want to know more and maybe we could talk more

offline, about what education you're going to be doing around that, because I think that would probably be where it would become clear as to whether your project would be competitive or not.

And that's a real, you know, so two bars here, right? There's eligibility, right? Are you eligible; are you an eligible institution? Are you proposing something that is generally eligible? And that's a low bar. And then a higher bar is, but is the project going to be competitive? And that's a slightly different question and it may be that I think what you're asking more is about would your project be competitive? And so for that, I would need to know a little bit more about what kinds of education you'd be planning on doing around the fish pond, type.

(Lynn): The one thing to understand about native Hawaiian students in particular, we're a minority serving institution. We're 74% minority. And the education part is the foundation. We're trying to establish a place based education program, so - and incorporate the resilience and monitor the resilience. And I would love to talk to you offline. Could you remind me again, who I am talking to?

(Carrie McDougall): This is Carrie McDougall. And the way to reach any of us is that email that (Sarah) mentioned, at the end, which is OED.Grants@NOAA.gov. And that email goes to all of us, and then you can get the full weight of all of the team in terms of responding to your question.

(Lynn): Okay. Thank you very much. I really would appreciate that. And I used to be a program manager a long time ago, so I really think you guys are doing an excellent job. Mahalo.

(Carrie McDougall): Thank you.

Operator: The next question comes from Melrose Leadership Academy. Your line is open.

(Shannon): Hi. My name is (Shannon). I'm calling from a K-8 Spanish emersion school in Oakland. And I actually had two questions and they're quick. One is can we partner with an organization to provide field trips out to the Coast, to talk about rising sea levels, who is a current NOAA recipient and is applying for a grant this year, but not the same grant? So are we allowed to partner with them?

(Carrie McDougall): Yes.

(Shannon): Okay. Excellent. And then the other thing is do we need to interact with the Oakland Unified School District, in any way that you know of, for this grant? We'll be applying through our 501(c)(3) that fund raises for the school, but we're wanting to know if we need to go to the district for anything.

(Carrie McDougall): No. There's no requirement of involving the school district. I will - so again, this is almost like eligibility versus competitiveness kind of issue. So eligibility wise, no, you don't need to involve the district. However, again, this is an extremely competitive call and...

(Shannon): Okay.

(Carrie McDougall): ...you know, the scale of your project may be better if you were to get at the district level or something like that. Again, you know, we're going to be - you're going to be competing up against projects that are coming in at a whole school district level or maybe county or a larger level. And so, you know,

think about it strategically. It's not a requirement, but again, there's the competitive bar, which is a little higher than the eligible bar.

(Shannon): Okay. And would a letter of support for them work? Or are you saying involving more schools would be more competitive?

(Carrie McDougall): Not knowing your project, I mean that would be up to you, but I think if you look at our currently funded project, you might get a sense of the sort of scale and scope of the kinds of projects that have won awards from us in the past. You don't need to worry about letters of support for the pre-application phase, but if you are going to have partners, you do want to describe the role of those partners in the pre-application phase.

(Shannon): Okay. And I'm sorry, I have one more question and it's also really quick. You talk about the data tools that we could use, for example, the sea level NOAA data. And are those free to use, or do we need to write in an amount for the grant to use your data tools?

(Carrie McDougall): They're all free.

(Shannon): Excellent. Okay. Thank you. I'm done. I appreciate it.

(Carrie McDougall): Sure.

Operator: The next question comes from (Cindy). Your line is open.

(Cindy): Hi. I'm asking a question - you mentioned earlier that this opportunity is not directed towards professionals working in the resiliency world. But what I'm wondering - I am working with a large school district and we have community planners working on resiliency issues. Would they be appropriate as advisors,

not that we would be funding them, but those that are working on issues within the region?

(John McLaughlin): Hi. This is (John McLaughlin). To answer that question, they can certainly be advisors and in fact they can be recipients of funding. What they should not be, is the target audience for the programming.

