



**City Of Richmond, Virginia
Office of the City Clerk**

Request to Withdraw Legislation

Paper Number: Res. No. 2021-R064

Chief Patron: Councilor Stephanie Lynch

Introduction Date: July 26, 2021

Chief Patron Signature: Per email request

For Office Use Only

Attestation: *Candice Reid* 9/20/2021

Effective Date: September 20, 2021

From: Robins, Amy E. - City Council Office
Sent: Monday, September 20, 2021 2:57 PM
To: Reid, Candice D. - Clerk's Office <Candice.Reid@richmondgov.com>
Cc: Lynch, Stephanie A. - City Council Office <Stephanie.Lynch@richmondgov.com>
Subject: WITHDRAW RES 2021-R064

Candice,

We would like to withdraw RES 2021-R-64.

RES 2021-R064	Resolution	Consent Agenda	7/27/2021	To request that the U. S. Department of Commerce, National Oceanic and Atmospheric Administration provide to the Chief Administrative Officer and other officials of the City's Administration, as appropriate, the information necessary for the Mayor to introduce and for the Council to adopt an ordinance authorizing the Chief Administrative Officer to accept a grant from the U. S. Department of Commerce, National Oceanic and Atmospheric Administration in the amount of \$149,437.00 for the purpose of funding the proposed Department of Parks, Recreation and Community Facilities' The Richmond Environ
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Thank you,
Amy

Amy Robins (she/her)
5th District Liaison
Office of The Honorable Stephanie A. Lynch
Richmond City Council
900 East Broad Street, Suite 305
Richmond, Virginia 23219
Office: 804-646-5724
Email: amy.robins@richmondgov.com
www.RVA.gov
[Monthly e-Newsletter Signup Link](#)
[Follow the 5th District Office on Facebook](#)

INTRODUCED: July 26, 2021

A RESOLUTION No. 2021-R064

To request that the U. S. Department of Commerce, National Oceanic and Atmospheric Administration provide to the Chief Administrative Officer and other officials of the City's Administration, as appropriate, the information necessary for the Mayor to introduce and for the Council to adopt an ordinance authorizing the Chief Administrative Officer to accept a grant from the U. S. Department of Commerce, National Oceanic and Atmospheric Administration in the amount of \$149,437.00 for the purpose of funding the proposed Department of Parks, Recreation and Community Facilities' The Richmond Environment: Students as Teachers in their Watershed program, and that the Mayor introduce such legislation as may be necessary to accept such grant funds for the purpose of funding the proposed Department of Parks, Recreation and Community Facilities' The Richmond Environment: Students as Teachers in their Watershed program, and to amend the General Fund Budget for the Fiscal Year 2021-2022 for the purpose of appropriating \$149,437.00 for the purpose of funding the proposed Department of Parks, Recreation and Community Facilities' The Richmond Environment: Students as Teachers in their Watershed program.

Patron – Mrs. Lynch

Approved as to form and legality
by the City Attorney

PUBLIC HEARING: SEP 27 2021 AT 6 P.M.

WHEREAS, in a letter dated May 28, 2021, the United States Department of Commerce, National Oceanic and Atmospheric Administration expressed its recommendation and tentative commitment to providing a grant of \$149,437.00 to the City through the National Oceanic and Atmospheric Administration Chesapeake Bay Office Bay Watershed Education and Training

AYES: _____ NOES: _____ ABSTAIN: _____

ADOPTED: _____ REJECTED: _____ STRICKEN: _____

Program for the purpose of funding a program proposed by the Department of Parks, Recreation and Community Facilities called “The Richmond Environment: Students as Teachers in their Watershed program” (hereinafter referred to as the “Proposed Program”); and

WHEREAS, the Council believes that a grant of \$149,437.00 from the United States Department of Commerce, National Oceanic and Atmospheric Administration would partially fund the Proposed Program; and

WHEREAS, the Council believes that it is in the best interests of the citizens of the city of Richmond that the Council request that the United States Department of Commerce, National Oceanic and Atmospheric Administration provide to the Chief Administrative Officer and other officials of the City’s Administration, as appropriate, the information necessary for the Mayor to introduce and for the Council to adopt an ordinance authorizing the Chief Administrative Officer to accept a grant from the United States Department of Commerce, National Oceanic and Atmospheric Administration in the amount of \$149,437.00 for the purpose of funding the Proposed Program; and

