**NOAA 2020 Environmental Literacy Program (ELP) Funding Opportunity
Priority 1 Pre-Applications Informational Teleconference Transcript
October 17, 2019
3:00 pm EDT**

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen-only mode until the question-and-answer session of today's call. At that time, if you would like to ask a question, you may press star 1. Today's conference is being recorded. If you have any objections, you may disconnect at this time. I would now like to turn the meeting over to Carrie McDougall. You may begin.

(Carrie McDougall): Thank you Valerie. Hello and welcome to the October 17, 2019 informational teleconference for NOAA's fiscal year 2020 Environmental Literacy Program grant funding announcement. That is a mouthful. I am Carrie McDougall. I'm one of the federal program officers for this opportunity and I am joined here with me…

(John McLaughlin): John McLaughlin, [I'm] another program officer for this funding opportunity.

(Carrie McDougall): And …

(Maggie Allen): Maggie Allen.

(Carrie McDougall): And other members of our team whom you might interact with over the course of this competition are Sarah Schoedinger, Genie Bey and Jamie Frungillo. This teleconference will be transcribed, and we will post the transcription to our frequently asked questions web site by October 30. So you don't have to frantically take notes on what we're saying today, there will be a transcription available in a little over a week.

So what we'll be doing today is beginning with an overview of the 2020 funding opportunity for Environmental Literacy Program. Specifically we'll be focused on Priority 1, which I'll get into in a minute. And then at the end we'll take your questions. So if, as we are going through the overview, if you have a question, jot it down and then you'll be able to ask it after we're done talking at you.

As the operator indicated you all are muted for now. And once we complete our overview, you will be able to enter yourself into a queue to ask your questions. So hopefully it'll be a very orderly way of having you all interact with us because there's many of you on the line.

So today in preparation, it'd be ideal if you had the funding opportunity in front of you, either electronically or in print form, because that'll be what we'll be walking through in detail. The name of the funding opportunity is Environmental Literacy Grants: Supporting the Education of K-12 Students and the Public for Community Resilience.

We'll cover how to get a copy of the funding opportunity if you don't know how to get one. If you all can open up a browser, we might point you to some helpful websites as we go along too, so those are the things that would be useful to have in front of you.

So the first thing we'll do is do a little bit of Grants.gov orientation. So if you are in front of a computer and can look at an Internet browser, you want to go to Grants.gov and in the upper left corner of Grants.gov [where] there's Search Grants and you want to click there. And then you can type any number of items to get this funding opportunity to come up. You can type environmental literacy, you can type resilience, you can type the 11.008 in the CFDA number area. Or you can type the full funding opportunity, which you may have received in your email if you received - if that's how you found out about it. So there's a variety of ways, but they'll all hopefully lead you to this funding opportunity.

And then once you get there, you click on it and it leads you to a page called View Grant Opportunity, which you'll see has four tabs below the name of the funding opportunity. Far left tab is Synopsis. Then you have Version History, then you have Related Documents and then you have Package. Just to orient you further, on Synopsis page, what that shows is information that spans the entire scope of the funding opportunity.

And because this funding opportunity has more than one priority, which essentially is like having more than one competition, this is showing the minimum floor and the maximum ceiling for the awards for both of those priorities. And it's also showing the very, very last closing date for both priorities.

So this information, because it spans multiple priorities, is not particularly useful. What I would recommend looking at is: when you click on Package, you'll see three items listed there and those are the three different competitions essentially associated with this priority. And you'll see they have three different closing dates and three different places where you can click Apply.

This is really where you want to be paying attention and starting your application. So the middle row, at least for us, the one that's called Pre-application for Priority 1, that is the one we will be discussing today. And you can see that the closing date is November 25, 2019, and the Preview and Apply buttons on the right lead you into information that is specific to that priority.

Also on the Related Documents tab, that is where you can download the full funding announcement. You click on the NOAA-SEC-OED-2020-2006190 full announcement. That is the funding opportunity to notice that we will be walking through today. So that's the PDF you want to download and open.

We, if we find there's an error in the published funding opportunity notice, we may make corrections, and any corrections we will publish here in Grants.gov. If you would like to be notified whenever we publish a correction, you can sign up for updates on Grants.gov so that you are automatically notified when any updates are made to a particular funding opportunity.

Okay. So getting into more details. You might hear me and my colleagues refer to the NOFO, which is an acronym, an unfortunate acronym, but nonetheless, it stands for notice of funding opportunity, which is the shorthand name for this big PDF that has all the instructions that you've just downloaded from Grants.gov.

So as you heard me allude to earlier, this funding opportunity is soliciting two types of project, two separate competitive priorities. Priority one will support new projects from applicants located in the southern and western regions of the United States. Priority 2 will support the continued evolution of the

Environmental Literacy Program grant projects that have been previously funded in 2015 and 2016 that are specific to our resilience portfolio.

This particular telecon is going to be focused on Priority 1, and if you are eligible for Priority 2, we are hosting a separate teleconference for that priority on October 30.

So a little bit more about Priority 1. You may have noticed if you've already looked that it has a restricted geographic focus. The reason for that is that we have very high demand for this competition. During the 2018 competition, which is the last time we offered this level of funding, we received 237 pre-applications. And we were not able to fund as many applications as we would like to.

And so as a result, we decided to restrict the geographic qualification or eligibility for this particular competition so that we could limit the number of applications that come in and thereby increase the success rate of how many applications we're able to fund.

Two regions of the country were selected for the first competition in what will ultimately be a nationally focused competition series, which we will complete in the fall of 2021. So in 2021, we will publish the companion to this funding opportunity, which will cover the other two regions not covered in this one. So the eastern and the central regions.

The boundaries of the regions that are eligible for this year are based on the National Weather Service regional map. This map was used as a starting point for defining regions because projects within each of these regions tend to face similar environmental hazards.

These two regions were grouped together as they - as combined, they comprise approximately half of the population of the United States. Also, the western and southern regions were selected to be eligible first because that has been an area where we've had less investment geographically than in the other regions.

So who's in and who's out? The southern region includes the following states and territories: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Puerto Rico, Tennessee, Texas, and the United States Virgin islands. You may notice that it is not the way you may think of the U.S. South, but it is the way the Weather Service defines the southern region and we're following that region.

The western region, we have modified the western region from what you may see on a Weather Service regional map. We've expanded it, and the western region as we're defining it includes Alaska, American Samoa, Arizona, California, Guam, Hawaii, Idaho, Montana, Nevada, Northern Mariana Islands, Oregon, Utah, and Washington.