(Cindy): Oh, okay. No, they're not that at all. Okay. I must have misheard that. All right. And then my second question is when you talk about the scale of a project, in terms of balancing geography, we have a school district that is coastal and we've got streams and rivers.

And those schools in particular, within the same school district, do have problems with flooding. Yet those in the Western part, away from the coast, do not. Should we still implement this project school districtwide, when those living much further away, it's not as applicable for them to be ready for the flooding? If that makes sense.

(John McLaughlin): It's a great question. So what we look at for a community - the vulnerabilities of that community, but in your case it would only be part community affected. And some of the students may not be relevant to their particular lives.

That's actually - it's a good conundrum of whether or not you involve the whole school district, what the benefits of that are, wading in for the con of only having the threat be of relevance to some of the students. So I think you'd have actually to weigh the pros and cons and make that decision of which way you'd go in that application.

(Cindy): Okay. Thank you.

Operator: The next question comes from (Marta). Your line is open. (Marta), please check your mute button. We're getting no response.

(Marta): Hello? I'm sorry. This is a wonderful teleconference. Thanks so much. I have a bunch of questions. One is, is there a minimum budget requirement for an applicant?

(Sarah Schoedinger): Yes. There is a minimum budget requirement and it's \$250,000 for the - for all years of the project. And those...

(Marta): No. I'm sorry. For the applicant, not for the...

(Sarah Schoedinger): No. There's no - in terms of like the portion between applicants and sub awards? Is that what you mean?

(Marta): No. I mean we often apply with collaborators that have much bigger budgets than we have and so I'm wondering if there is a minimum budget requirement. You know, so in other words, should - in our case, you know, should we again apply through another larger organization or can we apply with just like an \$80,000 budget?

(Sarah Schoedinger): So we're not - and just so I can clarify - you - if you - let's say you apply okay? You're applying not only for your \$80,000, but whatever that additional money is for the other folks who would be requesting NOAA from funding - requesting funding from NOAA. Is that clear? We're not funding collaborative applications whereas like you would submit \$80K to us and then they might submit, you know, \$240,000 to us, or something like that, for a separate application for the same project. That's not allowed in this competition.

(John McLaughlin): And (Sarah), to jump in, I think the \$80K was referring to the operating budget for the institution or the applicant. And we don't have any requirements for an operating budget for an applicant. You just need to have the institutional capabilities to be able to carry out the project.

(Marta): Right. Okay. Exactly. And then in terms of matching funds, I'm assuming that the project can't also have funding from NSF or National Endowment for the Arts? Hello?

(Carrie McDougall): Can you repeat the question?

(Marta): Sure. I'm assuming that there can't also be funds from NSF or the National Endowment for the Arts, for aspects of the projects; that it needs to be its own discreet project? Is that correct?

(Carrie McDougall): You - I wouldn't want to count those others - first of all, we don't have a matching funds requirement for this. So - and so what you might want to describe is how you're leveraging the funds from those other entities and how the project you're proposing to us is building on that other support. But we want to make sure that what we're funding at NOAA is distinct from what say, the NSF is funding for a separate project. So I would probably want to characterize those maybe more as a leveraging funding rather than something you want to list as an exact match.

(Marta): Okay. That's great. And then if there's a collaboration which we tend to work collaboratively, and there's science people and urban planners and art folks and folks like that, is there any sort of preference for who the applicant - what kind of applicant it is that's the PI? So for example, is it best to have like a science PI in this case, as opposed to a city planner PI?

(Carrie McDougall): No. We don't have any opinion on that. We're happy to fund any organization. But like (John) mentioned earlier, we're really going to be looking at the institutional capability, especially when we get to the full application phase of a review. You know, it takes a certain amount - a certain capacity to manage a federal award and so we are going to look at that. If it's a very, very small organization and we aren't sure they have the capacity to manage a federal award. Although if you already have a federal award from another agency that's a good indication that you do have the capacity to manage one. But that would be the only way that institutional type will come into play.

(Marta): Okay. Thanks so much.

(Carrie McDougall): Sure thing.

Operator: The next question comes from (Danika). Your line is open. (Danika), please check your mute button. We're getting no response.