WHEREAS, the Council also believes that it is in the best interests of the citizens of the city of Richmond that the Council request that the Mayor, upon the receipt of the necessary information from the United States Department of Commerce, National Oceanic and Atmospheric Administration, introduce such legislation as may be necessary to accept a grant of \$149,437.00 from the United States Department of Commerce, National Oceanic and Atmospheric Administration for the implementation of the Proposed Program, and to amend the General Fund Budget for the fiscal year commencing July 1, 2021, and ending June 30, 2022, for the purpose of appropriating this \$149,437.00 grant to the Department of Parks, Recreation, and Community Facilities for the implementation of the Proposed Program;

NOW, THEREFORE,

BE IT RESOLVED BY THE COUNCIL OF THE CITY OF RICHMOND:

That the Council hereby requests that the United States Department of Commerce, National Oceanic and Atmospheric Administration provide to the Chief Administrative Officer and other officials of the City's Administration, as appropriate, the information necessary for the Mayor to introduce and for the Council to adopt an ordinance authorizing the Chief Administrative Officer to accept a grant from the United States Department of Commerce, National Oceanic and Atmospheric Administration in the amount of \$149,437.00 for the purpose of funding the Proposed Program.

BE IT FURTHER RESOLVED:

That the Council hereby requests that the Mayor, upon the receipt of the necessary information from the United States Department of Commerce, National Oceanic and Atmospheric Administration, introduce such legislation as may be necessary to accept a grant of \$149,437.00 from the United States Department of Commerce, National Oceanic and Atmospheric Administration for the implementation of the Proposed Program, and to amend the General Fund Budget for the fiscal year commencing July 1, 2021, and ending June 30, 2022, for the purpose of appropriating this \$149,437.00 grant to the Department of Parks, Recreation, and Community Facilities for the implementation of the Proposed Program.



Richmond City Council

The Voice of the People

Richmond, Virginia

Office of the Council Chief of Staff

Ordinance/Resolution Request

TO Haskell C. Brown, III, Interim Richmond City Attorney
Richmond Office of the City Attorney

THROUGH Joyce L. Davis
Interim Council Chief of Staff

FROM William E. Echelberger, Jr, Council Budget Analyst

COPY Stephanie A Lynch, 5th District Representative
Tabrica C. Rentz, Interim Deputy City Attorney
Amy E. Robins, 5th District Liaison

DATE July 16, 2021

PAGE/s 1 of 2

TITLE National Oceanic and Atmospheric Administration (NOAA) Grant - Bay Watershed Education and Training

This is a request for the drafting of an **Ordinance** ☐ **Resolution** ☒

REQUESTING COUNCILMEMBER/PATRON

Stephanie A Lynch, 5th District Representative

SUGGESTED STANDING COMMITTEE

Finance and Economic Development

ORDINANCE/RESOLUTION SUMMARY

The Patron requests a resolution to request that the Mayor submit:

1. An ordinance to accept a grant of \$149,437 from the National Oceanic and Atmospheric Administration (NOAA) for the implementation of the Bay Watershed Education and Training (B-WET) Grant to sponsor The Richmond Environment: Students as Teachers in their Watershed (REST), and
2. An ordinance to amend the General Fund Budget for FY22 for the purpose of appropriating \$149,437.02 to sponsor The Richmond Environment: Students as Teachers in their Watershed (REST).
3. The Richmond Environment: Students as Teachers in their Watershed (REST) would be administered through City of Richmond, Parks, Recreation and Community Facilities (PRCF).

BACKGROUND

- The required match of \$194,589 will be derived from in-kind work of Park staff.
- The patron believes that implementation of the Richmond Environment: Students as Teachers in their Watershed (REST) will increase environmental literacy among Richmond students.

- The patron further believe that increasing the environmental literacy of Richmond students is in the best interest of the City of Richmond, and its residents.

FISCAL IMPACT STATEMENT

Fiscal Impact Yes ☐ No ☒

Budget Amendment Required Yes ☐ No ☒

Estimated Cost or Revenue Impact

- There is no expenditure or revenue impact for the requested resolution. If the Mayor submits the requested ordinances, GF revenues, and the amount appropriated in the FY22 General Fund Budget will increase by \$149,437. The required match of \$194,589 will be derived from in-kind work of Park staff.