How will we determine if you are eligible? We will look at the physical address associated with your institution's DUNS number, and if it is not located in one of the states that I just listed, you will not be eligible to apply. Also, all projects must be implemented in the region in which the applicant is located.

And I just want to drill down on this because we've already gotten several questions about it. Even if you are a nationally focused organization, what will determine whether you are eligible is the address where your institution's DUNS number is located. So if you are if you are based in Washington DC,

even though you do a lot of work in the southern and western region, you are not eligible for this particular competition.

Priority 1 also has a pre-application requirement. So that means we will not entertain full applications that did not come through as authorized based on a pre-application merit review. So we will review these pre-applications and we will give you feedback based on that review and we will select a subset of the highly ranked pre-applications. And those we will authorize to submit full applications. Only those authorized will be able to submit full applications to the next round of funding.

So today we're going to be focusing on the aspects of this funding opportunity that are relevant to the pre-application process for Priority 1. As I mentioned before, the last time we ran a competition with similar focus, there was a lot of demand. We received 237 pre-applications, 59 of which we authorized to move forward to a full application. And we ended up funding nine awards. So you can see the severe whittling down that occurs.

We don't yet know our final budget for 2020, but we estimate - we anticipate having approximately the same amount of funding that we've had when we funded the 2018 competition, which means we expect some level of similar level of competitiveness, although hopefully a better success rate with the restricted geographic regions.

One thing that I will say that you - that we cannot emphasize enough and you'll hear us repeat it a couple of times throughout the call -   it is imperative for you to read the entire funding announcement. It's 49 pages of really interesting reading, I guarantee. That's a joke. But it contains really important information that you'll need to consider as you think about whether you should apply or not. And then you'll definitely need to follow the

instructions as you're putting your application together. So make sure you read the whole thing. It's chocked full of good information.

Okay, so I'm going to now dive into the funding opportunity. So the first few pages you'll see it starts with a table of contents and then the first five pages are what we call the abstract of the funding opportunity. It is the executive summary.

All of the information contained on the first five pages is contained in more detail on the following pages. So for today, I'm going to skip straight through and start on page six, which is where the details of the funding opportunity begin.

So page six, which has full announcement text at the top is where we will begin today. So, program objectives, this is the NOAA Environmental Literacy Program. This program has been around since 2005 and the grants that we have offered through this program support formal and informal education activities at local, regional and national levels to address NOAA's mission of science, service and stewardship.

However, as many of you know, and that's probably why you're on the call today, communities in the United States are facing challenges of not only recovering from extreme weather events and other environmental hazards, but also transforming to prepare for a future of more frequent and damaging events.

Events and hazards include but are not limited to severe storms, tornadoes, hurricanes, flooding, heavy precipitation events, persistent drought, heat waves, increased global temperatures, acidification of the oceans and sea level rise. The United States is experiencing a rising number of these costly and

damaging events. Minimizing the disruption, damage and loss of life and property that occur from these hazards is essential to maintaining a healthy economy and the overall well-being of our society.

As a result, since 2015, the Environmental Literacy Program has been focused on building community resilience. Resilience is defined as a capability to anticipate, prepare for, respond to and recover from significant multi-hazard threats with minimum damage to social well-being, the economy and the environment. And that definition is taken from the U.S. Global Change research program.

I'm on page seven of the funding announcement. Studies highlight that educated communities are less vulnerable to environmental hazards, as they are more likely to be prepared for and recover from disasters. U.S. communities can become more resilient by exploring the hazards they face, assessing their specific vulnerabilities and risks, considering options, prioritizing and planning, and finally taking action.

Those are the steps that are articulated for resilience as shown in the U.S. Climate Resilience Toolkit. The final paragraph on page seven contains the goal of the funding opportunity, which is really important. You need to make sure that your project is supportive of this goal. If you find your project doesn't really align with this goal, this may not be a very good funding opportunity for you.

So the goal of this funding opportunity is to build environmental literacy of K-12 students and the public so they are knowledgeable of the ways in which their community can become more resilient to extreme weather and/or other environmental hazards and become involved in achieving that resilience. So

notice there's two parts here. So they are becoming knowledgeable and they're becoming involved in achieving.

Efforts to build environmental literacy ultimately aim to contribute to the reduction of risk from current and future environmental hazards through climate-smart and inclusive decision making and long-term stewardship of healthy ecosystems, all the while promoting a low carbon economy. And that final sentence I just read is the very last sentence in the bottom paragraph on page seven, and you'll see that it comes from a newly published theory of change for the resilience education portfolio of the Environmental Literacy Program. You can read more details about that on the Web site that is shown there.

Okay. So at the very bottom of page seven, there's a section called Description of Project Activities. And I would argue that this is the most important section of the funding opportunity because it lays out the specifics of the kinds of projects we're interested in receiving. So we're going to spend some time on the next two pages getting into the details. Bear with me as I read out loud the funding opportunity.

So flipping over to page eight, projects should build the collective environmental literacy necessary for communities to become more resilient to the extreme weather and other environmental hazards they face in the short and long term. Building sufficient environmental literacy in a community means that these communities are composed of individuals who are supported by formal and informal education that develop their knowledge, skills and confidence to one, reason about the ways human and natural systems interact globally and where they live, including the acknowledgement of disproportionately distributed vulnerabilities.

We'll get into that a little bit later. Two, participate in scientific and/or civic processes; and three, consider scientific uncertainty, cultural knowledge and diverse community values in decision making. Each individual in a community does not need to develop their knowledge, skills and confidence to the same extent but the community should collectively and sufficiently have these capabilities for use in resilience-building initiatives.

Projects should demonstrate how they will engage community members to build these capabilities, particularly through active learning. And if you're not familiar with active learning, we have a definition on page 43 of the funding opportunity. And just real quick, I'll read the next sentence here. Examples of active learning include interactive discussions, deliberations or investigations about an issue or participation in simulations or different scenarios when solutions are explored. Next paragraph.

Projects should leverage and incorporate relevant state and local hazard mitigation and/or adaptation plans, and collaborate with individuals and institutions that are involved in efforts to develop or implement those plans. Next paragraph.

Projects may focus on a single location or multiple locations and a single type of environmental hazard or a range of hazards that impact a community or communities. Projects will be based on the established scientific evidence about current and future extreme weather and other environmental hazards facing communities and should consider relevant socioeconomic and ecological factors in the targeted locations.