(Donna Casano): Is this for (Donna Casano)?

Operator: Yes.

(Donna Casano): Okay. Thank you so much. And I want to reiterate how very thorough this call is and how wonderful the presentation has been, from NOAA staff. So my question is pretty straightforward and simple. I'm kind of looking at the pre-application and wondering - and it may be specified somewhere, but I will ask the question and see what you have to say about it. Are there any financial documents or requirements including a detailed budget that's required for the pre-application?

(Sarah Schoedinger): No. All we want to know is what your estimated request for the federal amount is, to our agency. And that can be on the title page.

(Donna Casano): Okay. Thank you so much. That's all for me.

Operator: The next question comes from (Charlene). Your line is open.

(Charlene): Good afternoon. My question is does the four page limit include or exclude references for the project description?

(Sarah Schoedinger): We aren't anticipating that you would have to have extensive references. I'm not sure we've actually considered that, to be honest with you.

(Carrie McDougall): They should be included in the four page restriction.

(Charlene): Okay. Thank you.

Operator: Just a reminder - if you would like to ask a question, from the phone, please press Star and the number 1. The next question comes from (Meredith). Your line is open.

(Meredith): Hi. I heard you say that you don't plan to fund additional programs in areas that have already been funded. And I noticed that there was an award given in Washington State, in Western Washington.

We're located in Seattle and have quite a different project in mind with a more urban and suburban audience focus. So I just wanted to know to what degree you would rule out specific geographic locations based on previous funding.

(Carrie McDougall): So especially in large urban areas, you know, I think that there is - we have funded more than one project in a large urban area. Like you might notice, we have a couple of different projects working in New York City or maybe even more than two; three maybe, in New York City right now.

So, you know, New York City is a huge, huge area. Obviously these are fairly small scale projects and so, you know, you can have a lot of different kinds of effort happening in a place like New York City, without duplicating or certainly saturating the audience there.

So, you know, I think if you're thinking of like our existing award for the (Nasquale) project, which is really based totally outside of Seattle we would view that as distinct geographic areas.

(Meredith): Thank you.

Operator: The next question comes from (Gita Cacay). Your line is open.

(Gita Cacay): Hi. Thank you so much. I just want to reiterate what other participants said - this is fabulous. I have a question - I heard you mention - I think the phrase was working in conjunction with an existing resilience plan in certain areas. What do you mean by that exactly?

(Carrie McDougall): So many cities, states, counties have plans in place. They go by a lot of different names. Some of them are called climate adaptation plans, some are called sustainability plans, some are called resilience plans. They have a lot of different names, but we - and we've provided a couple of different links on our resilience assets page, to try to help you figure out if your locality has plans already.

So one link we have is to the FEMA state mitigation officers and every state has a FEMA mitigation officer. You can use that link to find out who your state officer is and contact them.

We also have a link to the Georgetown climate adaptation center, I think is the name. It's linked there. And that is a non-profit entity that is attempting to track all of the various municipalities of resilience related plans.

And so that's also a good resource for existence plans that may be relevant for your chosen geographic location. But we expect you to do that analysis and tell us in your pre-application whether you're locality has a plan. If it does, here are the plans that are relevant and here's how you're going to use them.

(Gita Cacay): Okay. Terrific. Thank you.

Operator: The next question comes from (Robert). Your line is open.

(Robert): Yes. This is (Rob) from Southeast Massachusetts. And there was a note of an area target, that being spatial area versus an area of type of event - multiple community versus multiple event for one community.

In Southeast Mass, we have a lot of communities that are affected by extreme short term heavy rainfall. And is there any criteria that you use that - or that I could use, to determine whether we should just focus on multiple events in one community, or one event for multiple communities?

(Carrie McDougall): We don't know, basically. It's really up to you to think about what you can manage as a project. You know, it's - we've got \$500,000 maximum that we can give out, to support these projects. And so when you think about, you know, what you're thinking about doing educationally, how many

communities could you feasibly impact with that amount of money and those approaches.