Attachment/s Yes ☒ No ☐

Richmond City Council Ordinance/Resolution Request Form/updated 10.5.2012 /srs

Total Project Costs & Justification	REQUEST YEAR 1	MATCH YEAR 1	TOTAL YEAR 1	REQUEST YEAR 2	MATCH YEAR 2	TOTAL YEAR 2	TOTAL REQUEST	TOTAL MATCH	TOTAL PROJECT COSTS
A. Personnel/Salaries									
Key Staff									
Project Coordinator, Penelope Davenport Gorman	\$0.00	\$51,100.00	\$51,100.00	\$0.00	\$51,100.00	\$51,100.00	\$0.00	\$102,200.00	\$102,200.00
Lead Environmental Educator, Tyler Twyford	\$0.00	\$21,924.00	\$21,924.00	\$0.00	\$21,924.00	\$21,924.00	\$0.00	\$43,848.00	\$43,848.00
Administrative Assistant, Shawna Shade	\$3,900.00	\$0.00	\$3,900.00	\$3,900.00	\$0.00	\$3,900.00	\$7,800.00	\$0.00	\$7,800.00
Executive Director of Friends of the James River Park, TBD	\$1,800.00	\$0.00	\$1,800.00	\$1,800.00	\$0.00	\$1,800.00	\$3,600.00	\$0.00	\$3,600.00
Support Staff (Educators, Assistants, Etc.)									
Subtotal Personnel	\$5,700.00	\$73,024.00	\$78,724.00	\$5,700.00	\$73,024.00	\$78,724.00	\$11,400.00	\$146,048.00	\$157,448.00
B. Fringe Benefits									
Project Coordinator, Penelope Gorman:	\$0.00	\$12,775.00	\$12,775.00	\$0.00	\$12,775.00	\$12,775.00	\$0.00	\$25,550.00	\$25,550.00
Lead Environmental Educator, Tyler Twyford:	\$0.00	\$6,495.58	\$6,495.58	\$0.00	\$6,495.58	\$6,495.58	\$0.00	\$12,991.15	\$12,991.15
Subtotal Fringe	\$0.00	\$19,270.58	\$19,270.58	\$0.00	\$19,270.58	\$19,270.58	\$0.00	\$38,541.15	\$38,541.15
C. Travel									
Travel Directly Related to Program Implementation									
Educator Travel: Direct Implementation	\$1,526.00	\$0.00	\$1,526.00	\$1,022.00	\$0.00	\$1,022.00	\$2,548.00	\$0.00	\$2,548.00
Travel Indirectly Related to Program Implementation									
Conference attendance and presentation	\$5,000.00	\$0.00	\$5,000.00	\$2,600.00	\$0.00	\$2,600.00	\$7,600.00	\$0.00	\$7,600.00
Subtotal Travel	\$6,526.00	\$0.00	\$6,526.00	\$3,622.00	\$0.00	\$3,622.00	\$10,148.00	\$0.00	\$10,148.00
D. Equipment									
E. Supplies									
Environmental Literacy Resources for Teachers	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$20,000.00	\$0.00	\$20,000.00
Printing	\$5,000.00	\$0.00	\$5,000.00	\$1,500.00	\$0.00	\$1,500.00	\$6,500.00	\$0.00	\$6,500.00
Subtotal Supplies	\$15,000.00	\$0.00	\$15,000.00	\$11,500.00	\$0.00	\$11,500.00	\$26,500.00	\$0.00	\$26,500.00
F. Contractual									
Alliance for the Chesapeake Bay	\$13,987.26	\$0.00	\$13,987.26	\$17,452.08	\$0.00	\$17,452.08	\$31,439.34	\$0.00	\$31,439.34
Richmond Public Schools	\$1,540.50	\$0.00	\$1,540.50	\$12,324.00	\$0.00	\$12,324.00	\$13,864.50	\$0.00	\$13,864.50
Subtotal Contractual	\$15,527.76	\$0.00	\$15,527.76	\$29,776.08	\$0.00	\$29,776.08	\$45,303.84	\$0.00	\$45,303.84
G. Construction:									
Construction is not allowed through the B-WET Program	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
H. Other									
Listening Session Accessibility Supports	\$12,500.00	\$5,000.00	\$17,500.00	\$0.00	\$5,000.00	\$5,000.00	\$12,500.00	\$10,000.00	\$22,500.00
Celebration event for the ELP process	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00
Support for Student Advisory Group	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$2,000.00
Support for Teacher Advisory Board	\$500.00	\$0.00	\$500.00	\$2,000.00	\$0.00	\$2,000.00	\$2,500.00	\$0.00	\$2,500.00
Honoraria: Guest Speakers, Consultants, Community Partners	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$20,000.00	\$0.00	\$20,000.00
Media and public relations	\$2,000.00	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$2,000.00	\$4,000.00	\$0.00	\$4,000.00
Subtotal Other	\$25,000.00	\$5,000.00	\$30,000.00	\$17,500.00	\$5,000.00	\$22,500.00	\$42,500.00	\$10,000.00	\$52,500.00
I. Total Direct Charges:	\$67,753.76	\$97,294.58	\$165,048.34	\$68,098.08	\$97,294.58	\$165,392.66	\$135,851.84	\$194,589.15	\$330,440.99
J. Indirect Charges:	\$6,775.38		\$6,775.38	\$6,809.81		\$6,809.81	\$13,585.18		
K: Totals:	\$74,529.14	\$97,294.58	\$171,823.71	\$74,907.89	\$97,294.58	\$172,202.46	\$149,437.02	\$194,589.15	\$330,440.99