Particular attention should be paid to populations within communities that have greater exposure and have fewer resources to deal with the impacts of extreme weather and/or environmental hazards that are the focus of the

project. And I just want to note because we've had this question in the past, that this funding opportunity is not limited to coastal communities, so we are soliciting projects from non-coastal communities.

Okay. I'm on the very last paragraph of page eight. In addition, projects must relate to NOAA's mission. They must also utilize NOAA's scientific data, data access tools, data visualizations, and/or other physical and intellectual assets available on these topics. To facilitate the use of these assets, we strongly encourage that you partner with NOAA entities and we've provided several Web sites which you see on the top of page nine that allow you to learn about who is near you or who might be a topically focused office that might be a good partner for you.

And I'm about midway down on page nine. Projects should consider integrating citizen science tools when appropriate. When applied with intentional design, citizen science tools can result in learning outcomes by participants, help meet scientific project goals, and benefit communities by serving as conduits to data.

As you can see, many disciplines are necessary to address all of these areas. We find the most successful projects often utilize partnerships to ensure the project teams have adequate expertise. For example, we expect to see strong education, strong science and strong resilience expertise on a project. We will cover additional details on partners later when we reach that section of the funding opportunity. But you may find that partners are a group you want to start thinking about right now.

Still on page nine. Applicants are strongly encouraged to review resilience education projects funded by this program since 2015, as we are hoping that the projects we consider through this solicitation will be informed by the

lessons learned from those earlier grantees. We have something called the resilience hub, which you can find on our website, which has links to assets that may help you in preparing your application. And we also have workshop reports from convenings we've had of our previously and currently funded resilience education grantees. And those are great sources to read about the lessons learned and challenges that those previous grantees have had.

There's also a wealth of other resources on the resilience hub and I highly recommend you taking a look at that. So as you've heard me say earlier, this funding opportunity has two priorities, numbered without regard to importance for funding. Priority one awards will support new projects located in the southern and western regions, and Priority 2 awards will support the evolution of projects funded under the 2015 and 2016 funding opportunities.

In this call we are only addressing Priority 1. We have separate telecons - we have a separate telecon for Priority 2. Also, please note that NOAA does offer other funding opportunity for resilience projects. If you look at the middle paragraph on page ten you'll see a list of other programs that may provide resources that may be relevant to your project.

Okay. Down lower on page ten is a section called target audiences, which is obviously another important area. So the target audiences for this funding opportunity are the public K-12 students and may also include informal educators including interpreters and docents and formal educators pre- or in-service and including school administrators.

Higher education students and professionals working in the area of community resilience are not target audiences for this funding opportunity. There's also interest in projects that specifically engage highly vulnerable members of the community. Underserved members of a community such as

minority, low-income, homeless, persons with disabilities, and rural, tribal and indigenous populations are disproportionately vulnerable to extreme weather and other environmental hazards.

Projects should employ approaches and partnerships that are appropriate for the targeted underserved population. Projects are strongly encouraged to develop meaningful partnerships with community-based organizations, particularly those from underserved communities. Adequate compensation should be provided for community-based organization partners and community members for the effort they're contributing to the project. There is also an interest in projects that engage children and youth as their involvement benefits not only them but also their communities.

Finally in this section, applicants are encouraged to describe the demographics and vulnerabilities of their target audiences and use data to support these assertions.

Okay, I'm on the bottom of page 11 in the section called Project Evaluation. All projects should include an evaluation component. However, there is no requirement to describe evaluation plans in the pre-application. Those projects that are authorized to submit a full application will need to develop a robust evaluation plan.

Okay. Moving forward to page 13, Award Dates and Mission Goal. NOAA anticipates that awards funded under this announcement during this fiscal year, which is the fiscal year 2020, will be made by September 30, 2020 and that projects funded under this announcement will have a start date no earlier than October 1, 2020.

Program Priorities. You've heard me say this already but I'm going to say it again. Priority one will support new projects from applicants located and doing work in the southern and western regions of the United States. So the applicant has to both have their DUNS number address based in one of these two regions, and the work of that applicant has to be occurring in the region in which the applicant - their address is located.

An organization applying to Priority 1 has to be based, as I just articulated. If I have missed anything here. We anticipate that Priority 1 of the next funding opportunity of this program will support projects from the central and eastern regions which encompass the remainder of the United States.

On page 14, an applicant may only submit a given project idea to one priority or the other. Okay. And that ends my portion of the overview. Now I'm handing it over to my colleague, John, and he will walk you through the next 500 pages of the funding opportunity. That's a joke, [it's] not that long. Okay, go ahead John.

John: One order of magnitude off. Thanks, Carrie. We're now on the middle of page 14, section II, Award Information, and we're going to start with funding availability. We at NOAA anticipate that approximately $3 million may be available in fiscal year 2020 for this announcement. Approximately 6 to 10 awards among both priorities in the form of cooperative agreements will be made in fiscal year 2020.

NOAA's Office of Education plans to continue to focus on building the environmental literacy necessary for community resilience over the next few years of the Environmental Literacy Program. For Priority 1, projects must be between 2 and 5 years in duration. And the total funding amount requested

from NOAA for each project must be no less than $250,000 and no more than $500,000 for all years of the project, including direct and indirect costs.

Any project requesting total federal funding support from NOAA less than $250,000 or more than $500,000 total for all years will not be considered for funding. So make sure you're in that range.

Now we're going to move on to page 15 and Section 3.A, Eligible Applicants, at the bottom of page 15. The first paragraph of this section is really critical. This lays out which institutions are eligible. So I am going to read through this list.

For both priorities of this funding opportunity, eligible applicants are limited to institutions of higher education, K-12 public and independent schools and school systems, other nonprofits including community-based organizations and informal education institutions such as museums, zoos and aquariums, state and local government agencies, and Indian tribal governments in the United States.

For-profit organizations, foreign institutions and individuals are not eligible to apply. However, for-profit organizations, foreign institutions and individuals may participate as project partners. Likewise, federal agencies are not eligible to receive federal assistance under this announcement, but may be project partners.

Skipping down to the last paragraph of this section toward the bottom of page 16, it is strongly encouraged that an individual serve as a PI on only one application submitted to this funding opportunity. Institutions may submit more than one application and individuals may serve as co-PIs or key personnel on more than one application. Federal employees may not serve as

PIs or co-PIs on any application, although they may be included as key personnel.