And, you know, maybe it comes down to given the type of education project you're thinking about, it makes more sense to have it all be focused on extreme precipitation, but implemented in multiple communities.

Or depending again on the same parameters, it might make sense to focus on one single community and all of the environmental hazards that that one community is facing. You know, it would depend on how diverse the communities are in terms of their geography, their economies, their cultures and, you know, there are all different kinds of things that would play into that.

So it's really up to the applicants to decide that, but I will say that we expect you to tell us in your project narrative, for your pre-application, your decision making process here. So you need to spell out how you came to decide to work with one community or multiple communities, and how that's justified. So that definitely needs to be part of your project narrative.

(Robert): Thank you. Very helpful.

Operator: The next question comes from (John). Your line is open.

(John McLaughlin): Yes. There are several things - number one is I am very familiar with environmental education. I was on the education board when we did state standards. And I also work at, you know, at a reservation, and we have, you know, like four major communities and we have a tribal emergency response.

And what we're doing right now is taking the environment and also working with preparedness, to get more resiliency. And so that's one of the things that we're working with at our reservation right now.

And one of the things is that we incorporated a math book and a science book with environmental education on all of our four seasons, which (unintelligible) to prepare the students at our school and quite a bit of the staff, on the knowledge of let's say the weather, the storm is coming in, because the last four years we've been hit by two major storms that had, you know, that had quite a bit of disaster. You know, and we have those and then we have, you know, the dryness, the floods, the heavy winds, most of those types of things.

And we also have an emergency - a tribal emergency response commission that is working on some of these things too. And the main thing was that I was going to ask, would it be possible, because of these other four communities are still part of our - that tribal emergency, and with what we're doing at our school we could actually team with like our emergency manager and do the education on the environment like we're doing now to try to prepare these things - the students and the staff, how to survive in different types of, you know, situations, to be able to prepare. Because that's one of the things too, is I train on preparedness too, which goes along with the environmental ed.

So would that be a problem trying to - being able to coordinate this with our tribal emergency perk that goes into these other communities? Because actually we're working with some of these students to be able to go into some of these communities to be able to help out through this environmental education. So they have knowledge of a lot of the different environmental

items that are popping up, that are creating some of these problems. That's where we're at.

(Carrie McDougall): Yes. I think that working with local emergency managers is a hallmark of a really excellent approach. We've seen that in our currently funded projects and that's not something we would discourage at all. We would in fact encourage it. They can be brought on as partners or in various aspects, depending on the project.

And the other thing that I just want to use this question to highlight to everyone listening, is that one of the tweaks we made moving from the 2015 and 2016 competitions that were focused on resilience, to the current competition, is we modified the goal statement ever so slightly, but maybe to kind of address the question you have here, which is now the goal statement is to support the education of capable students in the public, so they are knowledgeable of the ways in which their community can become resilient to extreme weather events and other environmental hazards, and become involved in achieving that resilience.

And so there is this two part aspect to the goal statement now that we're trying to really emphasize these two things in this funding opportunity that was a little less clear I think, in previous competitions. So we're definitely interested in seeing potential involvement of the target audiences in working towards resilience.

(John McLaughlin): This is one of the things that we are doing here, like we brought instructors in, like myself, and we had teen emergency response teams that would go out when they were needed. And we had things like 16 first responders here that we brought people in that they were doing this too.

So we had students between 7-12 that would be, you know, involved in this too. So we've already - there are some of these things that we're already in the process of doing, just like I am, going into the classes now, because it's one of our benchmarks that I have to document, is being able to teach this resiliency and preparedness to the students, so they have knowledge of it. You see? So those are some of the things that we're already doing.

(Carrie McDougall): Yes. It sounds like you're on the right track. Thank you.

(John McLaughlin): Okay. Thank you very much.

Operator: The next question comes from (Nunini). Your line is open.

(Susan Meaney): Hi. This is (Susan Meaney) from the University of San Diego. I just had a question about if this were to target the public. Do you have any kind of definition of what the public might be? Because that's huge and we've focused previously on decision makers and climate change impact. But I just wanted to know if you had some kind of an idea of that; how you might look at that.