Project Title: The Richmond Environment: Students as Teachers in their Watershed (REST)

Priority Area: School District Capacity Building

Special Interest Area: Community Partnerships

Project Duration: 24 months: October 1st, 2021-September 30th, 2023

Budget Information: Federal Funding: **\$149,437.02** Non Federal Match: **\$194,589.15**

Project Summary

The Richmond Environment is a two-year School District Capacity Building project funded in part by the National Oceanic and Atmospheric Administration (NOAA) whose primary objective is to give Richmond Public School (RPS) students a greater understanding and sense of ownership of their local watershed. This project's key partners, James River Park System, Alliance for the Chesapeake Bay, and RPS, will engage our community as a whole to develop an Environmental Literacy Plan (ELP) for RPS that is rooted in environmental justice and is specific to this unique urban landscape, fraught with historic inequity and gifted with wild land.

The James River Park System is the 600-acre public park that traces and surrounds the James through the heart of Richmond. Flanked on both sides by the industrial, commercial, and residential maelstrom of urban life, this 8-mile strip of wilderness and the river at its center has witnessed and played a key role in the troubled environmental and racial history of this place. The scars of institutional racism persist, especially as the historic practice of redlining continues to correlate with present day climate and health disparities between our neighborhoods ([Plumer and Popovitch, 2020; How Decades of Racist Housing Policy Left Neighborhoods Sweltering](#) and [Ewart, 2018: Increasing Access to the James River Park](#)). It is impossible to build capacity for environmental education in Richmond's School District and to ignore these facts. Driven both by the need to address historical environmental injustices and the goals set forth in the City's [Clean Water Plan](#) and ultimately the 2025 goals set forth in the Chesapeake Bay Blueprint, this project increases environmental literacy and subsequently stewardship within the school district.

Increased environmental literacy in Richmond students will inevitably show them these disparities in data: concrete, measurable, and unavoidable. Therefore, this project will create the framework for students to understand and address issues of environmental justice in their own lives while extending ownership from their local green spaces to their figurative backyard (and one of the Chesapeake Bay's primary tributaries), the James River and its park system. The leap from students' ownership of their sub watershed to stewardship of the Chesapeake Bay watershed as a whole will be grounded in the hands-on witness of the need for stewardship at home. This place-based education model aligns exactly with the Chesapeake Bay Watershed Agreement's Environmental Literacy goal, to "enable students in the region to graduate with the knowledge and skills to act responsibly to protect and restore their local watershed." ([Chesapeake Bay Watershed Agreement Literacy Goal](#))



Listening and Learning from Our Community

The key partners on this project are guided by the conviction that environmental literacy and justice in Richmond must be firmly grounded at a hyper-local, community level. Only such place-based, hyper-local focus will result in a plan that has lasting relevance to *these* students in *this* community. While we are aware of and involved in state, regional, and national initiatives toward environmental literacy, Richmond is made up of unique environmental and historical complexities, and our first priority will be to listen to our community, and to dig more deeply into these issues right here. As we embark upon this project, our grounding questions will be:

1. What does environmental literacy mean for our community?
2. What does environmental justice look like for our community?
3. What are Richmond's priorities in bringing environmental justice and literacy to this community?