On to Section III.B, Cost Sharing or Matching Requirements. The essential point here is: there is no cost share requirement for this funding opportunity. Section III.C, Other Criteria that Affect Eligibility. Pre-applications must be submitted by the due date through Grants.gov. No other types of submission will be accepted. So we will go into one more detailed as finding opportunity about use of Grants.gov.

Now on to the top of page 17, Section IV.A, Address to Request an Application Package. Pre-application packages including required federal forms and instructions are available through Grants.gov. Grants.gov requires applicants to register with the system prior to submitting any application. This registration process can take several weeks and involves multiple steps. In order to allow sufficient time for this process, applicants should register as soon as they decide they intend to apply even if they are not yet ready to submit their pre-application.

Also, even if an applicant has registered with Grants.gov previously, the applicant's password may have expired or their System for Award Management, SAM registration, which was formerly known as the Central Contractor Registration, may need to be renewed or updated prior to submitting to Grants.gov. Note your Central Contractor Registration username will not work in SAM. You must create a new SAM user account to renew or update your registration.

Grants.gov will not accept submissions if the applicant has not been authorized or if credentials are incorrect. Authorizations and credential corrections can take several days to establish. Please plan accordingly to avoid

problems with submission process. And for further information on the SAM web portal, please see the URL on a - the middle of this section on page 17.

We stress this because it is essential that you're eligible to apply through Grants.gov to assure that your application will be accepted into this competition.

If you experience any problems downloading the pre-application or full application forms from Grants.gov, uploading the pre-application or full application into the Grants.gov system, or using the Grants.gov work space feature, please contact Grants.gov customer support and the email and phone number provided here on page 17 of the funding opportunity and are also available from the Grants.gov site.

Please note, for a list of software applications that allow you to successfully navigate the grants.gov web pages and complete your submission, please visit the Applicant FAQ section of Grants.gov, the URL for which is provided here in the funding opportunity.

All right, moving on to Section III.B, Content and Form of the Application. For Priority 1 each applicant must submit pre-application through Grants.gov for review. Pre-applications are required to prevent the expenditure of effort on full applications that are not likely to be successful. All applicants will receive a response to their pre-application via email from NOAA indicating whether or not they are authorized to submit a full application for the project.

Only those institutions that receive authorization from NOAA are eligible to submit a full application. Failure of an applicant to submit a pre-application or full application before the deadlines will result in the project not being reviewed or receiving additional consideration. And you can see our office's

frequently asked questions web site. Typically you'd be interested in the one for Priority 1, which are on the top of page 18 for additional guidance during the preparation of applications.

Also, note links to helpful information to this announcement are available from our apply page, the link to which is given on page 18 at the end of this section.

All right, onto required elements for Priority 1priority one pre-applications. The format requirements are given here. I will skip those but please make sure you review those and your application adheres to them. And I'm going to move on to part B of the content requirements.

Each pre-application must contain the following three elements: an SF424 form, which is the application for federal assistance; a title page, and you can use the title page template available from our template models page, with a URL which is given here in the funding opportunity. Whether or not you decide to use that title page template, each title page must contain all seven of the elements listed on the bottom of page 18 and the top of page 19.

Moving onto the project description, which has a 4-page limit. This section should summarize the project, present the rationale for the project and describe the specific project objectives to be achieved during the project period. Describe the expected activities and related outputs and outcomes, and explain how the project addresses the goal of this funding opportunity as described in Section 1.A, which Carrie already reviewed.

The rest of this section describes the details that must be included in the project description. I will not read them, but strongly suggest you review them as these are what your application will be reviewed against.

We are not authorized to send applicants sample project descriptions, as we have received that question in the past. We also want you to note that pre-applications are not required to submit a budget description beyond what is required on the title page.

But now we are going to move on to page 27 and specifically at the bottom of page 27. Section IV.D, Submission Date and Times. The deadline for pre-applications to Priority is 11:59 pm Eastern Standard time on November 25, 2019. As you've heard, this is a hard and fast deadline, so please do everything in your capacity to meet this deadline if you're interested in applying.

Nobody likes a late application. It's regrettable when a project application is worked out and does not meet this deadline, so please build in extra time for contingencies that may occur.

Onto page 28 and Section IV.G, Other Submission Requirements. And tThis describes the notifications you'll receive from Grants.gov when you submit a pre-application. Applications submitted through Grants.gov will be accompanied by an automated receipt of the date and time of submission. Applications submitted through grants.gov will be accompanied by three automated emails.

The first email confirms receipt by Grants.gov, not NOAA. The second email confirms the submission. It confirms that the submission is acceptable and timely. And the third validates the pre-application or full application has been forwarded to NOAA for further processing. If all email notifications are not provided within two days of submission, please contact the Grants.gov help desk and our team at OED.grants@noaa.gov.

Please note it may take Grants.gov up to two business days to validate or reject your submission. Please keep this in mind when developing your submission timeline. Applicants are responsible for ensuring that all required elements have been appropriately submitted before the deadline. And additional instructions for Grants.gov can be found on our office's Frequently Asked Questions page for this funding opportunity.

Now moving onto page 29, Section 5A, Evaluation Criteria. Note that there are two sets of evaluation criteria for Priority 1, one for pre-applications and one for full applications. The pre-application criteria are presented on page 29 and page 30. I will not read them because they correspond to the components of a project we've already reviewed. But please review your application against these as they will be what your application will be reviewed against.

Now we are going to skip forward to page 35 and specifically section V.B in the middle of page 35 - the Review and Selection Process. Upon selection of a pre-application by NOAA an initial and administrative review is conducted to determine compliance with minimum requirements. And, the minimum requirements for Priority 1 pre-applications include all the following:.

That the applicant is eligible to apply. That the institution is located in and implementing the project activities in the region in which they are located -- being the southern and western regions as Carrie has detailed. And, again, the location of the institution will be determined by the institution's DUNS number and the associated physical address. And, as we previously mentioned, the total federal request for all years of the project must be no more than $500,000 and no less than $250,000. And, also, the pre-application must be received on time.

Moving on to Page 36 and the section on pre-applications. All pre-applications that meet the eligibility and minimum requirements will be evaluated and scored by a group of independent reviewers who are federal and non-federal experts. Each having expertise in a separate area so that the reviewers as a whole cover the spectrum of activities covered in the pre-applications received. The reviews will be conducted by mail review. The mail review will consist of each application being reviewed by at least three reviewers.