(Carrie McDougall): So we're - I think you know this, but just for clarity's sake, we're not interested in having projects that are focused on decision makers. That's not the focus of this funding opportunity.

When we say the public what we mean are the public - so maybe you, you know, the public when they're not in their professional capacity. so you might think of it in terms of narrowing it down to where does the public get this kind of information?

Where might they gain the ability to learn about how their community can become more resilient, and then become involved in achieving that. And that might be through things like community centers, libraries, science centers and museums, other nonprofits that are already working in the community.

So if you think of it as the entities where the public can get access to this information, that might help you start to narrow a public engagement type of aspect of a project. Does that help you?

(Susan Meaney): Yes. That helps. Thank you.

(Carrie McDougall): Okay.

Operator: The next question comes from (Cara). Your line is open.

(Cara): Hi. Yes. We are in the (desert), Southwest and I guess this question has kind of been posed in different ways already, but do you have - would there be priorities for emphasis on projects that are more geared towards the long term resiliencies like our issue is drought versus disaster response type resiliency.

(Carrie McDougall): Yes. Drought is a major part of NOAA's science portfolio. We already have a few projects that have drought as a hazard they deal with. And very much drought is definitely something we would look at from a resilience projects realm.

(Cara): Great. Thank you.

(Sarah Schoedinger): Let me just add to that that we don't have a formula or anything like that, for as (Carrie) indicated earlier, the relative distribution between projects that

are focusing on longer term resilience issues versus, you know, disaster response or something in between or a combination of the two.

It's really up to the applicant to make the case for why they are focusing on the hazards they're focusing on, and the geographical regions that are the target area for their project.

(Cara): Okay. I appreciate that. Thanks.

Operator: Just a reminder, that is star 1 for any questions. And the next question comes from (Mona). Your line is open. (Mona), please check your mute button. We're getting no response.

(Mona): Hi. I just had a quick question of clarification actually. Are C grant programs allowed to be PIs on the project?

(Sarah Schoedinger): Yes, they are. C grant programs are not - you are not federal - personnel C grant programs are not federal personnel. I know it's a state and federal partnership but, you know, most C grant programs as I understand it, are state based. I mean people are - they are agents of the state or working for the state are not working for the federal government. So you are eligible on that basis. Absolutely.

(Mona): Thanks.

Operator: The next question comes from (Linda). (Linda), your line is open.

(Linda): Yes. I was wondering if you could elaborate on what you mean by underserved communities. And also if what I'm thinking an underserved

community is, might not have plans and would it be within the scope of this that an underserved community applies for funding to develop a plan?

(Carrie McDougall): Well let me try to tackle your - at least first part of your question, because I'm not sure I understand the second part. But we do not define underserved communities because we feel that the applicant should define what - who is underserved in the community that they are targeting. And so we really leave that up to you.

And again, it just gets back to that overall - a few of the answers we've been providing. It's important for you to walk us through, you know, the rationale and justification for your project in your four pages for your pre-app. You need to just tell us where you're working; what are the threats that face that place; who you're going to work with, if they're underserved tell us why you think they're underserved; and justify the need for the project.

You know, we aren't going to tell you who we think is underserved in your community. You should tell us who you think is and why you think that. And I didn't really understand the other part of your question about plan. Maybe, you know...

(Linda): Well if you don't mind, I'd like to go back to that, because the FFO does say reach groups from underserved communities, which are the most - often the most vulnerable. And so I guess it's a pretty - well there must be some criteria for that. You've got a reference person at all 2012.

(Carrie McDougall): Oh. That's a reference to the statement that is the follow on clause, which says, which are frequently the most vulnerable to these hazards. It's so dependent on the hazard, right, too. I mean one that you choose. So it may be that one, you know, component of the community is not as well served for

heat and it's a very different community that isn't as well served for flooding, for example. So that's why we're not going to tell you who - we're not going to put the criteria out there, because it's so specific...