We will begin the ELP process by collecting as much input from as wide a representation of our community as we are able, at each step seeking to create equity through accessibility in our modes of information gathering. That information gathering will take four primary forms over the course of the two-year period:

1. A paper **survey**, distributed widely in both English and Spanish, seeking input from all community members. This form will be available electronically and on paper, and we will deliver paper copies of the form to schools, community centers and as a mailer. It will go out in the RPS Direct newsletter, each of our partner organization's newsletters, and will be on social media. We are thinking hard about crafting this survey in such a way that the language used feels equitable to all who read it, and encourages both those with science expertise and those without to participate.
2. A series of community **listening sessions**, strategically located throughout the city, with a goal of ensuring physical accessibility to these sessions.
3. **Focus groups** with invited community partners as well as teachers, school administrators, parents, and students. It will be at this juncture that it will be important to gauge BIPOC involvement to this point, to specifically invite and foreground those who might otherwise be excluded from the conversation.
4. Finally, we will form the **teacher and student advisory groups** alluded to in the original proposal. The teacher advisory group will meet once at the end of the first year, and then regularly through Year Two.



Year One Timeline (October 2021 - August 2022):

October-August:

- James River Park System (JRPS), Alliance for the Chesapeake Bay (Alliance), and Richmond Public Schools (RPS) as the Key Partners meet once per week to ensure ongoing progress on the project, plan collaboratively for each event, and reflect, adjust, and improve as events take place. Factoring in holidays and occasional conflicts, the key partners will meet 40 times.

October-November:

- Craft and begin to circulate environmental literacy, equity, and justice assessment survey throughout the community. Deadline for survey completion: April 30th, 2022.
- Planning for listening sessions and focus groups

October, February, and June:

- Conversations with RPS Administration, including cross-curricular leads, to share project updates, and receive guidance.

January- May:

- Facilitated listening sessions around science education, environmental justice, and equity in Richmond.
 - Invite community stakeholders, parents, teachers (all disciplines, all grade levels), students, school administration, etc.

October-June, skipping May for testing:

- “Opt-in” teacher support via book club. We will provide a common book that will promote higher-order thinking, problem-solving in the classroom, and collegiality between teachers in a once per month book group gathering. These gatherings are a chance to cultivate deep discussions in a safe space. Interest numbers will dictate something of the form that this book club will take, and whether it will be in person or virtual. These informal opportunities for conversation may also help us build the relationships that will lead to the formation of the Teacher Advisory Board.

April-June:

- Focus groups inviting specific interest areas and areas of expertise to lend their voices to the conversation.

June:

- Formation and initial meeting of Teacher Advisory Group; welcome and thank-you to them. Establish some Year Two logistics, share data with them for the purpose of getting folks thinking about the work ahead.

July-August:

- Data synthesis and begin analysis: Key Partners compile information on existing ELPs and lay the foundation for work into the future. Create scaffolding to guide the work of advisory groups.



Year Two: Writing, Revising, and Strengthening Relationships

Building upon the growth in depth and breadth of network bonds forged in Year One, Year Two will be devoted to the tasks of forming and revising the ELP, while continuing to offer teacher support and with an ongoing openness to new input.

In August, the partners will reconvene, review Year One, and make a framework for Year Two. We will revisit and build upon the grounding questions:

- Given the information we now have, what does environmental literacy mean for Richmond, Virginia?
- What does environmental justice mean for Richmond, Virginia?
- What does it mean for our students to be environmentally literate?
- How will an ELP support, improve, and sustain RPS?

August-June:

- Key Partners will meet approximately 38 times.

August, December, March, and May:

- Presentations for School Administration, including cross-curricular leads.

September- March:

- Teacher Advisory Board will resume meetings.