A rank order of all pre-applications will be established by averaging the individual review ratings of each pre-application. The program office staff will look for a natural break in scores of the rank order pre-applications to determine the top number of pre-applications closest to 40 that will be authorized to submit a full applications. The federal program officers will make the recommendations and selecting official. The director of new education, Louisa Koch, on whether to authorize or not authorize a full application based on rank order and selection factors listed in the next section.

Applicants will be notified of their status of their pre-application via an email to the authorized representative on or about February 6, 2020. Full applications from an applicant who was not asked to submit them will not be reviewed or considered for funding.

That said, we're going to now move forward to Page 43 and Section VII, Agency Contacts. You can contact our Environmental Literacy Program grants team with any questions you have at oed.grants@noaa.gov. And, further information about our office education is available from office website. We do suggest you review the frequently asked questions and have read the funding opportunity before you contact us.

And also, a reminder that if you're having a technical issue with the grants.gov system, we recommend that you contact the grants.gov helpdesk before you contact us. Likely, if you contact us with a technical issue with grants.gov, we will direct you back to that helpdesk.

Section VIII.8 -- Other Information has definitions of the terms we use. As well as, the references that are cited within this funding opportunity.

So, with that said we have completed our review of the funding opportunity. And, Valerie, I think we are now ready to open the line for questions.

Coordinator: Thank you. We will now begin the question and answer session. If you would like to ask a question, please press "Star 1" and record your name clearly. To withdraw you question, you may press "Star 2". One moment please for our first question.

Our first question comes from (Mira). Your line is open.

(Mira): Hi. When you say new projects does that just mean that these have not been previously funded by NOAA? Or, do these projects - does it have to be a program that didn't exist in the past?

Carrie: Yes, that's a good question. So, we mean projects that have not been previously funded by NOAA's environmental literacy program.

(Mira): Thank you.

Coordinator: Our next question comes from (Melanie Kimball). Your line is open.

(Melanie Kimball):   Thank you. Can we include a county government department as a subcontractor in this opportunity?

Carrie: We do not have a restriction on that, but you should make sure that they don't have a restriction on that.

(Melanie Kimball):   Understood. Okay. Second question. Will the full application - will all the content of the full application be available for us to work on - to start on before we even receive an invitation to apply? So, we are assuming we'll get an invitation and knowing that we only have about six weeks once that invitation comes out. Can we start on it before that?

John: Great question, (Melanie). So, the description of what's required for full application is provided in the funding opportunity. We did not review it in this call as we were focused on pre-applications. However, you can certainly read all about what will be the required content of a full application within the funding opportunity. Some of the models and templates and the frequently asked questions that we will be posting for full applications will not go up until after we've completed the review of the pre-applications. But, the majority of the description of what's required for full application is provided in the funding opportunity and can be reviewed by you at any time.

(Melanie Kimball):   Okay, repeating that back to you. The guidelines are available -- they're available right now. But, getting in and actually working on the details and putting them in - loading them up in grants.gov may not be fully available to us -- is that correct?

Carrie: No. I think all application packages are available and live right now.

(Melanie Kimball):   Okay, good. Thank you.

Coordinator: Our next question comes from (Dawn Jackson). Your line is open.

(Dawn Jackson):   Yes. I have a question when it comes to the (unintelligible) perspective. If you want to review the whole school district. Or, can we just send those school students? Can particularly say ninth through twelfth grade, high school -- or, do you want the whole school district included in K-12?

John: Great question, Dawn. There's no requirement to include the entire school district. You can target a specific subset thereof. It's just expected that your application will detail the rationale behind the choice of that target audience.

(Dawn Jackson):   Second question is, if I'm working at a (USC), can I include undergraduate students to help me in the research process, or pay them siphons for training?

Carrie: You can include funding for non-target audience eligible individuals and institutions. However, I just - I noticed you used the word research in your question. And, I want to just make sure that we're clear that we don't fund research through this program. So, just make sure you're reading the funding opportunity with that in mind.

(Dawn Jackson):   Right. So, if wanted (unintelligible) college students to help me bring awareness to the population and groups, could they be used in that aspect?

Carrie: Yes, that would be okay.

(Dawn Jackson):   Okay. And, you can pay them?

Carrie: Yes.

(Dawn Jackson):   Okay, thank you.

Coordinator: Our next question comes from (Katherine Prince). Your line is open.

(Katherine Prince):   Hi, good afternoon. I had a question about the evaluation. I know you mentioned in the pre-application we do not need to include evaluation plans -- the specifics. But, do we need to talk at least broadly about an evaluation plan in that pre-application?

Carrie: It won't hurt you. I mean - I think the best way to answer your question would be for you to review the evaluation criteria for the pre-app - pre-application section. And, look at exactly what we will ask reviewers to consider when they're reviewing your application. And, if you find that any of those questions would be best answered in describing how you'll evaluate the project, then you might want to get into that a little bit more in your project description.

(Katherine Prince):   Excellent. Thank you.

Coordinator: I show no further questions in queue.

Carrie: Okay. Well, we'll give it a few more minutes in case anyone else has any other questions. And, we'll just hang out on the line here for anyone else who has questions.

Coordinator: Our next question comes from (Raleo Quinterro). Your line is open.

(Raleo Quinterro): Hi, good afternoon.

Carrie: Hello.

(Raleo Quinterro): I speak for a non-profit in Puerto Rico. We do environmental education and research. I know this opportunities not for research. In terms of the education and in terms of this opportunity, could this - the pre-application - the application - the proposed work could be... Does it have to be specifically to K-12 participants within schools at school time? Or, could this be after school activities for K-12 students. Meaning, like, do we have to partner up with specific schools to integrate the work into their curricular activities at school time?

Carrie: No, it does not. The focus should be on, you know, basically children of school age. Children who are in the K to 12 age range. But, it does not necessarily mean that they have to receive the information as part of the formal K to 12 education. They can participate in programs that occur during the summer, after school, evenings. They can be family programs.

Furthermore, this is not - the funding opportunity also supports education of members of the public of all ages. And so, you do not have to think of this as program that is only funding programs that are occurring through the curriculum. You want to say anything else?

(Raleo Quinterro):   Okay. And so, just another clarification. One of the - the government of Puerto Rico calls out at several hundred schools. Our organization is applied to acquire one of those schools and we, you know -

listening to these teleconference, we would be - we would probably apply for this program to establish our proposed work at this location. Is this the type of program - this the type of grant opportunity that would be - probably could be implemented in such a place?