(Linda): Okay. I was kind of thinking things like they're underserved because they're remote or they're undeserved because they're...

(Carrie McDougall): Certainly.

(Linda): ...financially...

(Linda): All right. And the second part - I mean I guess I was thinking that undeserved communities because they may not have the financial or capacity resources might not have the plans you were referencing, as larger communities, if you have greater, you know, municipal capacity because they're...

(Carrie McDougall): Well they're likely, you know, part of a larger entity that probably does have a plan that is governing them, even if they don't have a plan that is, you know, written at the scale of their community. They probably have a state level plan that you should look into.

(Linda): Okay. Possibly. But I'm thinking about for example, islands in the Bering Sea. So I'm not sure if they do or not, but yes, okay. Thanks.

(Carrie McDougall): Yes.

Operator: The next question comes from (Mike). Your line is open.

(Mike): Thank you. This is (Mike) speaking. My question is how important or how much weight is put on the possible replication of a program? And part 2 of

that question is should we try and build the replication of the program into our
- into the proposal?

(Sarah Schoedinger): I'd have to go back - off the top of my head, I know that we asked you guys to talk about if you're - the applicability of your project to other areas where it might be implemented outside of your project. I don't think we specifically addressed the issue of replication within your project.

And that would somewhat depend on, you know, are you developing a new model that really has to be tested? Or are you applying an existing model that you want to deploy in new regions?

Because depending on what that is, you know, which way you're going, that would have an influence. That would have an effect to say that the technical merit of your project, right?

And if the reviewers were looking at it or if I were a reviewer looking at it, that's what I would think of. And I'm sorry for a wishy washy answer, but it's not really one - it's not an all or nothing situation. (Carrie) or (John) or anybody else, feel free to weigh in.

(Carrie McDougall): Yes. If you look at our currently funded portfolio, what you'll see is there are a few projects in there that we funded that did have replication built into the scope of the activities that we funded. And then you'll see other projects that did not.

They are implementing only in one community and they're dealing with the hazards that that one community faces. So it's definitely variable and again, it depends on, you know, how good you are at justifying the need for that.

You've got to convince us that this thing is a great way to go and it's really needed in this place.

(John McLaughlin): Yes. The other thing that I would say...

(Mike): But would you look at a project and say this is really good in this location, but unless it can be replicated in a lot of locations we don't see its worth?

(Sarah Schoedinger): I don't think we've looked at it that way in the past and I don't see that in the way we've laid out our evaluation criteria. I don't see that being a definitive statement. I mean it's sort of how the whole package of your project comes together.

I mean again, as (Carrie) stated it's, you know, how good are you justifying the need in the location where you're operating? We want you to give some thought to the, you know, if you're only working in one location, we would like you to give some thought and express that in your full application as to the, you know, applicability of your project model approaches, potential outcomes to other municipalities, say if you're only working within one.

But that's about the extent of it. And she indicated sometime - we have a range of both, a mix of both types in that we fund it. And we would anticipate that we will continue to do that.

(Mike): Okay. Very good answers. They helped me a lot. Thank you.

Operator: The next question comes from (Shannon). Your line is open.

(Shannon): Hi. Yes, I have further questions. Do you have a suggestion for a CRM or any type of other computer program, to track the science data management?

(Sarah Schoedinger): I'm sorry. Can you repeat that question? I'm not sure...

(Shannon): Oh. It's a customer relations management system and so a lot of nonprofits will use that to track their grants and it's also possible to track the scientific data. But I was wondering if there is a program that you prefer, to track the science data that are coming out of the programs.

(Sarah Schoedinger): I don't think that we have a preference, at least not that I can think of. We'd need to investigate that further and if you are collecting scientific data as a result of your project that we're funding, I'll just point you to the section of the FFO that relates to the data management plan. You should look at that information, because it sounds like it might apply to you.

(Shannon): Okay. And then I wanted to ask one last question, which was a recommendation, if you have one. We have a K-8 Spanish emergent school; 60% of the kids qualify for free lunches, so they are living in impoverished areas of East Oakland.