October- March:

- Student Advisory Board meets for the first time. With scaffolding from the key partners, students have a safe space to share their input for the future of their education system.

Bi-monthly (Every second month, August-June):

- Time set aside for collective writing and review sessions on the ELP document. We anticipate that the work of writing will take place throughout the year, but we also value the opportunity to collaborate formally with colleagues on this important work. These writing sessions are also an opportunity to bring in expertise from our community partners.

November-June:

- Teacher book club: continued teacher support via an opportunity to do some cerebral thinking with peers that may or may not be directly related to classroom work.

May:

- Presentation of “finished” product to School Administration and School Board with enough time still before the conclusion of the project term for additional revision.

June:

- Celebration of the process and thank yous to Community Partners, Teacher Advisory Board, and Student Advisory Board.

The framework of environmental justice is inextricable from the work of environmental education in the 21st century, especially so in a majority-minority student population, and especially in Richmond, where equity has so long been ignored and suppressed. It is imperative,



then, that the REST project do the opposite by intentionally shedding light on what has so long been in the dark. To illuminate its mutual dependence, we pose the following example. As much as we may wish it were different, convincing a 6th grade student to care about the Albedo effect when it's defined as, "the measure of the diffuse reflection of solar radiation out of the total solar radiation", does not touch a 6th grade student to their core. However, when that student goes outside and measures the temperature difference between asphalt in front of their school and the grass under the tree at the public park down the street, the comparison begins to matter. Furthermore, when those findings are connected to the broader data sets reflecting average temperature differences across the city, Albedo begins to land in the student's mind with more troubling urgency. This is the kind of field experience that cultivates environmental stewardship. When issues of environmental justice are framed so that students see clearly that society is not fair and is stacked against them, as it is for the majority of our students, it engages them in something that wasn't previously all that interesting to the 6th grader. Our students are smart and observant human beings; they already see that the society around them is unequal. Showing them this fact through data, however, makes the data matter directly to that student. This acknowledgement will be hard for students and teachers. It will be meaningful, and it will push them to care. This is environmental literacy.

At the conclusion of this project, RPS will have a scaffolding document created from within our community that will operate in concert with its existing planning documents and curricula, including Dreams4RPS and the REAL Richmond History curriculum. This document will answer the questions posed at the top of this summary, and will paint a picture of the knowledge base required for an environmentally literate RPS graduate. The ELP will assist our broad array of community partners in our collaborative work supporting environmental education at RPS. Finally, this project has the potential to foreground the City of Richmond as a regional leader in 21st century environmental education. We are excited about the work ahead, and look forward not just to the next two years, but to a long future continuing our support of RPS as they give students knowledge and skills to spur them to civic action.



U.S. DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
NOAA Chesapeake Bay Office
200 Harry S. Truman Parkway, Suite 460
Annapolis, MD 21401

May 28, 2021

Mrs. Penelope Davenport
City of Richmond, James River Park System
Penelope.Davenport@Richmondgov.com
804-921-8089

Dear Mrs. Davenport;

Thank you for your application entitled, "*The Richmond Environment: Students as Teachers in their Watershed*" submitted to the NOAA Chesapeake Bay Office Bay Watershed Education and Training (B-WET) Program. The proposal was reviewed according to the Federal Funding Opportunity announcement (Funding Opportunity Number: NOAA-NMFS-HCPO-2021-2006735). I am pleased to advise you that the application was recommended for funding.

The proposal must still be reviewed and cleared by the NOAA Grants Management Division (GMD) and Financial Assistance Legal Division, so please note that this is not an official notice of an award. I do not foresee any complication with the GMD clearance process on the award; however, you should note that any costs incurred prior to GMD issuance of the award notice are incurred at your own risk.

The review panel recommended \$149,437 in funding for this project in FY21. The reduction of the scope of this project to a one-year award represents changes requested by the technical review panel which were discussed previously. The assigned B-WET Federal Program Officer will work directly with the project's principal investigator(s) if revisions to the federal forms that were submitted are necessary.

If you have any questions about the technical review panel feedback or next steps, feel free to contact Elise Trelegan at elise.trelegan@noaa.gov. We look forward to working with you to advance environmental literacy in the region.

Sincerely,

Sean Corson
Director