John: So, to clarify, the project activities can include inside or outside of a formal school system. So, if you were to acquire a school and do your work with eh target audience within school time, that would be acceptable if you justify that approach. And, likewise, you could use that facility but reach the target audience outside of the formal school time if you justify that approach.

(Raleo Quinterro): Yes. Because we would be - our target audience would be children in southwestern Puerto Rico and coastal communities. And, they would be, you know - the introduction would have to happen after hour - after school hours within these schools that we're trying to acquire for the environmental Puerto Rico.

Carrie: Yes. I mean, it sounds like if - we don't put restrictions of those kind on the types of projects. And, I think it's more a matter - and, this is for all types of projects not just yours. But, we expect to see a very strong rationale and justification for your project approach in the pre-application. And so, that's where you would want to focus your efforts is, you know, why does this approach make sense given your desired outcomes of your project.

(Raleo Quinterro): Okay. Thank you.

Coordinator: Our next question comes from (Julietta Rodrigo). Your line is open.

(Julietta Rodrigo): Hi, good afternoon. Can you hear me?

Carrie: Yes.

(Julietta Rodrigo): Great. Thank you for taking my question. We're calling from the career institute. We're a non-profit in south Florida. And, our main mission is to educate and empower communities. Having said that, we have different programs to target different sectors of south Florida. For instance, we have a (unintelligible) the targets under those communities -- particularly, women in those communities. And, we have a second program that targets schools called Climate Resilient Schools.

In regard to this application, can you combine programs? Or, is the funding only applicable for one of them?

Carrie: Again, that would be your call. So if there were a strong rationale for combining those programs and you feel like a combined approach better meets the goal of this funding opportunity, then by all means. But, we certainly do not require all projects to have both K12 and public components. So, what we -- and more commonly -- expect to see projects that are focused on one audience or the other unless it makes a lot of sense to really have both types of audiences be part of the target. Does that make sense?

(Julietta Rodrigo): A little clearer. But, there has to be an overlap between the two programs?

Carrie: No.

(Julietta Rodrigo): Okay. And, the second question. We already have a Climate Resilient Schools program that we do in high schools around South Florida. And, we do it in partnership with the public-school system here in

Miami Dade County. Do you recommend submitting the application as a joint partnership with our partners? Or, just notify - mentioning that they are our partner within the text.

Carrie   What do you mean when you say a joint application?

(Julietta Rodrigo): So, instead of the application only coming from CLEO, it would come through CLEO and a partner.

Carrie   Okay. So, we call those collaborative applications, and we are not accepting collaborative applications for this funding solicitation. We are accepting only single institution applications. And so, what that would mean for your particular case would be that you would have to decide whether it made more sense for either the CLEO institute to be the primary institution.

And then, having Miami Dade School District as a subaward partner. Or, the opposite where the Miami Dade School District is the lead primary institute submitting. And, the CLEO Institute is the supporting partner. So, whichever structure you think makes most sense for the type of project you're implementing.

(Julietta Rodrigo): Okay. Those were all my questions. Thank you for your time.

Coordinator: Our next question comes from (Colleen Maricome). Your line is open.

(Colleen Maricome):   Hi, good morning. I joined the teleconference late so how might I have access to the recorded meeting?

John: So, we will post a transcript of this telecon, I believe, by the 30th of this month on our apply web page.. So, you'll be able to view the transcript there. We will also have a second telecon to overview Priority 1 pre-application. So you can also consider participating in that telcon if you're available on October 21.

(Colleen Maricome):   Great. I'm not available on that one either so I was trying to see if, you know, I could find out what's, you know, discussed at the beginning of the meeting.

John: Yes. The transcript after it's posted, I think, will provide that - (unintelligible) will provide that information will be the best source for you.

(Colleen Maricome):   Okay, thank you.

Coordinator: Our next question comes from (Mira). Your line is open.

(Mira):   Hi. Should an outside research partner be identified in the pre-application to conduct the evaluation? Or, is it better not to identify who the evaluator is?

John: So there's no requirement for you to identify an evaluator during the pre-application phase. And, that's not something you'll be reviewed against in the review criteria. So, I don't think it would hurt an application -- there's no reason why you would need to.

(Mira):   Okay, great. Thank you.

Coordinator: Our next question comes from (Katherine Price). Your line is open.

(Katherine Price): Hi. Speaking about how the budget can be used, do you want most of the funding to be focused on the education aspect of community resilience? Or, can the budget look at implementing stewardship projects and resiliency projects in connection with the education piece?

Carrie: I mean, I would have to see how those are related to give you a more specific answer. I guess the way I would maybe answer your question would be to focus on the goal of the funding opportunity and then reread the description of project activities. What we expect to see is that the budget is lined up with those major project activities. And so, if you find you're describing something that really isn't in line with those project activities then maybe it's not a great fit. Unless you can describe how it's a key component and relates or supports another aspect of your project.

John: And, just a...

(Katherine Price): Okay, yes. Go ahead.

John: And, just to reiterate the goal of funding opportunity, w. Which is to build the environmental literacy of K-12 students in the public so they are knowledgeable of the ways in which their community can become more resilient to extreme weather and other environmental hazards, and become involved in achieving that resilience.

So, both the building of environmental literacy and becoming involved with achieving that resilience are parts of the goal. But, the main part of the goal really does focus on achieving environmental literacy.

(Katherine Price): Okay. Yes. Because I was thinking about sort of that finally taking action component of resiliency and, you know, seeing where the focus was. But, I understand it's more on the awareness side in literacy. Thank you.

Coordinator: Our next question comes from (Nakita Monee). Your line is open.

(Nakita Monee): Hello, can everyone hear me?

Group: Yes.

(Nakita Monee): Okay, wonderful. I'm part of a team - I'm actually at the University of Nebraska Omaha, but my team is at Tennessee State University. And, we're doing some activities with, you know, community environmental literacy development with youth working with local schools -- so, that' part of the project.

But, one of our goals is also to develop a -- at best I'll describe it -- the best practice model. And so, we want to be able not only to kind of engage in the activity which is the direct target of this particular funding opportunity. But, also, disseminating information about potential best practices models given the urban environment instability in the teaching core and so forth.