We want to apply for a middle school and do you think it's better to go for quality or quantity? Because we could do a three year program where it's the same students, 6th, 7th and 8th grade, to get more impact on a smaller number of students. Or do you think it's better to apply for a larger number of students for the 600 that attend our school?

(Sarah Schoedinger): I don't, you know, I don't want to say it's quantity over quality ever. And I...

(Shannon): That might not have been the best phrasing.

(Sarah Schoedinger): Yes. I understand the conundrum you're in and I think it's the same that a lot of potential applicants are in, in applying to this funding opportunity, just because the amount of funding we offer and also the flexibility of the scope that we offer to you all, for how you implement your projects.

I, you know, it really is going - there isn't - there's no magic bullet here people. It's like you're going to have to make the case. You've got to decide based on the amount of money you're going to request from us, you know, what you can do for that and what kind of impact. And you've got to justify it.

I mean that's what it ends up coming down to. There's really - we don't have - honestly, we really don't have like quotas or anything in our minds, that we're just not telling you about, in terms of how we want you to structure your projects and the scope of - in which we want you to undertake them. We really don't.

((Crosstalk))

(Shannon): ...not looking for a certain number of children to impact, if you can make the case. Because I feel like I can make the case for less kids over a long period of time. So you don't have a quota?

(Sarah Schoedinger): We do not - we have no - there are no sort of guidelines that - everything that we...

(Shannon): Number of people?

(Sarah Schoedinger): No. We're being as honest with you as we can be. We don't have any internal information we're not sharing with you, about, you know, there's no

secret list somewhere or anything like that. Like no, we really want this number, you know?

(Shannon): Okay.

(Sarah Schoedinger): There's nothing like that.

(Shannon): Okay. Thank you. That was very helpful. Bye.

Operator: And just a reminder, that is star and the number 1 for any questions from the phone. And the next question comes from (Lorne). Your line is open.

(Lorne): Oh. Hello there.

(Sarah Schoedinger): Hello.

(Lorne): Hello? Hello?

(Sarah Schoedinger): Yes. We hear you.

(Lorne): Okay, great. Thanks for taking my call and the question. Great presentation so far. So real quickly, it seems clear to me that NOAA has obvious priorities for science based environmental literacy. However, given the NOAA priorities, can you speak more about NOAA's value of or perspective on, the use of cultural approaches in youth and community resiliency building, relative to this environmental literacy grant? And also, are there any such NOAA funded programs that we could look to, as examples?

(Carrie McDougall): Good question. So (B-WET), the program that I mentioned earlier - some of their funding has been around cultural competencies and cultural

approaches. We have had some fisheries projects that have been around cultural kinds of support. I'm not sure about the coastal resilience grants, I think also has a component of that.

We haven't funded a project exactly, I think, in the nature you're describing. I don't think we're ruled out. It is not ruled out, okay? It is definitely not ruled out. However, I do think that we are seeing projects that strike a balance and I mentioned that sort of list of, you know, I was emphasizing the holistic nature of projects that we're hoping to see come in.

So we do - we would like to see that science component, you know, or system science and building up the scientific literacy of the individuals. Using NOAA's scientific assets, should be a major component of the project. Now cultural elements, cultural approaches, that would be fine to weave in. But I think there should be a science literacy component. Does that help?

(Lorne): Maybe I could ask you and thank you for that, just a real quick follow up - so with regard to the science approaches and we have multiple NOAA and C grant projects happening in the local community, to partner with. Would a youth cert program suffice in NOAA's perspective that science or educational component, cultural team cert program?

(Carrie McDougall): I'm not familiar with that. Maybe - if you wouldn't mind, if you would submit that question to our grants - OED.Grants@NOAA.gov?

(Lorne): Sure.

(Carrie McDougall): Okay. Thank you. And we'll take one more question.

Operator: Thank you. The last question comes from (Amanda). Your line is open.

(Amanda): Hi. Thank you again for the presentation. My question - it kind of relates to a question that was asked earlier. So it was asked about if we should budget costs associated for NOAA resources and I know the answer was no, because most of them are free. Does this also include budgeting for NOAA people assets?

So like it was suggested on page 7 that we should consider having NOAA partners from different offices. So do we need to include them in budgets or are they also free?

(Carrie McDougall): That would be up to the NOAA partner, but we are hopeful that the NOAA partner will be supporting the project through in kind support and usually if you're contacting a NOAA expert in a particular field, if it's truly in line with what they already do, then supporting your project should be hopefully a part of their job already.

And so it's usually not a big ask to have them do it as an in kind. But occasionally there are times when you're asking a NOAA entity to do something that is above and beyond.

And so that would be a negotiation with the individual NOAA entity. We can't have you request funds in your grant application, for other parts of NOAA. And so if you find you're getting to a point in a conversation with a NOAA entity and they're saying I need funding to do that, you might want to contact us and we can talk about it with you.

(Amanda): Okay, great. Thank you.

(Carrie McDougall): You're welcome.

(Sarah Schoedinger): Okay. Well thanks for all those great questions. It seems you stumped us on a few of them, but they were - they're definitely good food for thought. Unfortunately, we're having - as was mentioned at the very beginning of this teleconference, we - this is being recorded.

It will be transcribed and we will post the transcription, I think we're aiming to have that posted by no later than the 1st of December, if not earlier. And where you can find that information, I believe we'll post that on our Apply page, which is the URL that is mentioned numerous times throughout the FFO.

And so I would - and if you want - the fastest place to find it in your FFO is it's the very last line of page 4 of the FFO. So if you haven't gathered from our comments already, we definitely want to emphasize the importance of reading the federal funding opportunity announcement, the FFO.

You know, we've also already recommended and want to reiterate that you look at the awards that we have already funded in the past three years, because these will give you a sense of the geographic scale and scope of the project that we funded last year and out of the last two competitions.

And we would anticipate that we're going to fund projects on similar scales this year. You can read about the resilience, those resilience focused awards. There are 13 of them total, between the 2015 and 2016 competitions.

I think from the Apply page you can get to them fairly easily. And you can do that from that Apply page. At the bottom there's a paragraph that says visit our awards page, and that will take you to the awards, a searchable list of awards. And actually without even having to look up on the - if you scroll

down the page and you'll see the 2016 competition is there and right below that is a link to a competition summary on the 2015 competition. So you can see the full list of awards there if you want to.

As we've indicated, we indicate this grant opportunity will be very competitive. As previous years, our - any indication just to give you some recent benchmarks, last year we received 170 applications, full applications. We didn't have a pre-proposal process/pre-application process and we sent 161 of those onto review, merit review. We were able to fund a total of seven awards over two fiscal years, out of that 161 applications. And that's about 4%. So again, that's part of the reason for the pre-app phase - we don't want you doing a lot of work and then we are able to fund 4%.

But we also want you to be aware that you really do want to pay attention to all of the things that we've talked about and make sure your writing is strong, at least in the first phase - the pre-application. And if you're invited to write a full application; a strong full application, because it really will come down to the strength of those applications.

If you have any additional questions after this teleconference, I would encourage you to read the FFO thoroughly, then look at the frequently asked questions page, which is referenced numerous times in the FFO. And if you still can't find an answer to your question, then reach out to us on OED.Grants@NOAA.gov.

Please don't expect an immediate response from us. There are multiple people that you've heard them all introduced on the phone today, who are monitoring that inbox and will respond to questions, as soon as we can.

But, you know, it may take us, you know, even up to a couple of days to get back to you on something. And sometimes we get questions and it may take us a couple of days to do some research because we're not really sure. You brought up an issue we hadn't thought of and we've got to go seek some additional guidance on it.

So thank you very much for your attention today and your interest in the funding opportunity. I hope that this teleconference has provided answers to most of your questions. And if not, you know how to reach us. So with that, we'll sign off now and we'll look forward to hearing from you through other means in the future. Bye-bye.

Operator: That concludes today's call. Thank you for participating. You may disconnect at this time.

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