The question I had was, I understand that this is not a research opportunity. But, I wanted to see -- and you may have addressed this earlier, I was a little bit late -- whether the data, you know, big picture. The data from a successful project going through this process could potentially be used as a part of a best practices model. Perhaps, funded in subsequent grants that would use - you know, that would use that data to present a best practices model in a more formal research setting. Or, is the data in a sense blocked off specifically for

the educational purposes of this grant. If I'm not clear, please let know and I'll try to clarify.

Carrie: Okay. So, I'll answer it this way and then you can tell me if I missed it. We do not restrict any of the type of data you collect, the evaluation that you conduct other than what we put in the evaluation section. We, in fact, encourage broadest dissemination of your findings and your data as appropriate -- you know, as would be determined by institutional review board kinds of restrictions.

But, NOAA places no restrictions at all on how the data that you are collecting will be used. And, in fact, we encourage you to get those findings out to the field as broadly as possible.

(Nakita Monee): Okay. Thank you. That is - that's what I wanted to know.

Carrie: Okay.

Coordinator: Our next question comes from (Tanya Greer). Your line is open.

(Tanya Greer): Good afternoon. My question is about working with graduate students. Can we fund graduate students in assistance to help us with the implementation of our plan and data collection?

Carrie: Yes.

(Tanya Greer): Excellent. And so, a follow-up to that is, can the team work with the evaluator to create an instrument to survey the theoretical framework used for curriculum development?

Carrie: Why don't you restate your question? We're not sure exactly what you're getting at.

(Tanya Greer): So, we're going to use a theoretical framework that's kind of modified on what NOAA has put out. And, we want to evaluate that in terms of curriculum development that we're going to support teachers with. And, we want to evaluate the use of the theoretical framework for that development.

Carrie: So, is your question that - can you evaluate something that NOAA created? Or, is your question about who can be involved in structuring the evaluation tool?

(Tanya Greer): No, it's evaluating something that NOAA created that we're modifying.

Carrie: Okay.

(Tanya Greer): As part of our evaluation procedures.

John: So, curriculum can be a component of the project. Especially, you know, obviously working with kids from all formal school districts. But, curriculum development should not be primary deliverable from this project. We really are looking for projects that are doing active learning during the life of the project. So, developing curriculum that will be used later after the life of the project is not a main goal of the funding opportunity. But, certainly, developing a curriculum that would be used during the life of the project or modifying an existing curriculum that will be applied to promote active learning and the other goals of the funding program would be acceptable.

And, you can work with the evaluator to evaluate it. But, that should not be the primary focus of the project.

(Tanya Greer):   Right. (Unintelligible) life of the project. Okay. I think that answers my question. Thank you.

Coordinator: Our next question comes from (Julietta Rodrigo). Your line is open.

(Julietta Rodrigo):   Hello, again. One more question. Does this funding allow the expansion of existing programs and projects that our organization has? Or, is it only for new projects?

Carrie: It can be an expansion. We consider that a new project. And, again, you would just want to have evidence to support the efficacy of the project that you're expanding. And, the rationale for the expansion.

(Julietta Rodrigo):   Okay, thanks.

Coordinator: I show no further questions in queue.

Carrie: Okay. Again, we'll sit and let - we'll sit for a few more minutes and see if anyone else has any questions.

Coordinator: I would like to remind participants, to ask a question please press "Star 1". Once again, to ask a question please press "Star 1".

Our next question comes from (Dawn Jackson). Your line is open

(Dawn Jackson):   Yes. My question is, once again, if we wanted to partner with say, like, our state's emergency management agency, do we have to do some contract. I'm not sure how state laws reflect to that. But, is it a (unintelligible) partnership in that aspect for outreach? And, as a budget could you use incentive materials for your participants. So, if you want to collect some data of your pre and post-evaluation, can you use monies in the budget for incentives?

John: Yes.

Carrie: Okay. So, in terms of working with a local authority that may be a government entity, that is a highly variable answer depending on where you are. So, the best course of action would be for you to contact any perspective partners really soon and find out how they're able to engage with you because there are different restrictions on local governments that may not allow them to come in the way that you would like them to come in. And, frankly, you should describe that in your application so that we can understand that, you know, in the future if you're submitting a full application, why there may not be a letter of support fi a government entity is not allowed to submit one for example. So, start talking to local and state government prospective partners right away and ask them how they can be involved. We can more or less entertain any nature of partnership with them. You can create subcontracts. You can create subawards. Their work can be in kind. You know, hopefully they would be able to submit a letter of commitment articulating how they will be involved in the project. That's one of the things we really look for in the full application. But, those are all things you have to kind of hash out with the individual partner (unintelligible).

(Dawn Jackson):   Okay. So, (unintelligible) incentives. And, say you're going to have an event for the public, can you buy food with the money? Or, giveaways like swag bags 00 things of that nature.

John: Yes. So, incentives for participants are an allowable cost as long they're in line with the Department of Commerce and NOAA's award terms and conditions. But, yes, you can have - you mentioned earlier incentives for people to write the evaluation data. You can't offer - you can offer incent - we have no restrictions. So, you can offer incentives to participants to provide evaluation data.

(Dawn Jackson):   Okay. And, for food? Does that cover it?

John: Yes, food is allowable. No alcohol, but food, yes.

(Dawn Jackson):   Right. Okay. Thank you. And, one more question was related to - hold on, I'm trying to find my notes. Give me a second please. So, you said -- I think somebody answered earlier. So, (unintelligible) has to be during school hours. So, as long as you want to focus on things like the school it doesn't have to be integrated into the school's curriculum, correct?

Carrie: Correct.

(Dawn Jackson):   It can be an outside school project. Okay. Thank you.

Coordinator: Our next question comes from (Michael Lamonte). Your line is open.

(Michael Lamonte):   Hello. I just joined the call. I literally had this come across my desk five minutes ago. And, I said, "Whoa, it's going on now." So,

I apologize for not having a chance to fully review the RFP. My quick question is, how indirect cost work on this for a university?

John: Yes. So, indirect costs are allowable with a negotiating direct cost rate. And, please review the section of the budget for full applications to get details for that. But, they are allowable, and they do count toward the ceiling and floor. So, all applications must be between $250,000 and $500,000 for all year's total which includes direct and indirect cost.

(Michael Lamonte): And, does it generally follow the rates negotiated with the NSF?

Carrie: It's whomever your institution has a negotiated rate with. That will be the rate that you will need to use for your submission to NOAA. It doesn't matter if your negotiated rate is not with NOAA or the Department of Commerce. You still use that negotiated rate agreement that you've established with another federal agency. And, in fact, you have to use it.

(Michael Lamonte): Okay.

Carrie: But - so, you know. And, I understand you're just learning about this. For Priority 1 which is sort of the bulk of the projects we're soliciting, there is a pre-application phase.

(Michael Lamonte): Yes.

Carrie: And, in the pre-application phase you don't have to get into any of those details. So, the only budget information we want from you will be how much do estimate this project costing in total. And then, we'll ask you for additional details if you're authorized to submit a full application.

(Michael Lamonte):   Right. So, we wouldn't have to break it down for the participating institutions, for example.

Carrie: Correct.

(Michael Lamonte):   Just bring their proposal.

John: For the pre-application phase, correct.

Carrie: Yes.

(Michael Lamonte):   Great. Okay.

Carrie: Also, so you know, there's another teleconference we're doing on October 21 on this same Priority 1. So, if you're able to join then you can hear our spiel. We will also post the transcript of this call -- as well as the one on October 21 -- on our Website in about a week and a half.

(Michael Lamonte):   And, do you encourage multiple regions? You have south and west, I think, were defined as regions. But, do you encourage groups to collaborate or focus with their specific region?

John: So, the - this funding opportunity for Priority 1, the project impact area must be in the same region as the applicant. And, that's determined by the physical address and the applicant's DUNS number. You can have a project partner from outside your region potentially, say, an evaluator or somebody providing guidance on your project model. But, the project should be focused within the region of your applying institution.

Carrie: And, typically, what we've been finding - if you look at the projects we've funded over the past several years. The projects tend to be more locally focused.

(Michael Lamonte):   Yes.

Coordinator: Our next question comes from (Katherine Price). Your line is open.

(Katherine Price):   Hi. Kind of a follow-up from the earlier question about partners. Do you anticipate partners being allowed to change maybe some additions from the pre-application to the full application potentially with, you know, feedback that was being received in the pre-application adding new partners? Or, for partners do you really want to see that be the same form the pre-application to the full application?

John: It's the former. You can adjust your partners on the project between the pre-application and full application phase. We do not require that the list of partners stay the same between the pre-application and the full application.

(Katherine Price):   Thank you.

Coordinator: Our next question come from (Raleo Quinterro). Your line is open.

(Raleo Quinterro):   Hello. I was reading over the funding opportunity and I had a question on Page 8, the last paragraph that you went over. Specifically, about the sentence that reads "They must also use utilize known scientific data, data access tools and so forth so on." I would like to get an explanation

of the pre-application need to have a section on how we're going to integrate newer tools into our programs. And, could you further expand on the roles of our local, especially here in Puerto Rico -- here in western Puerto Rico -- has a C grant program. Can you explain the role of a C grant program employee in our proposal?

Carrie: Sure. So, on the title page template that we have made available for you -- it's optional -- you'll see there is a list of NOAA assets section. And, this is a required field on whatever title page you end up submitting to us. So, we do want you to call out all of the NOAA assets that you will be using and be as specific as possible. So, that is a required field.

In terms of partnering with NOAA, we do strongly encourage it. We don't require it. Partnerships with NOAA can be achieved through partnering with entities like C-grant or the National Estuarine Research Reserves. Those are great partners. And, we would encourage that and see descriptions on how those partnerships will support the project in your pre-application.

(Raleo Quinterro): So, like, partnering with Sea Grant -- our local Sea Grant program -- would like having them give several - a series of workshops? Something like that on X, Y, and Z resiliency topic. Is that it? Is that what you talk about - mean when partnering with Sea Grant?

Carrie   The partnerships take all different forms. Some would be serving as advisors and not actually helping with program implementation directly. Some might be providing science data that is very specific to your area and advising on how to use that scientific data. Some may actually be helping implementing aspects of the project. It's highly variable and you would have to develop the scope of that relationship in discussions with those partners.

(Raleo Quinterro):   Okay. Do we need - as an organization, do we need to write tools to make it official -- a partnership between us, a local Sea GC-grant and our organization. Do we have to submit some type of MOU -- memorandum of understanding? Some type of collaborative agreement with the local C-gSea Grant program? Is it part of what we need to do to make it official? Or, it doesn't (unintelligible)?

Carrie: So, for the pre-application, you do not have to submit any official documentation of a partnership. You simply would have to list them on the title page and then also maybe describe the nature of the partnership in the project description. If you're authorized to submit a full application, in the full application that is where we would want to see a letter of commitment from all of the partners who will be supporting the project.

(Raleo Quinterro):   Okay. And then, I wasn't too clear about your response on my first question which was about, like, the NOAA products -- data, all that. Data access tools, data solicitation. Those have to be within the workshops that we're going to give about community resiliency and stuff like that? That's a requirement, right? Did I understood well?

Carrie: It is a requirement that you incorporate NOAA assets in your work. How you incorporate those assets and which assets are up to you. But, we want you to tell us which ones you're using and in which ways.

(Raleo Quinterro):   Okay, perfect. That's great. Thank you.

Coordinator: I would like to remind participants to ask a question, please press "Star 1". Once again, to ask a question, please press "Star 1".

Carrie: Okay. Last call for questions. Okay. Hearing none, we're going to have John close the teleconference for us.

John McLaughlin: Well, thanks for the time all. And, looking into the funding opportunity and parts at the start of the call. But, we really do want to restate the importance of reading the funding opportunity which is why we do that. It essentially lays out the framework for what you need in the pre-application -- how that pre-application will be reviewed.

We also want to remind you of the resources that are available on the resilience hub. The link to reliance hub being in said funding opportunity. And a reminder, that we do anticipate this priority to be very competitive like the recent competitions that we've offered through the funding program.

If you have any additional questions after the teleconference and reading the funding opportunity thoroughly, please review our frequently asked questions --- FAQ page -- for Priority 1 to see if your questions are answered there. If you need to reach us -- our team -- the best way to do so is to submit your questions via email to oed.grants@noaa.gov. And that email address is provided in the Agency Contacts section of this funding opportunity.

Again, if you do have technical issues with the grants.gov system, please contact their customer support at support@grants.gov to resolve those issues. We on our end are not very empowered to help out with technical issues with grants.gov.

A reminder, we'll post the transcription for this teleconference to our Priority 1 frequently asked question page by October 30. And, thank you for your attention today and your interest in this opportunity. We hope this

teleconference provided answers to most of your questions. And, we are signing off now.

Coordinator: This now concludes today's call. All participants may disconnect at this time.

END